

**THE USE OF HEDGING IN STUDENTS' RESEARCH
PROPOSAL
AT ENGLISH TEACHER EDUCATION
DEPARTMENT UIN SUNAN AMPEL SURABAYA**

THESIS

Submitted in Partial Fulfilment of the Requirement for the Degree of
Sarjana Pendidikan (S.Pd) in Teaching English



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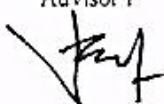
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ABSTRACT

Hani'ah, Iisyatun. (2019). *The Use of Hedging in The Students' Research Proposal at English Teacher Education Department UIN Sunan Ampel Surabaya*. A Thesis. English Teacher Education Department, Faculty of Education and Teacher Training, Sunan Ampel State Islamic University Surabaya, Advisor : Drs. Muhtarom, M.Ed, Gred, Dip.Tesol and Fitriah, Ph.D

Key Words: *Hedging, Research Proposal, Students' purposes.*

Hedging is the expression of vagueness that writers use to mitigate the strength of their statement and claim. Hedging is used as the strategy to convey the arguments appropriately to build a good academic writing. As the academics, students of English Teacher Education Department of UIN Sunan Ampel Surabaya are obligated to write academic writing in the form of research proposal as the requirement to get a bachelor degree and they will convey their arguments and claims about the certain topic in their research proposal. This study aims to know what types of hedging used in the students' research proposal and what the students' purposes of using hedging. Qualitative method is used in this study. Five research proposals were analyzed by doing document analysis to gain the first data. Interview with the students whose research proposals were analyzed was also hold to get the second data. Based on finding and discussion, the result showed the students of English Teacher Education Department used four types of hedging in their research proposal namely attribute hedge, reliability hedge, writer oriented hedge and reader oriented hedge. In addition, the result also showed that reliability hedge the most frequent hedging used and reader oriented hedge is the lowest frequent hedging used in students' research proposal. Furthermore, the result from the second data revealed that students generally do not have any purpose of using hedging in their research proposal. Only one from the five students who has the purpose of using hedging in her research proposal that is to make the statements become vaguer by reducing the exactness of her claim and show the possibility of the truth so that she is avoided from the responsibility if the statement is found being wrong later.

ABSTRACT

Hani'ah, Iisyatun. (2019). *The Use of Hedging in the Students' Research Proposal at English Teacher Education Department UIN Sunan Ampel Surabaya*. Skripsi. Pendidikan Bahasa Inggris, Fakultas Ilmu Keguruan dan Tarbiyah, UIN Sunan Ampel Surabaya. Pembimbing: Drs. Muhtarom, M.Ed, Gred, Dip.Tesol and Fitriah, Ph.D

Kata Kunci: *Hedging, Research Proposal, Students' purposes.*

Hedging adalah ekspresi samar yang penulis gunakan untuk mengurangi kekuatan dari pernyataan dan klaim penulis. Hedging digunakan sebagai strategi untuk menyampaikan argumen dengan cara yang tepat untuk membuat tulisan akademik yang bagus. Sebagai seorang akademisi, mahasiswa Pendidikan Bahasa Inggris UIN Sunan Ampel Surabaya diwajibkan untuk menulis tulisan akademik berupa proposal penelitian sebagai syarat untuk mendapatkan gelar sarjana dan di dalam proposal penelitian tersebut, mereka akan menyampaikan argument mereka mengenai suatu topic tertentu. Penelitian ini bertujuan untuk mengetahui apa saja tipe hedging yang digunakan oleh mahasiswa di dalam proposal penelitian mereka dan apa tujuan mereka dalam menggunakan hedging. Metode kualitatif digunakan di dalam penelitian ini. Lima proposal penelitian dianalisis dengan menggunakan analisis document untuk memperoleh data pertama. Wawancara dengan mahasiswa pemilik proposal penelitian yang diteliti juga dilakukan untuk memperoleh data kedua. Berdasarkan penemuan dan diskusi penelitian, hasil dari penelitian menunjukkan bahwa mahasiswa Pendidikan Bahasa Inggris menggunakan empat tipe hedging di dalam proposal penelitian mereka yaitu attribute hedge, reliability hedge, writer oriented hedge dan reader oriented hedge. sebagai tambahan, hasil penelitian juga menunjukkan bahwa reliability hedge adalah hedging yang paling banyak digunakan dan reader oriented hedge adalah hedging yang paling sedikit digunakan. Lebih jauh lagi, hasil penelitian dari data yang kedua menunjukkan bahwa secara umum mahasiswa tidak memiliki tujuan dalam menggunakan hedging di proposal penelitian merek. Dari lima mahasiswa, hanya satu yang mempunyai tujuan dalam menggunakan hedging di dalam proposal penelitian mereka. Tujuannya yaitu untuk membuat pernyataan mereka menjadi samar dengan cara mengurangi

