THE HEDGES REALIZED IN ABSTRACT AND CONCLUSION

(A Study at English Language Education Department of UIN Walisongo Semarang)

THESIS

Submitted in Partial Fulfillment of the Requirement
for gaining the Degree of Bachelor of Education
in English Language Education

By

NUR HAFIDATUN NISA
NIM: 133411059

EDUCATION ANDTEACHER TRAINING FACULTY

WALISONGO STATE ISLAMIC UNIVERSITY

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2018

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I am the student with the following identity

Name   :Nur Hafidatun Nisa
Student Number   : 133411057
Department   : English Department

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Semarang, 28 July 2018

The Researcher

Nur Hafidatun Nisa
Student Number: 133411057

ii

RATIFICATION

Thesis with the following identity

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Name : Nur Hafidatun Nisa

Student Number : 133411057

Department : English Education

has been tested in Munaqasyah session by the team of thesis examiner of Education and Teacher Training Faculty of Walisongo State Islamic University and has been accepted as a partial requirement for the degree of Bachelor of Education in English Language Education Department.

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NIP:19780719 200501 1 007

Examiner II,

Daviq Rizal, M. Pd
NIP: 19771025 200701 1 015

Advisor I,

Nadiah Ma'mun, M. Pd.
NIP.19781103 200701 2016

Advisor II,

Sayyidatul Fadlilah, M. Pd.
NIP.19810908 200710 2 001

iii

ADVISOR NOTE

To;
The Dean of Education and Teacher Training Faculty
Walisongo State Islamic University
Semarang

Assalamu'alaikumwr.wb.

I inform that I have given guidance, briefing, and correction to whatever extent necessary of the following thesis

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Name	: Nur Hafidatun Nisa
Student Number	: 133411057
Department	: English Language Education
Study Program	: S1

I state that the thesis is ready to be submitted to education and teacher training faculty of Walisongo State Islamic University to be examined at munaqosyah session.

Wassalamu'alaikumwr.wb.

Advisor I,

Nadiah Ma'mun, M. Pd.
NIP.19781103 200701 2016

ADVISOR NOTE

To;
The Dean of Education and Teacher Training Faculty
Walisongo State Islamic University
Semarang

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I state that the thesis is ready to be submitted to education and teacher training faculty of Walisongo State Islamic University to be examined at munaqosyah session.

Wassalamu'alaikumwr.wb.

Advisor II,

Sayyidatul Fadlilah M. Pd.
NIP.19810908 200710 2 001

ABSTRACT

Title   : **The Hedges Realized in Abstract and Conclusion (A Study at English Language Education Department of UINWalisongo Semarang)**

Writer   :Nur Hafidatun Nisa
Student Number :133411057

Hedges are very crucial on scientific academic research especially on thesis abstract and conclusion, because at this case the students must understand on the research that has been conducted. This research is mostly discussed about hedges on thesis abstract and conclusion of The Undergraduate Degree of Walisongo State Islamic University Semarang.This research employs qualitative research method. Qualitative research is the appropriate research method dominantly used for this study because the explanation of this study concerns the comprehensive elaboration of the nature of phenomenon, namely hedging realized in in Thesis Abstract and Conclusion of The Undergraduate Degree of Walisongo State Islamic University Semarang. The conclusion of this research is that there are 27 or 13,43% hedges with type of modal auxiliary, there are 40 or 19,9% hedges with type of full verbs, there are 29 or 14,43% hedges with type of adverb, there are 17 or 8,46% hedges with type of adjective, there are 68 or 33,83% with type of nouns, there are 7 or 3,48% hedges with type of question, there are 13 or 6,4% hedges with type of other hedges and there is no clausal element hedge or 0% for clausal elements hedges. The most hedges used is nouns and no one use clausal elements hedges.

Keywords:*Hedges,Thesis Abstract and Conclusion,Politness*

DEDICATION

This thesis is dedicated to:

- My beloved father Mr. Miftahul Imron and mother Mrs. Maslahah who always support emotionally and materially with prayer, love and patience.
- My brothers and my sisters. Mbak Lut, Mila and Hilmi i love you so much.
- Suciati Ayu Mutmainnah who always support and motivate me to finish this thesis.
- Mas Mustafa Zahrul Umam who always accompany me to guidance with my lectures until my thesis finish.

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بسم الله الر حمن الر حيم

Praise be to Allah, the merciful, the compassionate that the writer can finishthis thesis completely with title *"THE HEDGES REALIZED IN ABSTRACT AND CONCLUSION (A Study at English Language Education Department of UINWalisongo Semarang)"*

Shalawat and Salam for the Prophet Muhammad who brings us from thedarkness to the brightness.The writer realizes that there are many people who already helped her inarranging and writing this thesis directly or indirectly. In this chance, the writer wouldlike to express deeper appreciation to:

1. Dr. H. Rahardjo, M.Ed the dean ofTarbiyah& Teacher Training Faculty of UINWalisongo Semarang.
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11. Last but not least, those who cannot be mentioned one by one who have supported, given motivation to the researcher to finish this thesis.

Finally, the researcher realizes that this thesis is far from being perfect; therefore, the writer will happily accept constructive criticism in order to make it better. The researcher hopes that this thesis would be beneficial to everyone. Aamiin.

Semarang, 28 July 2018
The Researcher

Nur Hafidatun Nisa
NIM. 133411057

16

LIST OF CONTENT

18

LIST OF TABLE

LIST OF APPENDICES

CHAPTER I
INTRODUCTION

`   This chapter presents the background of the study, reason for choosing the topic, research question, objective of the research, significances of the research, and limitations of the research.

A. Background of the Research

Allah said in Al-Qur'an Al-Mujadilah verse 11:

" O... you who have believed when you are told, "Space yourselves" in assemblies, then make space; Allah will make space for you. And when you are told, "Arise," then arise; Allah will raise those who have believed among you and those who were given knowledge by degrees. And Allah is acquainted with what you do."

Final project is the important thing for students of under graduate degree. In the catalogue book of Walisongo Islamic State University Semarang is stated that final project is final academic test in the University. All students must pass the test when they will accomplish their study. So many students can not graduate from their study because they can not accomplish their final projects. It is often that final project is regarded as the most difficult exam by students, and the students need much time and concentration to accomplish the exam.

A final project is included scientific research where in conducting final project a student must do many steps, the student must propose a planning of research, after the planning research is approved by the Secretary of English Education Department, the student must write a proposal research, and then the student conducts research and makes analysis the final steps of writing final project is making conclusion. To complete the final project the student must write the abstract as the abstraction of the research that the student has done.

While the student is writing the final project by conducting research and analyzing the result of the research, the student is guided by two advisors who are professional and expert in conducting research and the advisors are determined by the University. The process of advising for the student writing the final project covers making proposal until making conclusion as well as the abstraction.

After the research is finish, the student must explain, responsible and defend on a final examination of final project, where in the final examination, there are four examiners who will exam the final project. The four examiners are also professional and expert in conducting research. Based on the steps and regulations in conducting final project above, it should the final project be qualified and precise, especially for the conclusion and abstract, because in making conclusion and abstract is in the end of the research.

Based on the writer's experience when the writer studied and read the scientific research of English final project in the library of under graduate degree of Walisongo Islamic State University Semarang, the writer still finds some genres of hedge are used. This case that encounters the writer wants to study deeper about why, strategy and genre of hedge are used by the writers of final project research focuses on the abstract and conclusion of English final project texts which both the abstract and conclusion must be very clear and precise statements after the researchers pass some crucial steps of research procedure and some examination in the court examination.

According to Webster's II, New Riverside Dictionary (1984), a hedge is any deliberately ambiguous statement or any

equivocal statement.[1] Ken Hyland said that hedge is the expression of tentativeness and possibility in language use, such as *"May, Might, Generally, Possibility, etc."* Hedge is not adequate to understand by common dictionary merely, but it needs studying more by context of language use which shows the meaning of a doubt, tentativeness or modification of uncertain degree of a particle word or phrase.[2]

There are many experts define about hedge, such as Lakoff said that hedge is a study in meaning criteria and the logic of fuzzy concept.[3] Zuck and Zuck defines hedge as the process whereby the author reduces the strength of what he is writing. Brown and Levinson defines hedge as a particle, word or phrase that modifies the degree of membership of a predicate or noun phrase in a set; it says of that membership that it is partial or true only in certain respects, or that it is more true and complete than perhaps might be expected.[4]

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[1] Jennifer R. Wishnoff, *Hedging Your Bets: L2 Learners' Acquisition of Pragmatic Devices in Academic Writing and Computer-mediated Discourse*, (Hawai: University of Hawai, 2000), p. 123

[2] Ken Hyland, *The Author in the Text: Hedging Scientific Writing*, (Hong Kong: Hong Kong Papers Inlinguistics And Language Teaching, 1995), Lingnan College, Hong Kong, p. 35

[3] Reza Falahati, *The Use of Hedging across Different Disciplines and Rhetorical Sections of Research Articles*, (Ottawa: University of Ottawa, 2004), p. 99

[4] Reza Falahati, *The Use of Hedging across Different Disciplines and Rhetorical Sections of Research Articles*, (Ottawa: University of Ottawa, 2004), p. 100

4

By analyzing of the some definitions above that the hedge have some functions in the language use suitable with the particle, word or phrase used, Ken Hyland explained that there are three categories of hedge use in academic writing, they are; *First,* hedge allows writers to express propositions with greater precision in areas often characterized by reformulation and reinterpretation; *Second,* hedge concerns the writer's desire to anticipate possible negative consequences of being proved wrong; *Finally,* hedges contribute to the development of the writer-reader relationship, addressing the need for deference and cooperation in gaining reader ratification of claims.[5] Based on Ken Hyland about the function of hedge does not touch politeness, Reza Falahati explained that there two main approaches taken in different studies towards hedging function, they are hedging in politeness model and in polypragmatic model.[6]

The explanation above shows us that the function of hedge is not only for the expression of writer's tentativeness or doubt but also strategy of politeness in language use, and may also be the degree of politeness or degree of uncertain writer's decision in writing of academic research.

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[5] Ken Hyland, *The Author in the Text: Hedging Scientific Writing*, (Hong Kong: Hong Kong Papers Inlinguistics And Language Teaching, 1995), Lingnan College, Hong Kong, p. 34-35

[6] Reza Falahati, *The Use of Hedging across Different Disciplines and Rhetorical Sections of Research Articles*, (Ottawa: University of Ottawa, 2004), p. 99

This research will be very interesting because hedge is as the expression of tentativeness and possibility in language use or a doubt or modification uncertain degree will be used to analyze the abstracts and the conclusion of English final project of under graduate degree, Walisongo Islamic State University Semarang. By hedge analyzing we will know the student's conviction, tentativeness, doubt, modification of uncertain degree in taking conclusion and abstracts.

Based on the circumstance above, the researcher is going to investigate the hedge use in conclusion and abstract of English final project under graduate degree. This research entitled "The Hedges Realized in Thesis Abstract and Conclusion of The Undergraduate Degree of Walisongo State Islamic University Semarang".