ketepatan dari klaim mereka dan menunjukkan kemungkinan kebenaran dari argumen-argumen mereka sehingga mereka terhindar dari tanggung jawab jika ternyata pernyataan yang mereka tulis itu salah.

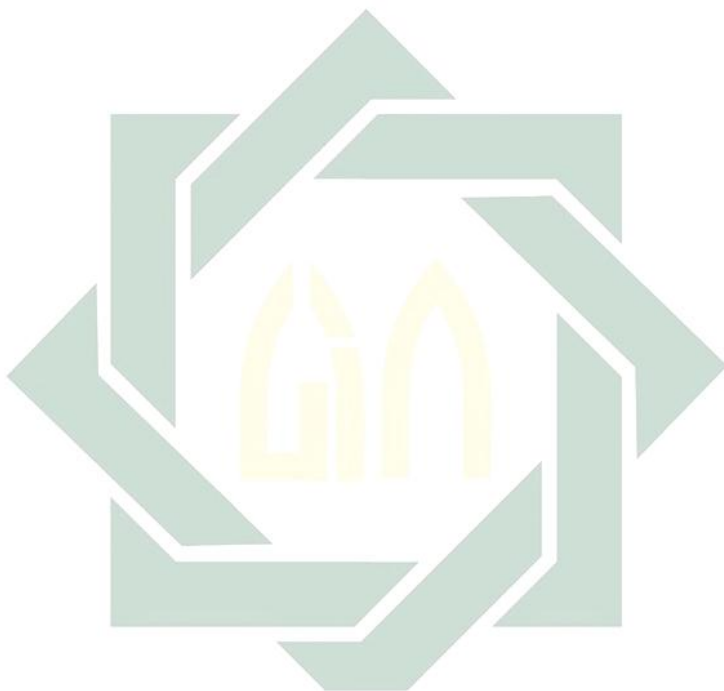


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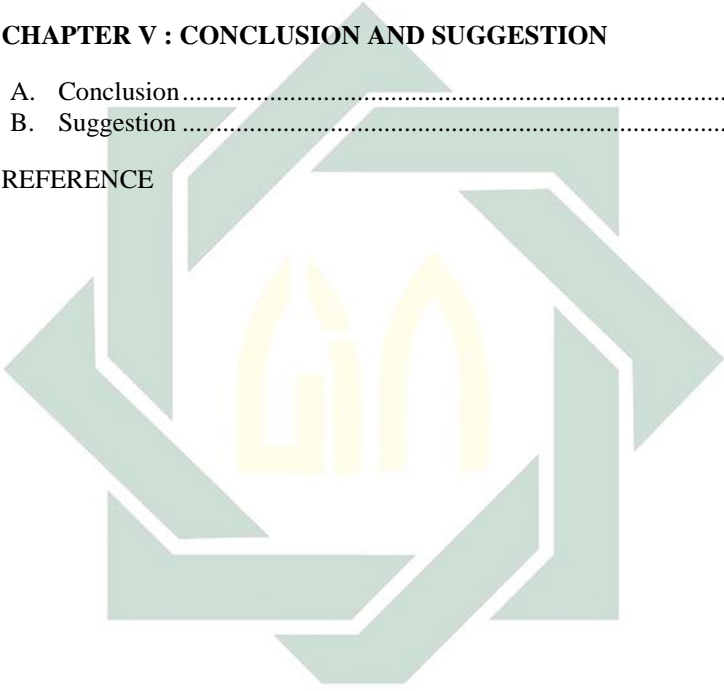
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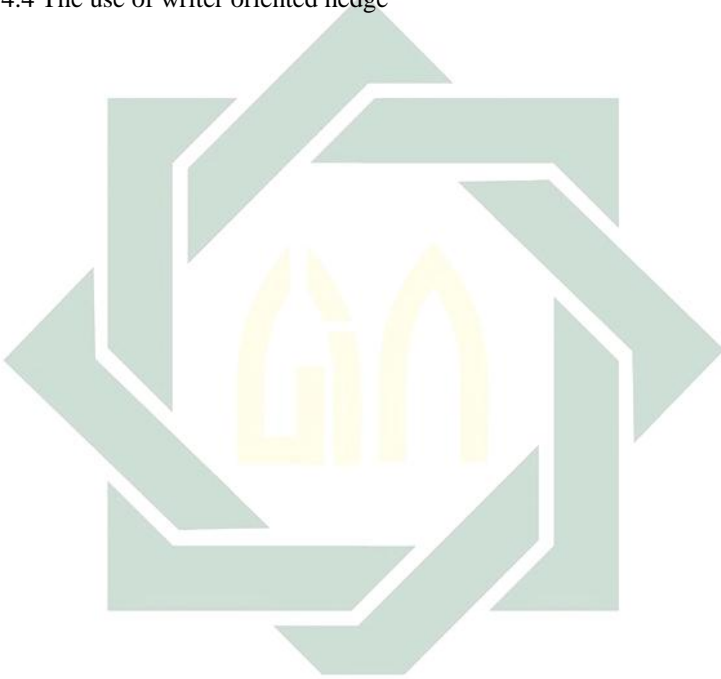
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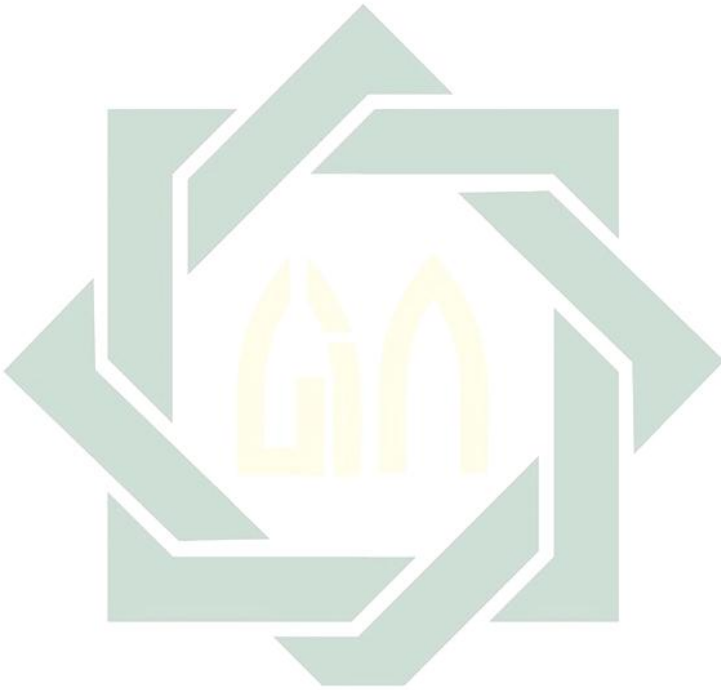
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LIST OF ABBREVIATION

- Etc. : et cetera
UIN : Universitas Islam Negeri



CHAPTER I

INTRODUCTION

This chapter contains the introduction of the study, the research question, the objective of the study and the significant of the study. This chapter also presents the scope and limitation and the definition of key terms.

A. Background of Study

Academic writing is essential part in English teaching and learning in higher education. Coffin, Curry, Goodman, Hewings, Lilis and Swann assert that students' academic writing is at the center of teaching and learning English in higher education because the students' progress are mostly assessed from their ability to write.¹ That is way Academic writing becomes an important assessment to identify the understanding of the students' about what they have learned.

According to Debrabell, academic writing is the type of writing that explores the students' knowledge and understanding of materials they have learnt in academic setting.² It means that in academic writing, the students have a chance to give or express their opinion and argument.