B. Reasons for Choosing the Topic

This research is mostly discussed about hedges on thesis abstract and conclusion of The Undergraduate Degree of Walisongo State Islamic University Semarang. And for the reasons, the researcher has four reasons, as follows:

1. Hedges are very crucial on scientific academic research especially on thesis abstract and conclusion, because at this case the students must understand on the research that has been conducted.

2. Students must understand on hedges, how to use hedges in academic writing.
3. Hedges are very rare studied by students of Indonesia, whereas, the students must know about hedges.

Students must conducted research for their theses in order to graduate from their study in university, so the students must know about hedges and how to use hedges in scientific academic writing.

C. Question of the Research

Based on the background of study above, there are research questions of this study:

1. What kind of hedges are Realized in Thesis Abstract and Conclusion at English Language Education Department of UIN Walisongo Semarang?
2. What the functions of the hedges are Realized in Thesis Abstract and Conclusion at English Language Education Department of UIN Walisongo Semarang?

D. Objective of the Study

The objectives of this study are:

1. To find out the kind of hedges are Realized in Thesis Abstract and Conclusion at English Language Education Department of UIN Walisongo Semarang.

2. To find out the functions of the hedges are Realized in Thesis Abstract and Conclusion at English Language Education Department of UIN Walisongo Semarang.

E. Significances of the Research

This study is expected to give a precious contribution to some parties, theoretically, practically, and in the research and development program.

1. Theoretically
    a. To the English student, by doing this research, the researcher hopes it can be as reference for English student in conducting research about hedges.
    b. To English department of Walisongo State Islamic University, this study expects becoming a considerable resource when they are to write a thesis either to enrich their knowledge of academic writing of hedges or to add their resource in writing a thesis related to the topic of hedges realized in speaking or writing.
    c. To the other researchers who wish to discuss the topic of hedges and journal writing, the result of this research study can be a beneficial reference as to what they are like.
2. Practically

a. For the pre-service teacher at seventh grade English Department UIN Walisongo Semarang in the academic year of 2017/2018, the result of this research can be their reference to increase knowledge for them about hedges realized.

b. For the researcher, this research will help researcher to get many real experiences about how hedges realized in English writing.

F. Outline of Thesis

In order to make this research comprehend, the researcher will put of five chapters as follows:

Chapter I is introduction. This chapter consists of background of the study, reason choosing the topic, research question, research objective, the pedagogical significant, and outline of study.

Chapter II is review of literature. The researcher will present previous study and related literature in this chapter.

Chapter III is research methodology. This chapter will discuss how the researcher conducts this study. Specially, this chapter consists of subject of the study, source of data, technique of data collection and technique of data analysis.

Chapter IV is result and discussion. This will present research result. More detail, the researcher will discuss and analyze the research result.

Chapter V is conclusion. This chapter presents research conclusion and suggestion.

CHAPTER II
REVIEW OF THE RELATED LITERATURE

This chapter highlights two main points (i) previous studies of the research, and (ii) literature review, and (iii) hedges in scientific academic writing. They are suitable with the research question that the writer will discuss at the next chapter.

A. Previous Research

Many researchers conducted research about hedges; these following researches are related to hedges:

1. A final project by Astri Aditiana. Student Number 11.03.52.0023. Language and Culture Faculty of University of Stikubank Semarang 2015. The title is *Hedges Realized in "Oprah Winfrey's Talk Show feat J.K Rowling*. A descriptive research, the study was conducted by collecting any relevant data and information about the topic or problem of the study. The data collection used the following steps watching Oprah Winfrey's Talk Show Feat J.K Rowling, downloaded the transcript of the Oprah Winfrey's Talk Show Feat J.K Rowling, and documenting the data collection. Observing words and phrase written in transcript on the "Oprah Winfrey's Talk Show feat J.K Rowling". The researcher analyzed sentences that have hedging particles, words, and phrases used in "Oprah Winfrey's Talk Show feat J.K Rowling". This study focuses on the hedges

used in "Oprah Winfrey's Talk Show feat J.K Rowling". The result of the study stated that there are 305 hedges found in the data. The first category is modal auxiliary verb; there are 78 hedges or 25,65%. The second category is modal lexical verb; there are 6 hedges or 1,96%. The third category is Adjective, adverbial and nominal phrases; there are 25 hedges or 8,19%. The fourth is approximates of degree, quantity, frequency and time; there are 35 hedges or 11,47%. The fifth category is introductory phrases; there are 122 hedges or 40%. The next category is If clause; there are 17 hedges or 5,57%. And the last category is compound hedges; there are 22 hedges or 7,21%. According to the table above shows that the dominant types of hedges are Introductory phrases. The reason for minimizing the expression of doubt and confidence becomes the first domination in the data. That is 254 hedges or 83,27%. The hedges show tentativeness. The second domination is sensitivity to others' feelings with 48 hedges or 15,73%. The last reason is avoiding playing the expert with 3 hedges or 0,98%. So, the conclusion is the expression of doubt and confidence is the dominant reason from the data.[7]

2. A final project by Tia Ayu Pratiwi. Student Number 12.03.52.0044. Language and culture faculty of University of Stikubank Semarang 2014. The title is *Hedges Used in "Your*

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[7] Astri Aditiana, *Hedges Realized in "Oprah Winfrey's Talk Show feat J.K Rowling*, (Semarang: UNISBANK, 2015), Fakultas Bahasa dan Kebudayaan.

Letter" of The Jakarta Post Dated June 9th-14th, 2014. A descriptive research, the study was conducted by collecting any relevant data and information about the topic or problem of the study. The data collection used the following steps: searching the on-line newspapers which are required for the research, choosing newspapers that are required, and documenting the data collection. Observing words and phrase written in "Your Letter". The researcher analyzed sentences that have hedging particles, words, and phrases used in "Your Letter" of The Jakarta Post dated April, 9th-14th June. This study focuses on the hedges used in "Your Letter" of The Jakarta Post. The researcher concludes that there are 18 texts from 6 data which have 176 hedges. The first domination is modal auxiliary verb; there are 95 hedges or 53,98 %. The second domination is approximates of degree, quantity, frequency and time with 55 hedges or 31,25%. The third domination is modal auxiliary lexical and if clause; there are 13 hedges or 7,39%. The researcher does not find any hedges in adjectival, adverbial and nominal modal phrases; introductory phrases and compound hedges. Moreover, the researcher not only found the type of the hedges but also presented the function of the hedges. In the research, the reason for minimizing the "thread-to-face" becomes the first domination in the data; there are 95 hedges or 53,98%. The hedges show tentativeness. The second domination is being way of being more precise in reporting result with 55

hedges or 31,25%, the third domination is conforming to an established writing style with 26 hedges or 14,77%. The researcher does not find any function of being positive or negative politeness strategies.[8]

3. An International Journal by B. Halabisaz, *el.all* (2014). The title is *Hedging in Thesis Abstracts on Applied Linguistics across Persian and English*. Thesis abstracts were randomly selected from among the two groups in applied linguistics:150 thesis abstracts written by native (British) speakers of English in applied linguistics, 150 thesis abstracts written by non-native (Iranian) speakers of English in applied linguistics. All theses were selected from among those dated between 2000 and 2013. The thesis abstracts written by non-native Iranian speakers of English (applied linguistics) were selected from among theses of Iran universities and thesis abstracts by native speakers of English (applied linguistics) were selected from different electronic resources available. The statistical technique of Chi-Square was used to compare these theses in each group. Based on the result of the study, that there was a significant difference between natives and non-natives in terms of using hedges in abstracts of linguistic theses written by English and Persian writers. Native English writer used more hedging devices, while non-natives (Iranian) writers employed less hedge devices in

[8]Tia Ayu Pratiwi, *Hedges Used in "Your Letter" Of The Jakarta Post Dated June 9th-14th, 2014,* (Semarang: UNISBANK, 2014), Fakultas Bahasa dan Kebudayaan

their M.A. abstracts. The differences are attributed to the degree of rhetorical sensitivity and modality, awareness of audience, purpose, and cultural background of the learners. The implication of this study can be helpful in academic writing, and EFL writing instruction.[9]

4. A Bachelor Thesis by Ellen Player Pellby. The title is *Hedging in Political Discourse (An Analysis of Hedging in an American City Council)*. The aim of this essay is to analyze men and women' use of hedges in political discourse. This will be done by analyzing hedges appearing in the minutes of a district council meeting by quantifying data, in order to determine what is indicated by the hedges and how the various types of hedges differ based on gender. The various types of hedges have been annotated into different categories based on their syntactic position, content and communicational function as well as context. This study is quantitative, seeing as the attributes, (the hedges), are classified into a taxonomy (which will be discussed in the next subsection). Then the hedges are counted in order to learn about the distribution of them by communicative function. What is counted are the frequencies of hedges of different types in the taxonomy which will be presented in the next subsection. The results this study indicate that men hedged less than women, since the total normalized

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[9] B. Halabisaz, *el.all*., *Hedging in Thesis Abstracts on Applied Linguistics across Persian and English*, International Review of Social Sciences and Humanities Vol. 7, No. 1, (2014), www.irssh.com. pp. 211-218

percentage for men was 0.32% whereas for women the total normalized percentage was 0.8%. While women hedged more than men, this counters Lakoff's claim that men do not use hedging devices at all in their speech, and more specifically, that they do not signal uncertainty. In fact, the results indicated that men had an equal number of hedges in both categories which signal uncertainty. In this study, men hedged less than women. Women hedged more to signal uncertainty than men, however, not at all times. This disproves Lakoff's claim about women's speech habits, as they did not always hedge to signal uncertainty.[10]

5. An EFL Journal by Maurie Liza M. Nivales (2008). The title is *Hedging in College Research Papers: Implications for Language Instruction*. This study examined thirty undergraduate theses in English or 144 pages of selected RA sections written by randomly selected students of the Institute of Selection of theses was limited to those written and submitted in school year 2007-2008, totaling six theses per course, i.e., six introduction and six conclusion sections per college course. Only those which have more than 2 pages of introduction and 1 page of conclusion sections were selected. This study is descriptive in nature. A simple frequency count was used, making this study a qualitative research. These

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[10] Ellen Player Pellby, *Hedging in Political Discourse (An Analysis of Hedging in an American City Council)*, (Gavle University, 2013), English in Depth: Undergraduate Course for General Purposes

findings suggest the need for awareness raising on the usefulness of hedging and boosting devices in mitigating claims despite the seeming sensitivity of the research article topics or its affect on the writers. In the end, these research articles are academic papers that must adhere strictly to writing conventions of impersonality and formality.[11]

All the researches about hedges above employed not only in writing skill but also in speaking skill research. The differences between this research and the researches above is this research focus on abstract and conclusion of English final project research, where after the writer finished conducting research, the writer formulated conclusion and wrote abstract. Because of after conducting the research, so the writer should be certain in writing conclusion and abstract; by this way the writer can minimize the hedge used.

B. Literature Review

1. Hedges

a. Definition of Hedges

According to Webster's II, New Riverside Dictionary, a hedge is any deliberately ambiguous statement or any equivocal statement.[12] Reza Falehati said that the use

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[11] Maurie Liza M. Nivales, *Hedging in College Research Papers: Implications for Language Instruction*. (Manila: Far Eastern University, Manila, Philippines, 2008).

[12] *Webster's II New Riverside Dictionary*. (New York: Berkley, 1984), p. 56

of the term hedge or hedging is a study in meaning criteria and the logic of fuzzy concepts.[13]

The research has provided various definitions for hedging or hedges. Zuck and Zuck define hedges as the process whereby the author reduces the strength of what he is writing, in case the reported news turn out not to be true.[14] They try to extend the scope of hedging in a way that it draws on pragmatic uses of the term in language. The interpersonal aspect of hedging and how it can be used in a communicative situation is their orientation in the use of hedging.

Brown and Levinson define hedges as a particle, word or phrase that modifies the degree of membership of a predicate or a noun phrase in a set; it says of that membership that it is *partial* or true only in certain respects, or that it is *more* true and complete than perhaps might be expected.[15] They extend the boundaries of hedging to negative politeness which is used for avoiding threats to the

[13] Reza Falahati, *The Use of Hedging across Different Disciplines and Rhetorical Sections of Research Articles*. (University of Ottawa, 2004), p. 99

[14] Zuck, Joice Gilmour and Zuck, Loic. V., *Hedging in News writing, In Beads or bracelets? How do We Approach LSP, Selected Papers from the Fifth European Symposium on LSP, ed.* A.M. Cornu, J. Van Parjis, M. Delahaye & L. Baten. Oxford: OUP. 1986, p. 172

[15] Penelope Brown and Stephan C. Levinson., *Politeness: Some Universals in Language Usage*, Great Britain: Cambridge University Press. 1987, p. 145

face of the participants. Hedging in their model is still limited and mostly applied within the scope of speech acts theory and interpreted as a sign of politeness.

Hyland defines hedges as the means by which writers can present a proposition as an opinion rather than a fact: items are only hedges in their epistemic sense, and only when they mark uncertainty.[16] In this study, the definition by Hyland will be employed. The authors, through using hedging devices and showing uncertainty, try to show the amount of accuracy of their statements. At the same time, they attempt to save face in case of any possible falsification of their judgments. Through using hedges and attributing the ideas to oneself, writers also invite readers to evaluate the truth value of the proposition as an independent and intelligent individual.

b. Function of Hedges

In addition to forms of hedging, functions of hedging constitute another main focus of this study. There are two main approaches taken in different studies towards hedging functions. They are hedging in politeness model and in polypragmatic model. These two approaches are explained in the following two sections. The polypragmatic model is adopted in this study.

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[16] Ken Hyland, *Hedging in Scientific Research Articles*, Amsterdam/Philadelphia: John Benjamins Publishing Company, 1998, p. 5

1) Hedging Functions in Politeness Model

Hedging has been treated as a sign of politeness by Brown and Levinson in their unified model of politeness in spoken context. According to this model, hedging is a strategy which is employed to reduce the risk of confrontation in social interactions. In this model, hedges are one type of linguistic device through which negative politeness strategies can be realized. Negative politeness, according to Brown and Levinson, refers to addressee's want to have his freedom of action unhindered and his attention unimpeded. It performs the function of minimizing the particular imposition that the face threatening act (FTA) unavoidably affects.[17] Since the primary aim of this model has been to account for politeness in face-to-face interaction, their examples are all embedded within a spoken context:

example: *I wonder* if you could help me with lifting this box.

According to them, the italicized verb in example sentence above is used to hedge the illocutionary force of the statement. This shows that the speaker does not want to impose an undesirable request to the listener, recognized as negative politeness strategy. Normally

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[17] Penelope Brown and Stephan C. Levinson., *Politeness: Some Universals in Language Usage*, Great Britain: Cambridge University Press. 1987, p. 145, p. 129

hedges are a characteristic of negative politeness, but they can also be used in positive politeness strategies as well. According to Brown and Levinson, positive politeness is redress directed to the addressee's positive face, his perennial desire that his wants (or the actions/ acquisitions or values resulting from them) should be thought of as desirable.[18] Unlike negative politeness, in positive politeness the scope of redress is stretched to the appreciation of addressee's desires and wants as shown in following sentence:

"You really should *sort of* study harder."

This model may be criticized based on the lack of distinction between negative and positive politeness. It seems that the line between the two kinds of politeness is not as clear as it is indicated by Brown and Levinson's study.

Myers used this model in an academic discourse context and interpreted hedging as a politeness feature in his study on biology articles. He states that the hedging expressions which are used in the interaction between writers and readers in scientific articles can be interpreted

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[18] Penelope Brown and Stephan C. Levinson., *Politeness: Some Universals in Language Usage*, Great Britain: Cambridge University Press. 1987, p. 145, p. 101

as the politeness markers. The following example further clarifies this point:

example: "The findings *suggest* a common origin of some nuclear and mitochondrial intro and common elements in the mechanisms of their splicing."[19]

According to Myers, the italicized verb in example above can be interpreted as a hedge and it indicates politeness. He argues that the writer, by using an epistemic verb (e.g., *suggest*), tries to imply that the results of the study are tentative. This can be regarded as negative politeness towards the readers. Despite the explanatory power of politeness model for hedging in spoken discourse, it seems that this model is not able to account successfully for the multiple meanings of this functional category in academic discourse. Hyland states his disapproval over the use of this model for interpreting hedging in academic discourse and argues that we therefore have to reject the politeness view as an adequate explanation for the use of hedging in science and conclude that discourse community norms are likely to play a larger part than credited by the Myers or Brown

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[19] Myers, G., *The Pragmatics of Politeness in Scientific Articles*, *Applied Linguistics*, 1989, p. 14

and Levinson model.[20] To be polite is to abide by the rules of a relationship established by the scientific discourse community. It involves adherence to an empirical viewpoint and action as if one trusted all other scientists to do likewise, without such trust, the edifice of scientific knowledge production would collapse. Contributing to a scientific debate involves the writer entering into an interactional contract with specific rights and obligations, among which are limits on self-assurance and norm concerning the deference due to views of other researchers. Adherence to such an interactional contract may exert a stronger influence on scientists than considerations of face, and may prove to be a more insightful means of analyzing the interpersonal use of hedges in scientific prose.

2) Hedging Functions in Polypragmatic Model

Starting from Zadeh's theory of fuzzy sets, Hyland established a polypragmatic model of hedging. Noticing that the traditional linguistic principles such as (epistemic) modality cannot fully account for the various functions of hedging, Hyland devised a model to account for the multi-functional nature of hedging.

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[20] Ken Hyland, *Hedging in Scientific Research Articles*, Amsterdam/Philadelphia: John Benjamins Publishing Company, 1998, p. 69

Due to the polysemous and polypragmatic nature of hedging devices, Hyland confirms that assigning specific meanings exclusively to particular forms is not possible. Hedging categories always contain traces of meaning which are conveyed by the other. Instead of having some categories with firm boundaries and clear criteria of membership, prototypes model of categories suggests that members do not necessarily share the same discrete attributes but can be linked by family resemblance. Categories are not homogeneous but have a prototype, good and bad members and fuzzy borders.[21] According to this model, hedges can cover an array of purposes such as weakens force of statements, contains modal expressions, expresses deference, signals uncertainty, and so on. Hyland, by proposing this scheme, tries to capture the multi-functional nature of the hedges which enables them to have a range of meanings at the same time.[22]

Hyland divides the hedges in the context of academic discourse into two main categories: *content-oriented hedges* and *reader-oriented hedges*. According to him, content-oriented hedges serve to mitigate the

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[21] Ken Hyland, *Hedging in Scientific Research Articles*, Amsterdam/Philadelphia: John Benjamins Publishing Company, 1998, p. 159

[22] Ken Hyland, *Hedging in Scientific Research Articles*, Amsterdam/Philadelphia: John Benjamins Publishing Company, 1998, p. 160

relationship between propositional content and a non-linguistic mental representation of reality; they hedge the correspondence between what the writer says about the world and what the world is thought to be like.[23]

Hyland further divides the content-oriented hedges into *accuracy-oriented* and *writer-oriented* hedges. The accuracy-oriented hedges refer to writer's desire to express proposition with greater precision which are further divided into *attribute* and *reliability* hedges.[24] Attribute hedges help writers to specify more accurately how far their results approximate to an idealized state and reliability hedges indicate the amount of writers' certainty or uncertainty in a proposition.[25]

The writers' main motivation for using writer-oriented hedges is to make a shield for the self against any probable falsification of the proposition. This end is achieved through minimizing their involvement in the proposition and keeping a distance from it. The main distinction between writer-oriented and accuracy-oriented hedges is that writer-oriented hedges mostly concern the writer's presence in the text rather than increasing

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[23] Ken Hyland, *Hedging in Scientific Research Articles*, Amsterdam/Philadelphia: John Benjamins Publishing Company, 1998, p. 162

[24] Ken Hyland, *Hedging in Scientific Research Articles*, Amsterdam/Philadelphia: John Benjamins Publishing Company, 1998, p. 162

[25] Ken Hyland, *Hedging in Scientific Research Articles*, Amsterdam/Philadelphia: John Benjamins Publishing Company, 1998, p. 164

precision which is the main concern of accuracy-oriented hedges. It should be noted here that this distinction, as Hyland states, is not very distinct and certain hedges can have multiple meanings at the same time.

The second main category which is distinguished by Hyland is *reader-oriented* categories. The main distinction between this category and content-oriented is that reader-oriented hedges mostly deal with the interpersonal interaction between readers and writers. Hyland argues that ignoring the readers in the text by the writers will present claims as ex-cathedra assertions which displays an unacceptable deviant persona.[26] Certainty and categorical markers do not invite the readers into a negotiation and imply that the assertion made by the writer is the only possible interpretation of the phenomenon. Ignoring the readers in the text means that the statement made by the writer needs no feedback. Reader-oriented hedges make the readers involved in a dialog and address them as thoughtful individuals to respond and judge the truth value of the proposition.