Many types of academic writing are learnt by students in every level of education such as descriptive writing, analytical writing, persuasive writing and critical writing.³ Research proposal is one of academic writing which has to be learnt and written by students in Sunan Ampel Islamic State University. As a writer, students express their argument and opinion about particular topic in research proposal. However, in expressing arguments, not every writer is able to express their arguments clearly, so the readers can understand the content or meaning they say. Some writers do not

¹C. Coffin et.al. *Teaching Academic Writing : Toolkit for Higher Education*.(New York : Routledge, 2003), 16

²Debrabell. "What is academic writing" *AIM ACADEMY*, (<https://debrabell.com> accessed on July 16, 2018)

³ The University of Sydney team. "Types of academic writing" , *UNIVERSITY OF SYDNEY*(<https://sydney.edu.au/students/writing/types-of-academic-writing.html> accessed on Dec, 29, 2018)

write their arguments or claims explicitly as what the reader expect because they have to consider the consequences that come later. Brown and Levinson stated that when the writers present their scientific claims they will face threatening acts.⁴ The criticisms toward the claims, the other claims that against the writers' claims, and the opposite arguments from the readers are the example of the threatening acts that may be faced by the writers when they present the claims explicitly. Therefore, to avoid the threatening acts that occur when they make scientific claims or arguments, the writers choose to make their claims vaguer or tentative.⁵ The ways they express their arguments vaguer or tentatively is called hedging.⁶

The application of hedging is important in academic writing to express doubt and tentativeness arguments or claims.⁷ Hedging becomes the way for writers to convey arguments and claim appropriately. The use of hedging will help the writer to avoid the criticisms which may come later. As claimed by Hyland that hedging can anticipate the possible opposite arguments from the reader.⁸ Hyland, further explains that Hedges represent the writers' efforts to persuade readers of the correctness of their claims, helping them to gain acceptance for their work and softening the overstatement of claim.⁹

Considering the importance of hedging in the academic writing, the researcher analyzed the use of hedging in the students' academic writing at English Teacher Education Department UIN Sunan Ampel Surabaya. As people who are enrolled in academic world, students of English Teacher Education Department use to write academic writing. They are demanded to take some writing classes to improve their writing. They have to write research proposal before they make their thesis as a demand to get a

⁴Behnam, et. al, "A Comparative Analysis of Hedging Expressions in Research Articles : Is Fuzziness Forever Wicked?" *English Language and Literature Studies*. Vol. 2 No. 2, June 2012, 20

⁵Behnam, et. al, "A Comparative Genre... 22

⁶George Lakoff, "Hedges: a study in meaning criteria and the logic of fuzzy concepts" The 8th Regional Meeting of the Chicago Linguistic Society, 1972, 195

⁷Saadiya Wudaa Al Quraishy, "The Use of Hedging Devices in Scientific Research Papers by Iraqi ELF Learners". *Journal of Al-Qadisiya University* 1-2 (14), 9

⁸Hyland, "The Author in Text : hedging scientific writing. *Hongkong papers in Linguistic and anguage teaching*. Vol 18, Sep 1995, 35

⁹Hyland, "The Author in Text ... 33

bachelor degree. Furthermore, one of the goals of English Teacher Education Department UIN Sunan Ampel Surabaya is “*produce creative and innovative scientific works in the field of English education that are relevant to the need of the society*”. According to that goal, to make a creative and innovative scientific works, it is must for the students to have a good ability in writing, and hedging is one of important language features which have to be mastered to build a good writing. However, from preliminary study which was conducted by interviewing the students of English Teacher Education Department, it was found that most of them do not know about hedging. That is way, this study is conducted in order to analyze whether the students of English Teacher Education Department UIN Sunan Ampel Surabaya used hedging in their writing or not, and also to raise their knowledge about hedging, the definition, the types, and the purposes. So that they can improve their writing abilities and can produce good scientific works.

A number of researches had investigated the use of hedging in writing, for example Kok Yuch analyzed the hedging expression used by the tutors in giving written feedback or comments through the use of modal verbs. The result of this study showed that from 126 feedbacks received, only 35 written feedbacks that described hedging expressions, and the hedging expressions that were commonly used by the examiners in giving feedback were *could*, *might* and *would*.¹⁰ Another study conducted by Hassan Soodmand Afshar and Mohammad Bagehrieh. In their study, they compared and contrasted the frequency of hedges in 40 abstracts of Persian Literature and Civil Engineering theses in Persian and English. The result showed that there were no significant differences in the frequency of hedges used in the abstracts written both in English and Persian, and Iranian graduate students made relatively lower use of hedges compared with their English.¹¹ Similar research was done by Biok Behnam in which investigating the frequency, form and function of hedging device in the discussion sections of 100

¹⁰Kok Yueh Lee, “Hedging Expressions Used in Academic Writing Feedback: a Study on The Use of Modal Verbs”. *Research in Corpus Linguistic* 1 : 33-45 , 2013

¹¹Hassan Soodand Afshar and Mohamad Bagherieh, “The Use of Hedging Device in English and Persian Abstracts of Persian Literature and Civil Engineering MA/MS Theses of Iranian Writers”, *International Conference on Current Trends in ELT*, Vol. 98 : 1820-1827, 2014

qualitative and quantitative research article with high of scientific claims. The result revealed statistically significant difference between qualitative and quantitative research articles in both frequency and form of the hedge words.¹²

Referring to the previous studies, this study is generally different from all previous studies particularly in the kind of the document which is analyzed. The previous studies took the tutor feedback, abstract, and journal, while this study took research proposal to be analyzed. The difference is also can be seen from the participant of the study particularly with the study conducted by Koh Yuch which analyzed the hedging used by the examiner when they give written feedback, while this study would identify the students of English Teacher Education Department UIN Sunan Ampel Surabaya's way on how they express their idea, highlight other people opinion, whether they use hedging expression or not and what students' purposes in using hedging in their thesis proposal. Therefore, conducting this study, the researcher would make the students more aware of the hedging usage in expressing argument in proposal writing and give awareness to the teacher to the need of giving the material and explanation about expressing the arguments by using hedging as well.

B. Research Question

According to the background of the research previously outlined, the problem of the study can be formulated as this following question.

1. What are the types of hedging used in the students' research proposal at English Teacher Education Department UIN Sunan Ampel Surabaya?
2. What are the purposes of using hedging in research proposal?

C. Objective of The Study

The research aims to find

¹² Biok Behnam. "A Comparative Genre Analysis of Hedging Expressions in Research Articles: Is Fuzziness Forever Wicked?". *English Language and Literature Studies*. Vol. 2, No. 2, June 2012

1. The types of hedging found in the students' research proposal at English Teacher Education Department UIN Sunan Ampel Surabaya.
2. The purposes of using hedging in the research proposal.

D. Significance of The Study

The finding of this study is expected to be beneficial to the students and the English teacher. For the students, this study will grow the students' awareness of using hedging in academic writing. This study will lead the students to understand how hedging is important to be used for expressing claim or argument in academic writing.

For English teachers, this study will make them know the ability of the students in hedging argument or claim in academic writing. They also will aware of the need to give the material and explanation to the students about expressing the claim and argument by using hedging as well.

E. Scope and Limitation

This scope of this study is in the hedging expressions used by the students in their research proposals. As explained in the background, the researcher analyzed the hedging expressions in the students' research proposal particularly the types of hedging used in the research proposal and the students' purposes of using hedging

Furthermore, this study is limited in the students of English Teacher Education Department at UIN Sunan Ampel Surabaya who is taking thesis course and have passed seminar proposal in academic year 2018.

F. Definition of Key Terms

In order to have the same idea and concept of the hedging, the researcher clarifies the terms used in this research, as bellow

1. Hedging

According to Hyland, hedging is an expression of vagueness in language use which the function is to mitigate the strength of statement and claim.¹³In this study, hedging

¹³Hyland, "The Author in the Text:..., 33

means the vagueness expression of the students in writing the statement or arguments in their research proposal. The students' vagueness in expressing statement are identified by the used of particular words or phrases in the statements or arguments stated.

2. Research Proposal

. A research proposal is a written document that contains a summary of what the researcher intends to do; how, why, where and when it is going to be done; the financial requirement of the project; and the proponent/s' capability.¹⁴ In this study, research proposal is an academic writing written by the students as a research plan before they go to their thesis to get the bachelor degree in English Teacher Education Department.