This review of literature was provided to build the necessary ground for this study. A survey of historical background of hedging was presented. The main

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[26] Ken Hyland, *Hedging in Scientific Research Articles*, Amsterdam/Philadelphia: John Benjamins Publishing Company, 1998, p. 178

empirical studies in this area were also reviewed and the main models for interpreting hedging were also discussed. The next section will focus on the data of the study and the procedures and methods used for analyzing them will be explained.

c. Type of hedges

There are numerous ways in which hedging may realized in English, there are certain evident types of linguistic expression that spring to mind in this respect. Hedging was the first approach with reference to relatively limited set of hedges, including lexical items and phrase such as roughly, sort of, strictly speaking, and so on. In the course time, the concept of hedging has come to be understood more broadly as including a number ways of expressing uncertainty, vagueness, hesitation, and the like, that is to cover various linguistic manifestation of feelings and thoughts pertaining to limited knowledge or accuracy. From this perspective, then, hedging may be paralleled with qualifications realized by means of elements expression epistemic modality. While the notion of modality has at times been approached rather narrowly with an emphasis on

the modal auxiliaries, the present work approaches epistemic qualification from a wider perspective.[27]

Based on the information above, there many types of hedges, they are:

a. Modal Auxiliaries

Modal auxiliaries could be interpreted to express the kind of epistemic meaning useful for hedging, namely can, could, may, might, must, should, will, and would".[28]

Example: This procedure *may* inflate the contribution of sib ships with larger numbers of affected.

b. Full Verbs

While auxiliaries are commonly viewed as central way of producing modal meanings, they are by no means the only device with such potential. As concerns epistemic modality, it in fact seems that particularly full verbs may often be an even more common exponent of modality the modal auxiliaries. The use of epistemic full verbs is also advocated in some of the literature intended for the guidance of those engaged in scientifically oriented writing tasks. Whereas some studies state that in

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[27] Teppo Vartala, *Hedging in scientifically Oriented Discourse Exploring Variation According to Discipline and Intended Audience*, Tampere: English Philology University of Tampere, 2001, p. 103

[28] Teppo Vartala, *Hedging in scientifically Oriented Discourse Exploring Variation According to Discipline and Intended Audience*, Tampere: English Philology University of Tampere, 2001, p. 104

scientific English sentence typically consist of a noun phrase, a neutral verb (e.g. be, have, give) and another noun phrase, certain manuals on scientific writing urge authors to use more tentative full verbs, the reason for such recommendations characteristically being the avoidance of excessive assertiveness where the information presented might not be altogether accurate.[29]

There exist a number of full verbs that can be described as modal, as exemplified by for instance. Of greatest interest from the perspective of hedging are naturally verbs to do with epistemic modality. Items of this kind have been approached in various ways in literature on modality, and it has not always been made clear which specific categories of verbs are useful for hedging purposes. One of the earlier studies into full verbs used as hedges was carried out by Lysvag, where the main emphasis was on the grammatical characteristics of hedgers such as believe, appear, assume, and so on.[30]

Example: in contrast, the competitive theory *predicts* relatively elastic firm demand and higher cross-elasticities, implying less stable shares.

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[29] Teppo Vartala, *Hedging in scientifically Oriented Discourse Exploring Variation According to Discipline and Intended Audience*, Tampere: English Philology University of Tampere, 2001, p. 119

[30] Teppo Vartala, *Hedging in scientifically Oriented Discourse Exploring Variation According to Discipline and Intended Audience*, Tampere: English Philology University of Tampere, 2001, p.119

c. Adverbs

In addition to modal auxiliaries and full verbs, there are various other ways of expressing modality in English, the kind of epistemic meaning associated with hedging also frequently being expressed by adverbs. There are a number of adverbs that may be employed to produce the kinds of meaning linked to hedging, such devices having been discussed in various ways in literature, several modal adverbs characterized in terms of their syntactic properties and their meaning as "attitudinal disjuncts" that can be used to express epistemic modality (e.g. *likely*, *maybe*, *possibly*).

Apart from the adverbs that have traditionally been treated as *modal*, however, hedging has also been assumed to be realized by other kinds of adverbs indicating restricted truthfulness or limited exactitude.

Eaxample: The Mab 4 binds to all other fragments that contain AA 141-172 with equal, *relatively* high affinity.

d. Adjective

Hedges in the form of modal auxiliaries, full verbs, and adverbs covered quite a large share of all hedges identified in the research corpus, whereas hedging in the form of adjectives was not always quite as common in the researches, especially in the field of economics and

technology. Nevertheless, the data contained a number of adjectives that involve the kind of meaning that may be taken to constitute hedging, many adjectives for instance marking the information presented as uncertain, tentative, or not quite precise.

Adjectives found in hedging use were grouped according to principles identical to those applied in examining adverbs, that is, adjectives involving epistemic potential were not limited to the kinds of modal adjective.

Example: One of our goals is exploratory; we seek to investigate *possible* relationships that can be built upon in future research.

e. Nouns

In the previous sections, I have discussed the hedging use of a variety of verbs, adverbs, and adjectives in the research data. Many kinds of nominal expression can equally be associated with modality in English, there being a number of nouns with an epistemic meaning and, accordingly, hedging potential. The last lexical category of hedging devices dealt with is made up of nouns that resemble many of the items discussed above in that they are all characterized by a component of tentative or indefinite meaning that makes them useful for hedging purposes.

The nouns identified in the data are subcategorized into three general types. Many nouns of the first type, termed *nonfactive assertive nouns* here (e.g. *allegation, contention, proposal, suggestion*), share similarities with the nonfactive reporting verbs dealt with earlier in that they can be used to convey different degrees of tentativeness in reporting either one's own views and findings and/or those of others. The second subcategory of nouns, *tentative cognition nouns* (e.g. *assumption, belief, estimation, guess, hypothesis, supposition*), includes items which resemble the tentative cognition verbs dealt with above in that they often indicate that what is being said is not to be taken categorically, but that it is based on the rationale, subjective views, or limited knowledge of the authors and/or another source. The third subclass of nouns to be discussed referred to as *nouns of tentative likelihood* here (e.g. *likelihood, possibility, prospect, tendency*), is made up of expressions implying that the information put forth does not apply invariably, that is, of devices indicating degrees of probability, or indefinite frequency or degree in the same way as several of the items treated earlier.

Example: In order to investigate the *proposition* that perceptions of the current practice of quality management in the company will differ by

strategic type, analysis of variance and mean comparisons were performed on each quality dimension by strategic type, with and without controlling for company type, size, and position in the company held by the respondent.

f. Clausal Elements

In Hyland's work on RAs, clausal hedging phenomena are treated under the heading of "non-lexical hedges." Hyland divides such hedges into three subtypes with regard to the origin of the tentativeness involved. Thus, Hyland says, non-lexical hedges may be employed where the authors refer to[31]

1) Limited knowledge and in so doing "fix their work in an evidential context of uncertainty" (e.g. "We do not know whether").

2) The limitations of a specific model, theory, or method employed, "which may compromise the accuracy of their results" (e.g. "In the context of the proposed model"),[32] or;

3) "Doubts surrounding the experimental conditions" as far as the accuracy of the results obtained is

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[31] Ken Hyland, *Hedging in Scientific Research Articles*, Amsterdam/Philadelphia: John Benjamins Publishing Company, 1998, p. 141

[32] Ken Hyland, *Hedging in Scientific Research Articles*, Amsterdam/Philadelphia: John Benjamins Publishing Company, 1998, p.143

concerned (e.g. "We have not been able to determine precisely whether").[33]

Although Hyland is of the opinion that such a content-based differentiation is feasible, as far as my data is concerned, it is questionable whether the three-fold division is sustainable in practice, granted the multifunctional nature of hedging phenomena. According to Hyland, for instance, non-lexical hedges involving the verb *know* are typically used to refer to limited knowledge, whereas in my opinion such devices may under some circumstances equally be understood to simultaneously refer to the limitations of a model, theory, or method as well as to experimental limitations relating to research results.

Example: Broader definitions (including UP diagnoses) are useful because they allow for more ill persons to be included in the linkage analysis, yielding increased power to detect linkage *if the affection status model is correct*.

g. Questions

In Hyland's (1998) work questions were treated as one form of non-lexical hedging used to refer to limited knowledge in much the same way as clausal elements

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[33] Ken Hyland, *Hedging in Scientific Research Articles*, Amsterdam/Philadelphia: John Benjamins Publishing Company, 1998, p. 147

referring to knowledge limitations. As noted above, however, Hyland's content based typology of non-lexical hedges may not capture the full, multifunctional picture of hedging, and is therefore not adopted here. Furthermore, granted that in this study the interest lies in possible disciplinary differences and in variation between professional and popular science, it is also of interest to distinguish between hedges in the form of questions and other clausal hedging devices so as not to exclude the possibility of variation between these forms of hedging.

Example: Then they were asked, "How much *would you* (dealer) have changed your decision?

h. Other Hedges

To account for hedging phenomena that do not fall in with the categories established above, a supplementary category of 'Other Hedges' was established. The shares of this group out of the total number of hedges differed to some degree between disciplines.

The hedges included in this category are of various kinds, many of them phrasal devices, or lexical items with meanings other than those of the hedges included in the lexical categories established previously. The most frequent type of hedges included in the final category were items that express or are linked to

quantifications, that is, devices which indicate that the quantifications presented are only approximate, tentative, not quite conclusive, and so on.

Example: *some* support was found for the notion new onset of sleep problems, a symptom often associated with PTSD and intrusive thoughts, could act in this manner.

C. Hedge in Scientifics Academic Writing

Today's scientists are urged to use a style of writing which projects both personal modesty and honesty. Argument arrogance and exuberance are not well seen by the scientific community. By contrast, humility, coyness and cautiousness are.[34] As Myers puts it, researchers have to present themselves as the humble servants of the discipline.[35] According to Blisset If a scientist is articulate, persuasive, if he goes to the heart of the matter, he is open to attack; as a consequence, everything must be toned down; speculation can obviously be made but it must be apologized for. In order to reach this goal, i.e., to tone down their statements, researchers have a variety of linguistic devices available which generally go under the rubric of hedges.[36]

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[34] F. Salager-Meyer, *Hedges and Textual Communicative Function in Medical English Written Discourse*, Merida, Venezuela, 1994, p. 2

[35] Myers, G., *The Pragmatics of Politeness in Scientific Articles*, *Applied Linguistics*, 1989, p. 1-35

[36] M. Blisset, *Politics in Science*. Boston: Little, Brown and Co, 1972, p. 141

The first (and most widely accepted) view associates hedges with unscientific imprecision and defines them as linguistic cues of bias,[37] i.e., understatements used to convey (purposive) vagueness and tentativeness, and to make sentences more acceptable to the hearer/reader, thus increasing their chance of ratification and reducing the risk of negation. This necessity for ratification is caused by the inherent refutability of sentences. Indeed, Lakoff pointed out that natural language sentences are very often neither true nor false nor nonsensical, but rather true to a certain extent and false to a certain extent, true in certain respects and false in others. He then referred to hedges as words or phrases whose job is to make things more or less fuzzy.[38] Along the same lines, Myers argued that claiming precision is not appropriate in all situations and that scientists do not always want to be precise sometimes we want to be vague.[39] This concept of fuzziness and (necessary) imprecision was developed further by other researchers, such as Brown and Levinson who considered hedges as strategies for minimizing the threat to face that lurks behind every act of communication.[40] They all, in one way or another,

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[37] R. J. Fand, *Detecting Bias in Newspapers: Implications for Teaching ESL: Reading in a Foreign Language*, 1989, p. 315-321.