3. Purposes of using hedging

In this study, purposes of using hedging means what is the students aim in using hedging expression when they write research proposals.

¹⁴ Maven Logix. "What is a Research Proposal" *Write a Writing*, (<http://www.writeawriting.com/academic-writing/research-project-proposal/> accessed on October 25, 2018)

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses about all of related review of the study. Some theories related to the problems of this study are provided in this chapter. They are; definition of hedging, taxonomy of hedging, purposes of using hedging, and academic writing. In addition, some previous study is revealed in this chapter.

A. Theoretical Framework

1. Hedging

a. Definition of Hedging

The terms hedging was first introduced by Lakoff in 1972. He described hedging as the words whose job is to make things more or less fuzzy.¹⁵ Similar with Lakoff, Hyland defined hedging as an expression of vagueness in language use which the function is to mitigate the strength of statement and claim.¹⁶ Swales in his book stated that hedging is a linguistic device which express honesty, modesty and proper caution in self-report.¹⁷ Hedging is a multi-objective linguistic device the learning of which can help a researcher to appropriately express his scientific claims.¹⁸

In academic context, hedging is included into one of the features of communication style.¹⁹ It means that hedging may occur both in speaking and writing. In speaking or in conversation, hedging occurs when the speakers prefer to avoid making a bold statement in which many people want to make their speaking vague because statements may be inappropriate to be spoken. However, the use of hedging is more often concerned to the writing, especially academic writing. As state by Hinkel that in

¹⁵ George Lakoff, "Hedges: a study... 195

¹⁶ Ken Hyland, "The Author in Text... 34

¹⁷ J.M. Swales, *Genre Analysis in Academic and Research Setting*(Cambridge:Cambridge University Press, 1990)

¹⁸ Biok Behnam. "A Comparative ...20

¹⁹ Ken Hyland, "Hedging in Academic Writing and EAP Textbooks", *English for Specific Purposes*, Vol. 13, No. 3, 1994

written text, hedging represents the syntactic means of decreasing the responsibility of the writer's proportions in claims on the reader.²⁰

The use of hedging in academic written takes an important role. As stated by Hyland, that hedging is linguistic strategies which qualify categorical commitment, expressing possibility rather than certainty. In academic writing hedging is central to effective argument and the rhetorical means of gaining reader acceptance of claims, allowing writers to convey their attitude to the truth of their statements and anticipate possible objections.²¹ Hyland argue that hedging is used in academic writing because of, first, hedges allow claims to be made with due caution, modesty, and humility, and second, the status of claims is diplomatically negotiated when referring to the work of colleagues ad competitors.²²

In writing, people often attempt to choose an appropriate language to make what they write acceptable in readers' view. Hedging can be used to reach that purpose. It is based on what Fraser claimed that hedging is a rhetorical strategy which includes how to choose a particular structure or determine a specific form on the utterance.²³ It is also affirmed by Salager-Meyer who extended the definition of hedging into three dimensional concept which are hedging is the purposive of fuzziness and vagueness, hedging reflects the author's modesty for their achievements and avoidance of personal involvement, and hedging is related to the impossibility or unwillingness of reaching absolute accuracy and quantifying all the phenomena under observation.

²⁰Eli Hinkel, "Hedging, Inflating, and Persuading in L2 Academic Writing", *Applied Language Learning*, 2005, Vol. 15, Nos. 1 & 2, pp. 29-53

²¹Ken Hyland, "Talking to the academy: Forms of hedging in science research articles Written", *Communication* 13 (2), 199, 252

²² Ken Hyland, "Hedging in Academic..." 241

²³ Bruce Fraser. "Hedged Performatives".