[38] G. Lakoff, *Hedges: a Study in Meaning Criteria and The Logic of Fuzzy Concepts*, Journal of Philosophical Logic, 1972, p. 458-508

[39] Myers, G., *The Pragmatics of Politeness in Scientific Articles*, Applied Linguistics, 1989, p. 1-35

[40] P. Brown and S. Levinson, *Politeness: Some Universals in Language Usage*, Cambridge: Cambridge University Press, 1978, p. 5

state that hedges are used to signal distance, to unobtrusively inject an author's personal view into his communication, to protect one's own reputation as a scientist, to avoid absolute statements which might put the researchers (and the institution they work at) in an embarrassing situation, to express the extent to which the writers commit themselves to the truth value of their statements and to allow the researchers to be more open to other possibilities of interpretation.[41] According to Swales, hedges are rhetorical devices used for projecting honesty, modesty and proper caution in self-reports and for diplomatically creating space in areas heavily populated by other researchers.[42] Quite originally (although not completely at variance with the previous definitions), Mayers basing his discussion on Brown and Levinson's work argues that hedges can be better understood as positive or negative politeness strategies, i.e., as rational strategies used for dealing with the social interactions involved in publishing an article (e.g., solidarity with readers, unspeakability of direct criticisms, deference towards the scientific community).[43]

The proponents of the other viewpoint consider that the association of hedging with vagueness or fuzziness can obscure

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[41] B.L. Dubois, *Something of The Order of Around 40 to 44, Imprecise Numerical Expressions in Biomedical Slide Talks*, Language and Society, p. 539

[42] J. Swales, *Genre Analysis*, Cambridge University Press, 1990, p. 175

[43] F. Salager-Meyer, *Hedges and Textual Communicative Function in Medical English Written Discourse*, Merida, Venezuela, 1994, p. 4

some important function of hedging.[44] Instead of interpreting the use of hedging solely in this way, one could alternatively consider them as ways of being more precise in reporting results. Hedging may present the true state of the writers' understanding, namely, the strongest claim a careful researcher can make. Referring to academic writing, Rounds (1981) argues that hedges are not used simply to cover oneself and to make things fuzzy, but that they can also be used to negotiate the right representation of the state of the knowledge under discussion, i.e., to achieve greater preciseness in scientific claims.[45] Indeed, as Tarantino explains, all along scientific writers are aware that the fragment of truth they are exploring is only another step towards the discovery of other truths which will in turn advance knowledge and understanding of nature.[46] In their search for truth (a direction in which all scientists are moving but which is not something one ever finally achieves) and through the attentive and painstaking organization of their thoughts, scientists acknowledge that their contribution is a mere glimmer of light in the stream of endeavors to investigate and penetrate the wondrous mystery which include man and the universe. Skelton said that hedges should not always be considered as a problem, as a cover-up tactic, but rather as a resource to

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[44] F. Salager-Meyer, *Hedges and Textual Communicative Function in Medical English Written Discourse*, Merida, Venezuela, 1994, p. 4

[45] P. Rounds, *On Hedging in Social Science Written Texts*, University of Michigan (Mimeo), 1981, p. 34

[46] M. Tarantino, *Scientific English: Qualitative Factors Via Modern Rhetoric*, UNESCO ALSED LSP Newsletter. 1991, p. 51-60.

express scientific uncertainty, skepticism and doubt.[47] After all, scientific rationality is a myth, as Gilbert and Mulkay argue, and science has always been oscillating between the desire to be precise and the impossibility of accurately quantifying the world. (This is why scientists' eagerness to accuracy is very often frustrated).[48]

Some of the previously mentioned studies were concerned with the use of hedges in general language texts, others dealt with the phenomenon of hedging in academic writing, in medical research papers, in social sciences, in physician-physician oral discourse, in biomedical slide talks, in a corpus of molecular genetics, and others discussed the problem from a contrastive rhetorical point of view.[49] However, we do not know of any study which has focused on the problem of how hedges are realized in different text-types (or sub genres) within one and the same genre, i.e., how the communicative purpose or situational context of different text-types each having its own quite separate conventions, processes of reasoning and standards of arguments influences the range of modulations used and the variety of its linguistic realizations.

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[47] J. Skelton, *Care and Maintenance of Hedges*, ELT Journal, 1998, p. 37-43

[48] G. N. Gilbert, and M. Mulkay, *Opening the Pandora's Box: A Sociological Analysis of Scientific Discourse*, Cambridge University Press, 1984, p. 43

[49] F. Salager-Meyer, *Hedges and Textual Communicative Function in Medical English Written Discourse*, Merida, Venezuela, 1994, p. 4

Last but not least, I believe that in spite of their undeniable contribution to the field, most studies which have been carried out so far on the topic of hedges have not made enough emphasis upon the fact that hedges are first and foremost the product of a mental attitude which looks for prototypical linguistic forms (such as modals, epistemic verbs, approximators, etc.) for its realization, but these linguistic forms do not always carry a hedging nuance. Such an ambiguity one linguistic form may serve many functions and the same function may be expressed using different forms leads to the difficulty of identifying which of these linguistic forms are hedges and which are not. Nevertheless, it is my contention that the gap which necessarily exists between the writer´s mental processes (i.e., his/her intentions) and the linguistic realizations employed can be solved to a great extent by carrying out a rigorous contextual analysis.

CHAPTER III
RESEARCH METHOD

This was an overview chapter of the method of the research. It played an urgent role in research since it affected the findings as well as the discussion. Before conducting the study, the researcher had to refer and applied the appropriate method to find the accurate data.

Here the researcher of this study represented a clear description research design, time setting research, research focus, technique of data collection, and technique of data analysis.

A. Research Design

To explore the above research problem, the present study employs qualitative research method. Qualitative research is the appropriate research method dominantly used for this study because the explanation of this study concerns the comprehensive elaboration of the nature of phenomenon, namely hedging realized in in Thesis Abstract and Conclusion of The Undergraduate Degree of Walisongo State Islamic University Semarang. Creswell believes qualitative research is the suitable research method for exploration of variables and problems that has been clearly revealed.[50]

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[50] J.W. Creswell, *Research Design*, *Pendekatan Kualitatif, Kuantitatif dan Mixed*, 3rd Edition, (Terjemahan), Yogyakarta: Pustaka Pelajar, 2011, p. 37

One of qualitative research method characteristics is exploring a problem and developing a detailed understanding of a central phenomenon.[51] This is in line with what Sinclair (2004) suggests trusting the text, in discourse analysis. Discourse analysis is employed in this study as one type of qualitative research methods.[52] Jorgensen and Phillips believe that discourse analysis can be used not only as theory in interpreting the text but also in doing the procedure of analysis of text.[53] Dealing with this, Conrad; in Charles, Maggie et al, provides an overview of approaches that can be used to examine discourse phenomena and distinguishes four types: (1) studies which examine a feature of language in use; (2) studies of the realizations of a function of language; (3) studies of a variety of language and (4) studies that trace the occurrence of a linguistic feature throughout a text or spoken.[54]

By characteristics above, exploration of hedging as (Meta) discourse phenomenon can be included in qualitative research. Qualitative research design can reveal the unsuspected patterns of language through examining the nature and structure of language of

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[51] J.W. Creswell, *Research Design, Pendekatan Kualitatif, Kuantitatif dan Mixed*, 3rd Edition, (Terjemahan), Yogyakarta: Pustaka Pelajar, 2011, p. 37

[52] J. Sinclair, *Trust the Text, Language, Corpus and Discourse*, London: Routledge, 2004, p. 68

[53] Marianne Jorgensen and Louise J. Phillips, *Discourse Analysis as Theory and Method*, London: Sage Publications, 2002, p. 61

[54] Maggie Charles, *Making Concessions In Academic Writing: A Corpus Study Of Patterns And Semantic Sequences*, Oxford University Language Centre, 2009, p. 87

large collection of linguistic feature, language use and function in spoken or presentation.[55]

This study is followed by discursive analysis derived from discourse analysis above in form of narrow scope of survey. Quantitative analysis in survey design by showing descriptive analysis helps us to scan an issue in order to generalize certain features.[56]

B. Research Focus

In this research, the researcher has limited the problem through research question. These are to find out the hedges which are realized in in thesis abstract and conclusion of the undergraduate degree of Walisongo State Islamic University Semarang and to describe the genre hedges and the functions of hedges are realized in student's thesis abstract and conclusion of the undergraduate degree of Walisongo State Islamic University Semarang. The researcher focuses this research on students' final project from 2013 to 2017 or 5 years latest.

C. Source of Data

The data of this research were the types of hedges in the students' abstracts and conclusions of final projects or thesis of

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[55] J. Sinclair, *Trust the Text, Language, Corpus and Discourse*, London: Routledge, 2004, p. 93

[56] L. Cohen, *et al*, *Research Methods In Education*, New York: Routledge, 2007, p. 38

English Education Department of Walisongo Islamic State University. Mean while the data sources were from 2013 to 2017 or 5 years latest in the English Education Department of Walisongo Islamic State University.

D. Data Collection Technique

In this study, the data were collected by visiting to the library of Walisongo State Islamic University Semarang by borrowing some the final projects from 2013 to 2017 or 5 years latest and copying the abstracts and conclusions of students of Walisongo State Islamic University Semarang. In collecting the data, the researcher will take the abstracts and the conclusions final projects of students of Walisongo State Islamic University Semarang randomly.

E. Data Analysis Technique

There are following steps in technique analysis:

1. Identifying the types of hedges used in the students the abstracts and the conclusions final projects of students of Walisongo State Islamic University Semarang.

2. Tabulating the types of hedges used in the students' the abstracts and the conclusions final projects of students of Walisongo State Islamic University Semarang.

46

Table 3.1 Table Types of Hedge

No (Data)	Type of Hedge	A	B	C	D	E	F	G	H
1.	This procedure *may* inflate the contribution of sib ships with larger numbers of affected.[57]	√							
2.	in contrast, the competitive theory *predicts* relatively elastic firm demand and higher cross-elasticities, implying less stable shares		√						
3.	The Mab 4 binds to all other fragments that contain AA 141-172 with equal, *relatively* high affinity.			√					
4.	One of our goals is exploratory; we seek to investigate *possible* relationships that can be built upon in future research.				√				
5.	In order to investigate the *proposition* that perceptions of the current practice of quality management in the company will differ by strategic type, analysis of variance and					√			

[57] Teppo Vartala, *Hedging in scientifically Oriented Discourse Exploring Variation According to Discipline and Intended Audience*, Tampere: English Philology University of Tampere, 2001, p. 103

		A	B	C	D	E	F	G
	mean comparisons were performed on each quality dimension by strategic type, with and without controlling for company type, size, and position in the company held by the respondent.							
6.	Broader definitions (including UP diagnoses) are useful because they allow for more ill persons to be included in the linkage analysis, yielding increased power to detect linkage *if the affection status model is correct*.					√		
7.	Then they were asked, "How much *would you* (dealer) have changed your decision?						√	
8.	*Some* support was found for the notion new onset of sleep problems, a symptom often associated with PTSD and intrusive thoughts, could act in this manner.							√

Note:
A. = Modal Auxiliaries
B. = Full Verbs
C. = Adverbs
D. = Adjective
E. = Nouns
F. = Clausal Elements
G. = Questions

48

H. = Other Hedges

       Calculating the percentage of types of hedges used in the Review of Related Literature and in the Method of the Research Section by using the formula:

$$\frac{n}{N} x 100$$

Note:
n   = the total number of each type of hedges.
N   = the total number of all hedges.