<http://www.saber.ula.ve/bitstream/123456789/27713/1/hedges.pdf>. Accessed on July 24, 2018

Based on the explanation of the hedging definitions proposed by some experts, generally, hedging can be defined as the expression of vagueness which is shown by the use of certain word or phrase which has the function to make the statement soften. People usually apply hedging in the academic writing to protect or defend their claims and arguments and to avoid their claims and arguments from criticism which may come later.

b. Types of hedging

Type of hedging is the classification of hedging which are used in many academic discourses. Many types of hedging have been proposed. One of them is proposed by Salager-Meyer. Salager-Meyer in her study on medical English written discourse has proposed five classifications of hedging which are used to represent the subcategories of hedging,²⁴ those are

1) Shield

Shield is defined by Saleger Meyer as all modal verbs which express the possibility. Shield is consisted of:

- a) Semi-auxiliaries like *“to appear”*, *“to seem”*
- b) Probability adverbs like *“probably”*, *“likely”*
- c) Epistemic verbs (that is the verbs which show the trueness of the probability of the claims and arguments written) such as *“to suggest”*, *“to speculate”*

2) Approximators

Approximators are defined as stereotyped “adaptors” as well as “rounders” of quantity, degree, frequency and time which express heed and coyness. The example of approximators are:

“approximately”, *“roughly”*, *“somewhat”*, *“quiete”*, *“often”*, *“occasionally”*

²⁴F. Salager-Meyer, “Hedges and Textual Communicative Function in Medical English Written Discourse”. Vol. 13 No.2, 1994, 149-171

- 3) Expressions which express the writers' personal doubt and the writers directly involve themselves, such as
"I believe....."
"to our knowledge.....",
"it is our view that....."
- 4) Emotionally-charged intensifier, that is comment words used to project the authors' reactions) such as
"extremely difficult/interesting"
"dishearteningly weak"
"of particular importance"
"particularly encouraging"
"unexpectedly"
"surprisingly".
- 5) Compound Hedges, such as
"it may suggest that..."
"it could be suggested that..."
"it would seem likely that..."
"it seems reasonable to assume"
"it would seem somewhat unlikely that..."

Besides, different with Saleger Meyer, Hyland divide hedging into several classifications, those are : Attribute hedge, reliability hedge, writer oriented hedge and reader oriented hedge. The further definition of each types are described as follows.

1) Attribute Hedges

Attribute hedge is defined as the strategy which is used by the writer to express their arguments or claims with precision by keeping the interpretations close to finding. This type of hedging is used to specify the extent to which a term describes accuracy the reported phenomena.²⁵ In other words, attribute hedge is the strategy of expressing the argument or claims by making the arguments or claims vaguer through the precision of the claim. The role of this

²⁵Ken Hyland, *Hedging in Scientific Research...* 164

hedge is to decrease the exactness of the argument. Attribute hedges are applied by the use of downgraders, markers of intentional vagueness and intensifier. They are called as hedging device of attribute hedge. It means that those three hedging devices are the tools of attribute hedge which are used to hedge the arguments or claims.

(a) Downgraders

Downgraders is one hedging device of attribute hedge which the role is to make the statement or claim to be polite and non being imposing.²⁶

Downgraders is represented by the words:

'just few' 'a bit', 'a little', 'rather', 'slightly', 'scarcely' and etc. Those words are called as downtoner.²⁷

The use of downgraders in the attribute hedge has the function to form a self-protection of the speaker or the writer.

For example:

“The theory arouse *just few* insignificant problems”

“The research questions are slightly vague”²⁸

(b) Markers of Intentional Vagueness

As its name, marker of intentional vagueness is the word which shows the vagueness. Marker of intentional vagueness is used to reduce face-threatening act because it can decrease the explicitness of the statements or claims. Furthermore, markers of intentional vagueness also have the function to help the writers to be less direct in stating their meaning.²⁹ Markers of intentional vagueness are represented by the

²⁶Saadiya Wudaa Al Quraishy,” The Use of Hedging Devices in Scientific Research Papers by Iraqi ELF Learners”. *Journal of Al-Qadisiya University* 1-2 (14), 3

²⁷Quirk, et, al., *A Comprehensive Grammar of the English Language*(London:Longman, 1985),446

²⁸Saadiya Wudaa Al Quraishy,” The Use of Hedging ...4

²⁹Ken Hyland, *Hedging in Scientific...*162

word such as 'sort of', 'more or less', 'somehow', 'kind of' and approximators of quantity included 'generally', 'much', 'often', 'usually', 'mainly', 'approximately' and etc.

For example

"Songs and rhymes **often** fall outside the category of humorous language play."