CHAPTER IV
RESEACH FINDING AND DISCUSSION

This chapter discusses about research finding and discussion. Research finding presents about the result found in the study in general, detail data presents about each phenomenon found in the analysis of the data, while the discussion presents about the inference of the whole descriptions. The following are the elaboration of each part.

A. Research Finding

The writer took one abstract and conclusion in every year with 5 years latest from 2013 to 2017. The writer documented by copying the abstracts and conclusions and analyzing and categorizing them carefully. Based on analyzing and categorizing the abstracts and conclusions conducted by the writer, the writer found that there are 201 hedges. It can be shown in the following table:

Table 4.I. Hedge Findings

No	Type of Hedges	Number	Percentage
1.	Modal Auxiliaries	27	13,43%
2.	Full Verbs	40	19,9%
3.	Adverbs	29	14,43%
4.	Adjective	17	8,46%
5.	Nouns	68	33,83%
6.	Clausal Elements	0	0%
7.	Questions	7	3,48%
8.	Other Hedges	13	6,47%
	Total	201	100%

Table I above presents that there are 201 hedges found on the abstracts and conclusions of Thesis English Education Department. The table shows that there are 27 or 13,43% hedges with type of modal auxiliary, there are 40 or 19,9% hedges with type of full verbs, there are 29 or 14,43% hedges with type of adverb, there are 17 or 8,46% hedges with type of adjective, there are 68 or 33,83% with type of nouns, there are 7 or 3,48% hedges with type of question, there are 13 or 6,4% hedges with type of other hedges and there is no clausal element hedge or 0% for clausal elements hedges. The most hedges used is nouns and no one use clausal elements hedges.

B. Discussion

In this case the writer discussed hedges used by students of English department from 2013 to 2017 by randomly taking their abstracts and conclusions.

1. Modal Auxiliaries

Based on the table I above, it can be known that there are 27 or 13,43% hedges with modal auxiliaries type, among of them are:

- In addition, there were some physical terminologies he *could* not pronounce well.
- The government *should* give more attention to the implementation of the immersion program by held the immersion program trainings continually as the way to socialize this new program to the teacher.
- It *can be* concluded that.

The hedges used above particularly in their epistemic senses. Modal verbs reflect the speaker's attitude and help them express ideas indirectly, which makes modal verbs perfect candidates as hedging devices.

2. Full verbs

Based on the table I above, it can be known that there are 40 or 19,9% hedges with full verbs type, among of them are:

- Most problems *appeared* because of individual error made by the teacher himself.
- The students *tended to* sit down and listened to the teacher.
- This study *shows* that there is an improvement of students' achievement in learning English common noun after being taught by using Word Squares.

The use of epistemic full verbs as hedges above is also advocated in some of the literature intended for the guidance of those engaged in scientifically oriented writing tasks. Whereas some studies state that in scientific English sentence typically consist of a noun phrase, a neutral verb (e.g. be, have, give) and another noun phrase, certain manuals on scientific writing urge authors to use more tentative full verbs, the reason for such recommendations characteristically being the avoidance of excessive assertiveness where the information presented might not be altogether accurate.

3. Adverbs

Based on the table I above, it can be known that there are 29 or 14,43% hedges with adverbs type, among of them are:

- The government should give more attention to the implementation of the immersion program by held the immersion program trainings *continually* as the way to socialize this new program to the teacher.

- He *usually* used Indonesian books which have been translated into English.

- The researcher gave the theme in *each* cycle in order to help students to write recount text *easily* and *accurately*.

The use of epistemic adverb hedges as the hedges above have traditionally been treated as *modal*, however, hedging has also been assumed to be realized by other kinds of adverbs indicating restricted truthfulness or limited exactitude.

4. Adjective

Based on the table I above, it can be known that there are 17 or 8,46% hedges with adjective type, among of them are:

- The teacher also faced the other problems dealing with this new program implementation such as the supplementary books which were available were not *appropriate* with the School Based Curriculum for immersion program.
- It obviously made the students bored, *low* motivated.
- Since the tasks categorized into guided task are *higher* than other tasks.

The use of epistemic adjective hedges as the hedges above refer to hedge the certainty of their claims, identify degree and uncertain or tentativeness.

5. Nouns

Based on the table I above, it can be known that there are 68 or 33,83% hedges with noun type, among of them are:

- This final project is conducted to find out the physics teacher's major *difficulties* in dealing with their teaching using English as a medium of instruction in bilingual *classes* of immersion program.
- The government should provide *facilities* and supplementary *books* for the teacher and the *students.*
- The teacher felt ashamed to speak in front of their *students* using English because he did not know how to read *some words* with the right pronunciation.

The use of epistemic noun hedges as the hedges above is a nominal expression can equally be associated with modality in English, there being a number of nouns with an epistemic meaning and, accordingly, hedging potential. The last lexical category of hedging devices dealt with is made up of nouns that resemble many of the items discussed above in that they are all characterized by a component of tentative or indefinite meaning that makes them useful for hedging purposes.

The nouns identified in the data are subcategorized into three general types. Many nouns of the first type, termed *nonfactive assertive nouns*, share similarities with the nonfactive reporting verbs dealt with earlier in that they can be used to convey different degrees of tentativeness in reporting either one's own views and findings and/or those of others. The second subcategory of nouns, *tentative cognition nouns,* includes items which resemble the tentative cognition verbs dealt with above in that they often indicate that what is being said is not to be taken categorically, but that it is based on the rationale, subjective views, or limited knowledge of the authors and/or another source. The third subclass of nouns to be discussed referred to as *nouns of tentative likelihood*, is made up of expressions implying that the information put forth does not apply invariably, that is, of devices indicating degrees of probability, or indefinite frequency or degree in the same way as several of the items treated earlier.

6. Clausal Elements

        Based on the table I above, it can be known that there is no clausal element hedge or 0% for clausal elements hedges.

7. Questions

        Based on the table I above, it can be known that there are 7 or 3,48% hedges with question type, among of them are:

- The teacher felt ashamed to speak in front of their students using English because he *did not know how to read* some words with the right pronunciation.

- *How is the implementation of Word Squares game to improve students' understanding on English common noun?*

- *How is the implementation of using word ping pong game to improve students' vocabulary used in writing recount text?*

        Questions as question hedges above were treated as one form of non-lexical hedging used to refer to limited knowledge in much the same way as clausal elements referring to knowledge limitations. As noted above, however, Hyland's content based typology of non-lexical hedges may not capture the full, multifunctional picture of hedging, and is therefore not adopted here. Furthermore, granted that in this study the interest lies in possible disciplinary differences and in variation between professional and popular science, it is also of interest to distinguish between hedges in the form of questions and other clausal hedging devices so as not to exclude the possibility of variation between these forms of hedging.

8. Other Hedges

Based on the table I above, it can be known that there are 13 or 6,47% hedges with other hedges type, among of them are:

- It rises to *70%* in the first cycle and *87%* in the second cycle after the teacher implemented Word Squares game.
- For the teacher's performance, the percentage is *70%.* In the second cycle, the average score is 87.50 and *87%* of students' engagement in teaching learning process.
- Students' average score in pre-cycle was 57.4, and the observation score was *45%*, it meant that the result was poor.

Other hedges is established to account for hedging phenomena that do not fall in with the categories established above, a supplementary category. The shares of this group out of the total number of hedges differed to some degree between disciplines.

The hedges included in this category are of various kinds, many of them phrasal devices, or lexical items with meanings other than those of the hedges included in the lexical categories established previously. The most frequent type of hedges included in the final category were items that express or are linked to quantifications, that is, devices which indicate that the quantifications presented are only approximate, tentative, not quite conclusive, and so on.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing and interpreting the data, the writer comes to conclusion that there are 27 or 13,43% hedges with type of modal auxiliary, there are 40 or 19,9% hedges with type of full verbs, there are 29 or 14,43% hedges with type of adverb, there are 17 or 8,46% hedges with type of adjective, there are 68 or 33,83% with type of nouns, there are 7 or 3,48% hedges with type of question, there are 13 or 6,4% hedges with type of other hedges and there is no clausal element hedge or 0% for clausal elements hedges. The most hedges used is nouns and no one use clausal elements hedges. The function of hedges found in abstract and counclusion are as follows: politeness model, and polypragmatic model.

B. Suggestion

After drawing the conclusion, then the writer present some recommendations as follows:

1. To English Students

The creativity of writing research such as thesis is needed in order to become a good a good thesis research text, but the students should know how to use hedges correctly, because in academic research is hard to be free of hedges.

2. To Researchers

60

Writing research is very interesting, it can help us to enrich our know ledge, but give good information to the reader precisely and correctly is also very important in order to avoid the misunderstanding.

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Appendix 1

Hedges Analysis Table

No (Data)	Type of Hedge	A	B	C	D	E	F	G	H
	Year 2013								
1.	In addition, there were some physical terminologies he *could* not pronounce well.	√							
2.	The writer *would like* to offer some suggestions for the Indonesian government and for the teacher.	√							
3.	The government *should* give more attention to the implementation of the immersion program by held the immersion program trainings continually as the way to socialize this new program to the teacher.	√							
4.	The government *should* provide facilities and supplementary books for the teacher and the students.	√							
5.	The teacher also *should* increase his English ability in order to deliver the subject using English well and give understandable explanation to the students.	√							
6.	The teacher *should* read	√							

		√							
	the books related to the curriculum for immersion class and join more training related to the program.	√							
7.	The teacher *should* be more creative and innovative in using the appropriate methods and teaching aids.	√							
8.	It *can be* concluded that the physics teacher of MAN 1 Semarang still did not have comprehensive understanding about English as a means of communication in delivering the subject.	√							
9.	He *would rather* use Indonesian language even he teaches in immersion classes.	√							
	Year 2014								
10.	The implementation of Word Squares game to improve students' understanding on common noun *could be* applied in some variations.	√							
11.	It *can be* concluded that.	√							
12.	The students *had to* find the English words.	√							
13.	The improvement of students' understanding on common noun by	√							

66

		√							
	using Word Squares game *can be* seen from the average of students' tests and the percentage of students' engagement in teaching learning process.								
	Year 2015								
14.	Students *can not* make a good writing because they have limited vocabulary.	√							
15.	Therefore, the teacher *should have* alternative ways to teach vocabulary in order the students can make a good writing.	√							
16.	The result of research shows that using word ping pong game *can* improve students' vocabulary used in writing recount text	√							
17.	It *can be* taken the conclusions as follows	√							
18.	The implementation of word ping pong game that had been done in two cycles in the research entitled "Improving Students' Vocabulary Used in Writing Recount Text by Using Word Ping Pong Game" *can be* applied to stimulate and give motivation to students to enrich	√							

No.	Text	√							
	vocabulary in writing recount text								
19.	It *can be* seen by significant different of students' skill between first cycle to the second cycle.	√							
20.	Because they were not confuse about the theme they *would* write	√							
21.	The fastest group *would* be the winner. In the last, the researcher gave evaluation and test.	√							
22.	It *can be* taken the conclusions that there is an improvement	√							
23.	It *can be* seen on the average of students' result in each cycle	√							
	Year 2016								
24.	A translator need to know both the source and the target language well, and then decide the technique or procedure that *will be used* to translate the text.	√							
25.	It also *can be* concluded that sixth semester students consciously or not choose to use indirect or oblique method because the grammatical pattern between SL and TL in this study is different	√							

68

26.	It also *can be* concluded that sixth semester students consciously or not choose to use indirect or oblique method based on the total of three procedures (46.97%), which consist of; borrowing, claque, literal translation, and indirect method with total (53.03%) which consist of four procedures; transposition, modulation, equivalence, adaptation in translating short story entitled 'The Story of An Hour' by Kate Chopin into Indonesian.	√							
Year 2017									
27.	It *can be* concludes that from 27 writing tasks	√							
Year 2013									
1.	This final project is *conducted* to find out the physics teacher's major difficulties in dealing with their teaching using English as a medium of instruction in bilingual classes of immersion program.		√						
2.	In this research, it was *found* that the physics teacher of MAN 1 Semarang still had problems in teaching the subject using English as a		√						

	medium of instruction in immersion classes such as his ability in making the syllabus and lesson plan.								
3.	Most problems *appeared* because of individual error made by the teacher himself.	√							
4.	The teacher *thinks* that English was difficult to use in the process of teaching and learning process	√							
5.	The teacher *felt* ashamed to speak in front of their students using English.	√							
	Year 2014								
6.	The students *tended to* sit down and listened to the teacher.	√							
7.	This research is *intended* to answer some problems.	√							
8.	This study *shows* that there is an improvement of students' achievement in learning English common noun after being taught by using Word Squares.	√							
9.	The research conclusion is *presented* according to the data which have been *analyzed* in the previous chapter.	√							
10.	The implementation of Word Squares game to *improve* students' understanding on common noun could be *applied* in some variations.	√							
11.	This cycle *tended* to be teacher centered class,	√							

No.								
12.	The teacher read them all the English word of the material, and all the students *needed* to do was just to follow.	√						
13.	He findings *reveal* that the study of using Word Squares for teaching common noun is successful to improve students' achievement.	√						
	Year 2015							
14.	This research is *based on* the importance of vocabulary in writing skill	√						
15.	It is *proven* by students' writing result was poor before the researcher gives treatment.	√						
16.	This research was *aimed* to answer the following questions	√						
17.	The result of research *shows* that using word ping pong game can improve students' vocabulary used in writing recount text	√						
18.	This is *proved* by the result of observation and students' written test.	√						
19.	It *meant* that the result was poor	√						
20.	Finally the result of this study *showed* that students' writing on recount texts improved in each cycle after they were taught by using Word Ping Pong game.	√						
21.	It was *proved* by their improvements of each test	√						

			√						
	result.								
22.	The research conclusion is *presented* according with the data which have been analyzed in the previous chapter		√						
	Year 2016								
23.	A translator *need* to know both the source and the target language well, and then decide the technique or procedure that will be used to translate the text.		√						
24.	Translation has *played* a center in human interaction for thousand years.		√						
25.	This study is *expected* to give *contribution* for lecturers, students and readers.		√						
26.	The result *showed* that out of seven translation procedures proposed by Vinay-Darbelnet.		√						
27.	Also *consider* the element and meaning from SL.		√						
28.	After analyzing and *interpreting* the data		√						
29.	The writer *comes* to conclusion that the sixth semester students of ELT Department *tend* to use modulation procedure the most.		√						
30.	Out of seven translation procedures proposed by Vinay-Darbelnet, only six procedures are *found* or *used* in this study.		√						
	Year 2017								
31.	The method of collecting		√						

	data is comparing method and analyzing document by selecting the writing tasks on the textbook entitled Bahasa Inggristextbook for the tenth grade students of senior high school that meet the criteria of writing task *suggested* by Paul Nation								
32.	The criteria of writing task as *suggested* by I.S.P Nation, there are Experience Task (22,22%), Shared Task (11,11), Guided Task (59,25%) and Independent Task (7,40%).	√							
33.	The results of the research findings of writing tasks provided in the textbook meet the criteria of writing task *suggested* by Paul Nation.	√							
34.	The writing tasks in the textbook entitled Bahasa Inggris for the tenth grade students are *categorized* as good task because the writing tasks in the textbook meet the criteria of Nation and this text book is writing task as *suggested* by Paul appropriate to be used by the students at the tenth grade students of senior high school.	√							
35.	The problem of the research *tries* to observe the types of writing tasks using Paul Nation's Theory of kinds of writing tasks.	√							
36.	It *means* that, the theory	√							

No.									
	suggested by Paul Nation covered in writing tasks in the Bahasa Inggris textbook for the Tenth Grade Students of Senior High School Published by Minister of Education and Culture.								
37.	Since the tasks *categorized* into guided task are higher than other tasks,	√							
38.	It *means* that the task actually in the right level because the purpose of textbooks make tasks easier by using task that carefully guide the learners.	√							
39.	The researcher *takes* a conclusion that the writing tasks provided in the textbook entitled Bahasa Inggris textbook are categorized into a good tasks and this textbook is appropriate to be used by the students at the tenth grade students of senior high school.	√							
40.	Whether the tasks provided in based on the percentage textbook are suitable with the criteria of writing tasks as *suggested* by Paul Nation proposed by Arikunto are 54, 17 %.	√							
	Year 2013								
1.	The government should give more attention to the implementation of the immersion program by held		√						

No.	Statement								
	the immersion program trainings *continually* as the way to socialize this new program to the teacher.								
2.	In this research, it was found that the physics teacher of MAN 1 Semarang *still* had problems in teaching the subject using English as a medium of instruction in immersion classes such as his ability in making the syllabus and lesson plan.			√					
3.	In addition, there were some physical terminologies he could not pronounce *well*.			√					
4.	The government should give *more* attention to the implementation of the immersion program by held the immersion program trainings.			√					
5.	The teacher should read the books related to the curriculum for immersion class and join *more* training related to the program.			√					
6.	The teacher should be *more* creative and innovative in using the appropriate methods and teaching aids.			√					
7.	It can be concluded that the physics teacher of MAN 1 Semarang *still* did not have comprehensive understanding about English as a means of communication in delivering the subject,			√					

No.	Sentence		√					
8.	*Not all* subject teacher joined immersion program training *well* and *clearly*.		√					
9.	Looked for many references about the vocabulary related with his lesson from dictionary, internet and other books, and do *more* conversation practice		√					
10.	He *usually* used Indonesian books which have been translated into English.		√					
	2014							
11.	It *obviously* made the students bored, low motivated.		√					
12.	This research is intended to answer *some* problems.		√					
13.	The implementation of Word Squares game to improve students' understanding on common noun could be applied in *some* variations.		√					
	Year 2015							
14.	*In fact* students have difficulties in writing		√					
15.	Finally the result of this study showed that students' writing on recount texts improved in *each* cycle after they were taught by using Word Ping Pong game.		√					
16.	It was proved by their improvements of *each* test result.		√					
17.	The researcher used different theme in *each* cycle.		√					
18.	The researcher gave the		√					

No.	Statement								
	theme in *each* cycle in order to help students to write recount text *easily* and *accurately*,								
19.	The members of the group was different in *each* cycle		√						
20.	Then, the researcher gave word ping pong paper to *each* group and started the game.		√						
21.	It can be seen on the average of students' result in *each* cycle		√						
	Year 2016								
22.	A translator need to know both the source and the target language *well*, and then decide the technique or procedure that will be used to translate the text.		√						
23.	The percentage of *every* translation procedures was borrowing (1.07%); literal translation (45.9%); transposition (5.72%), modulation (46.58%); equivalence (0.47%), adaptation (0.26%).		√						
24.	It also can be concluded that sixth semester students *consciously* or not choose to use indirect or oblique method because the grammatical pattern between SL and TL in this study is different		√						
25.	Translation has played a center in human interaction *for thousand years*.		√						
26.	It also can be concluded		√						

No.	Statement							
	that sixth semester students *consciously* or not choose to use indirect or oblique method based on the total of three procedures (46.97%), which consist of; borrowing, claque, literal translation, and indirect method with total (53.03%) which consist of four procedures; transposition, modulation, equivalence, adaptation in translating short story entitled 'The Story of An Hour' by Kate Chopin into Indonesian.							
27.	The writer comes to conclusion that the sixth semester students of ELT Department tend to use modulation procedure the *most*.		√					
28.	The percentage of *every* translation procedures was borrowing (1.07%); literal translation (45.9%); transposition (5.72%), modulation (46.58%), equivalence (0.47%), adaptation (0.26%).		√					
Year 2017								
29.	It means that the task *actually* in the right level because the purpose of textbooks make tasks easier by using task that *carefully* guide the learners.		√					
Year 2013								
1.	The teacher also faced the other problems dealing with			√				

	this new program implementation such as the supplementary books which were available were not *appropriate* with the School Based Curriculum for immersion program.								
2.	The books were also *difficult* to find and the prices were *expensive*.			√					
3.	The teacher thinks that English was *difficult* to use in the process of teaching and learning process			√					
	Year 2014								
4.	It obviously made the students bored, *low* motivated			√					
5.	The findings reveal that the study of using Word Squares for teaching common noun is *successful* to improve students' achievement.			√					
6.	The teacher gave a *bigger* word square sheet,			√					
7.	The percentage of the students' engagement is categorized as *good* criterion.			√					
	Year 2015								
8.	Students can not make a *good* writing because they have *limited* vocabulary.			√					
9.	Therefore, the teacher should have alternative ways to teach vocabulary in order the students can make a *good* writing.			√					
10.	It meant that the result was *poor*			√					

11.	It can be seen by *significant* different of students' skill between first cycle to the second cycle.				√				
	Year 2016								
	Year 2017								
12.	Based on the percentage whether the tasks provided in textbook are *suitable* tasks Nation proposed with the criteria of writing as suggested by Paul by Arikunto are 54,17%.				√				
13	The writing tasks in the textbook entitled Bahasa Inggris for the tenth grade students are categorized as good task because the writing tasks in the textbook meet the criteria of Nation and this text book is writing task as suggested by Paul *appropriate* to be used by the students at the tenth grade students of senior high school.				√				
14.	Since the tasks categorized into guided task are *higher* than other tasks,				√				
15.	It means that the task actually in the right level because the purpose of textbooks make tasks *easier* by using task that carefully guide the learners				√				
16.	Whether the tasks provided in based on the percentage textbook are *suitable* with the criteria of writing tasks as suggested by Paul Nation proposed by Arikunto are				√				

No.									
	54, 17 %.								
17.	the researcher takes a conclusion that the writing tasks provided in the textbook entitled Bahasa Inggris textbook are categorized into a good tasks and this textbook is *appropriate* to be used by the students at the tenth grade students of senior high school.				√				
Year 2013									
1.	This final project is conducted to find out the physics teacher's major *difficulties* in dealing with their teaching using English as a medium of instruction in bilingual *classes* of immersion program.						√		
2.	The *respondents* of this research were the years eleventh physics teacher.						√		
3.	In addition, there were *some physical terminologies* he could not pronounce well.						√		
4.	The writer would like to offer *some suggestions* for the Indonesian government and for the teacher.						√		
5.	The government should provide *facilities* and supplementary *books* for the teacher and the *students*.						√		
6.	The teacher should be more creative and innovative in using the appropriate *methods* and teaching *aids*.						√		

No.	Statement							
7.	The teacher also faced the *other problems* dealing with this new program implementation such as the supplementary books which were available were not appropriate with the School Based Curriculum for immersion program.				√			
8.	He found *difficulties* in getting some *terminologies* related to the *materials*.				√			
9.	*Most problems* appeared because of individual error made by the teacher himself.				√			
10.	The teacher felt ashamed to speak in front of their *students* using English because he did not know how to read *some words* with the right pronunciation.				√			
11.	In order to solve his *problems*, the teacher did *several things*.				√			
12.	He asked to *other teachers* about how to teach well using English,				√			
13.	Immersion program is a school program for introducing a non–native language and culture to *majority* language students with the aim of providing students with language skills in the foreign language.				√			
	Year 2014							
14.	This research is intended to				√			

82

No.	Statement							
	answer *some problems.*							
15.	The *students'* engagement in the preliminary research is only 50%					√			
16.	The *findings* reveal that the study of using Word Squares for teaching common noun is successful to improve students' achievement.					√			
17.	The implementation of Word Squares game to improve *students'* understanding on common noun could be applied in *some variations*.					√			
18.	The teacher read them all the English word of the material, and all the *students* needed to do was just to follow					√			
19.	The *students* had to find the English *words*,					√			
20.	What made this cycle different and more exciting than the first one was the researcher and the teacher made the *students* competed.					√			
21.	The improvement of *students'* understanding on common noun by using Word Squares game can be seen from the *average* of *students'* tests and the *percentage* of *students'* engagement in teaching					√			

No.	Statement					√			
	learning process.								
22.	The *students' average* in pre-cycle test is 62.19 with 50% of *students'* engagement in the teaching learning process and 60% for teacher's performance in teaching learning process.					√			
23.	In the first cycle, the *students' average* is 76 and 70% of *students'* engagement in teaching learning process.					√			
24.	For the teacher's performance, the *percentage* is 70%.					√			
25.	In the second cycle, the *average* score is 87.50 and 87% of students' engagement in teaching learning process.					√			
26.	The *percentage* of teacher's performance in teaching learning process is 83%.					√			
27.	The *percentage* of the *students'* engagement is categorized as *good criterion*.					√			
28.	*Majority* of the *students* were enthusiastic in the					√			

84

	teaching and learning process.								
	Year 2015								
29.	In fact *students* have *difficulties* in writing					√			
30.	*Students* can not make a good writing because they have limited vocabulary.					√			
31.	The *students* don't have an effort and interested in learning English					√			
32.	It is proven by *students'* writing result was poor before the researcher gives treatment.					√			
33.	Therefore, the teacher should have alternative ways to teach vocabulary in order the *students* can make a good writing.					√			
34.	This research was aimed to answer the following *questions*					√			
35.	*Students' average* score in pre-cycle was 57.4, and the observation score was 45%, it meant that the result was poor					√			
36.	In the cycle I, the average *students'* score was 62.4 and the observation score was 60%.					√			
37.	In the cycle II, the average *students'* score was 73.3 and the observation score was 80%.					√			
38.	It can be seen by *significant* different of *students'* skill between first cycle to the second cycle					√			
39.	It can be taken the					√			

No.	Description							
	conclusions as follows				√			
40.	The researcher gave the theme in each cycle in order to help *students* to write recount text easily and accurately,				√			
41.	The researcher divided *students* into *some groups*, the *members* of the group was different in each cycle.				√			
42.	It can be seen on the *average* of *students'* result in each cycle				√			
43.	The average of *students'* result is 57.4				√			
44.	*Students'* vocabulary used in writing recount text was improved.				√			
45.	The *average of students'* result in the first cycle is 62.4 and in the second cycle is 73.3.				√			
	Year 2016							
46.	The process of translation does not only translate *words* from the source language (SL) into target language (TL),				√			
47.	This study is expected to give contribution for *lecturers*, *students* and *readers*				√			
48.	The writer analyzed the *procedures* using				√			
49.	The data were taken from *students'* translation of short story entitled „The Story of An Hour by Kate				√			

86

No.									
	Chopin.								
50.	The data were analyzed using the *steps* of data identification and data analysis				√				
51.	The *students'* translation were identified to find the *procedures* used, then those *procedures* were classified into the *procedures* as proposed by Vinay-Darbelnet and the last, were analyzed				√				
52.	As the next *steps*, the writer counts the percentage of those *procedures* and *elaborates* those *procedures* with their example found in *students'* translation				√				
53.	The result showed that out of seven translation *procedures* proposed by Vinay-Darbelnet				√				
54.	The *percentage* of every translation *procedures* was borrowing (1.07%); literal translation (45.9%); transposition (5.72%), modulation (46.58%); equivalence (0.47%), adaptation (0.26%).				√				
55.	It also can be concluded that sixth semester *students* consciously or not choose to use indirect or oblique method because the grammatical *pattern* between SL and TL in this study is different				√				
56.	It also can be concluded that sixth semester *students*				√				

No.	Statement								
	consciously or not choose to use indirect or oblique method based on the total of three procedures (46.97%), which consist of; borrowing, claque, literal translation, and indirect method with total (53.03%) which consist of four procedures; transposition, modulation, equivalence, adaptation in translating short story entitled 'The Story of An Hour' by Kate Chopin into Indonesian.								
57.	The *percentage* of every translation *procedures* was borrowing (1.07%); literal translation (45.9%); transposition (5.72%), modulation (46.58%); equivalence (0.47%), adaptation (0.26%).				√				
	Year 2017								
58.	The *objectives* of the Research are:				√				
59.	The method of collecting data is comparing method and analyzing document by selecting the *writing tasks* on the textbook entitled Bahasa Inggris text book for the tenth grade *students* of senior high school that meet the criteria of writing task suggested by Paul Nation				√				
60.	The *results* of the research *findings* of *writing tasks* provided in the textbook meet the criteria of writing				√				

88

						√			
	task suggested by Paul Nation.								
61.	Based on the *percentage* whether the *tasks* provided in textbook are suitable *tasks* Nation proposed with the criteria of writing as suggested by Paul by Arikunto are 54,17%.					√			
62.	The writing *tasks* in the textbook entitled Bahasa Inggris for the tenth grade *students* are categorized as good task because the writing *tasks* in the textbook meet the criteria of Nation and this text book is writing task as suggested by Paul appropriate to be used by the *students* at the tenth grade *students* of senior high school.					√			
63.	The problem of the research tries to observe the *types* of writing *tasks* using Paul Nation's Theory of *kinds* of writing *tasks*.					√			
64.	Experience task for 7 tasks with *percentage* 22, 22%, shared task for 4 tasks with *percentage* 11, 11%, guided task for 14 tasks with percentage 59, 25%, and independent task for 2 tasks with *percentage* 7, 40%.					√			
65.	It means that, the theory suggested by Paul Nation covered in writing *tasks* in the Bahasa Inggris textbook for the Tenth Grade *Students* of Senior High					√			

No.	Statement								
	School Published by Minister of Education and Culture.								
66.	It means that the task actually in the right level because the purpose of textbooks make tasks easier by using task that carefully guide the *learners*					√			
67.	Whether the tasks provided in based on the *percentage* textbook are suitable with the criteria of writing *tasks* as suggested by Paul Nation proposed by Arikunto are 54, 17 %.					√			
68.	The researcher takes a conclusion that the writing *tasks* provided in the textbook entitled Bahasa Inggris textbook are categorized into a good tasks and this textbook is appropriate to be used by the *students* at the tenth grade *students* of senior high school.					√			
	Year 2013								
1.	-								
	Year 2014								
	-								
	Year 2015								
	-								
	Year 2016								
	-								
	Year 2017								
	-								
	Year 2013								
1.	The teacher felt ashamed to							√	

No.	Statement								
	speak in front of their students using English because he *did not know how to read* some words with the right pronunciation.								
2.	He asked to other teachers about *how to teach well using English*.							√	
	Year 2015								
3.	*How is the implementation of Word Squares game to improve students' understanding on English common noun?*							√	
4.	*How is the improvement of students' achievement of common noun after being taught through Word Squares game?*							√	
5.	*How is the students' engagement in teaching learning process using Word Squares?*							√	
	Year 2016								
6.	*How is the implementation of using word ping pong game to improve students' vocabulary used in writing recount text?*							√	
7.	*How can word ping pong game improve students' vocabulary used in writing recount text?*.							√	
	Year 2013								
	Year 2014								
1.	The students' engagement in the preliminary research is only *50%*								√
2.	It rises to *70%* in the first								√

No.	Statement								√
	cycle and *87%* in the second cycle after the teacher implemented Word Squares game.								
3.	For the teacher's performance, the percentage is *70%*. In the second cycle, the average score is 87.50 and *87%* of students' engagement in teaching learning process.								√
4.	The percentage of teacher's performance in teaching learning process is *83%*.								√
5.	The students' engagement is only *50%*.								√
	Year 2015								
6.	It rises to *70%* in the first cycle and *87%* in the second cycle after the teacher implemented Word Squares game.								√
7.	Students' average score in pre-cycle was 57.4, and the observation score was *45%*, it meant that the result was poor								√
	Year 2016								
8.	In the cycle I, the average students' score was 62.4 and the observation score was *60%*.								√
9.	In the cycle II, the average students' score was 73.3 and the observation score was *80%*.								√
	Year 2017								
10.	The criteria of writing task as suggested by I.S.P Nation, there are Experience Task (*22,22%),*								√

	Shared Task (11,11), Guided Task *(59,25%)* and Independent Task *(7,40%)*.								
11.	Based on the percentage whether the tasks provided in textbook are suitable tasks Nation proposed with the criteria of writing as suggested by Paul by Arikunto are *54,17%*.								√
12.	Experience task for 7 tasks with percentage *22, 22%*, shared task for 4 tasks with percentage *11, 11%*, guided task for 14 tasks with percentage *59, 25%*, and independent task for 2 tasks with percentage *7, 40%*.								√
13.	Whether the tasks provided in based on the *percentage* textbook are suitable with the criteria of writing *tasks* as suggested by Paul Nation proposed by Arikunto are 54, 17 %.								√
	Sub Total	27	40	29	17	68	0	7	13
	Total	**201**							

Appendix 2

Data of Thesis Abstract and Conclusion

CURRICULUM VITAE

A. Personal identity

  1. Name   :   Nur Hafidatun Nisa

  2. Place and date of birth   :   Grobogan, 05 Agustus 1994

  3. Original Address   :   Krajan, Karanggeneng RT 01/ RW 01,

                                      Godong, Grobogan

  4. Mobile Number   :   085649307939

  5. Email   :   nisa.hafidza@gmail.com

B. Education

Formal Education:

1. SD Negeri 01 Karanggeneng
2. MTs.Yasua Pilang Wetan Demak
3. SMA Darussalam Banyuwangi
4. Students of Education and Teacher Training Faculty of Walisongo State Islamic University 2013

94