"The length of the metal bar was **approximately** 22 cm"

- (c) Intensifiers; it is the emphatic expression of the writers in their claims. Using this hedging device, the writers try to insert their emphatic emotional to convince the readers about the emotional situation of the writers. Intensifier is shown by the expression such as 'important role', 'potentially effective', 'extremely interesting', 'major element', 'useful tool' and etc.³⁰

For example;

"Learning English with game is **extremely interesting.**"

"The headmaster was **extremely helpful** and supportive to his teaching staff"

2) Reliability Hedges

Reliability hedge refers to the strategy to express the writers' tentativeness of the argument or claims. Reliability hedges are commonly expressed by epistemic modality. Reliability hedge is also stated as the words which are used to show the writers' certainty and confidence of the claims and argument stated.³¹ The function of modality is to limit writers' responsibility in pointing the limitation of the arguments or claim which is stated. The modals which are include as the hedging devices of

³⁰ Ken Hyland, *Hedging in Scientific...* 165

³¹ Ken Hyland, *Hedging in Scientific...* 166

reliability hedge are stated below. In addition, Hyland stated that the use of modal in reliability hedge is in active voice and not used in passive voice.

- (a) Modal auxiliary verbs expressing possibility, such as ‘may’, ‘might’, ‘can’, ‘will’, ‘would’, ‘should’, etc.
- (b) Semi-auxiliary verbs such as ‘to look’, ‘to seem’, ‘to appear’...etc.
- (c) Epistemic lexical verbs such as ‘suggest’, ‘tend’, ‘contribute’, ‘intend’, ‘propose’, ‘speculate’, ‘assume’... etc.
- (d) Modal nouns such as ‘possibility’, ‘assumption’, ‘suggestion’, ‘tendency’..., etc.
- (e) Modal adjectives such as ‘probably’, ‘likely’, ‘possible’...etc.

The examples of reliability hedge are

“Researchers **may** have found a cure for influenza.”

“Mathematic **seems** to be the difficult subject for the elementary students. “

“Our analysis **suggest** that high doses of the drug **can** be lead to relevant blood pressure reduction”

3) Writer Oriented Hedges

Writer oriented hedges is used by the writers to diminish their presence in the text in order to relieve themselves of responsibility for the truth of the propositions expressed and consequently to save the speaker’s face from criticism against the negative consequences of the proposition which the writers

present.³² It is usually shown by using impersonal subject and passive structure.³³

For example:

“The **result indicates** that higher doses of fish oil can benefit individuals with untreated hypertension.”
 “The death squads **are thought** to be connected”³⁴

4) Reader oriented hedge

Reader oriented hedge refers to the way of writer to make the readers involved in a dialogue as thoughtful individuals to give a respond and judge regarding the truth value of the proposition.³⁵ The function of reader oriented hedge is that lying in fact that it can be decrease that writer’s meaning by increasing the subjectivity of the sentence. For example :

“**In my view**, direct method is the appropriate method to teach your students.”

“**It seems to me** that trying to live without friends is like milking a bear to get cream for your morning coffee.”

Based on the two types of hedging explained above, the present study prefers to use the types of hedging proposed by Ken Hyland. The classification of hedging proposed by Ken Hyland seems appropriate with the characteristic of this study. This theory enlightens the hedging not only on the form of the words of hedging device in the sentence but also the function of those words which is classified in four types namely attribute hedge, reliability hedge, writer oriented hedge and reader oriented hedge. Those functions which the words have is closely related with the purposes of the using the words of

³²J.M. Swales, *Genre Analysis in Academic and Research Setting*(Cambridge:Cambridge University Press, 1990), 175

³³Saadiya Wudaa Al Quraishy, ” The Use of Hedging... 7

³⁴P. Crompton, *Hedging in Academic Writing : Some Theoretical problems*(Londong:Longman, 1997), 46

³⁵ Ken Hyland, *Hedging in Scientific*... 166

hedging itself. It is appropriate with this study because this study also involved the students' point of view of the purposes of using hedging.

2. Purposes in Using Hedging

Some experts have the different thought about the purposes of the writers in using hedging in their writing. Salager-Meyer specified two main purposes for using hedge words as follow:³⁶

a. To make the issue fuzzy

Explicit expression of a claim will make it easy for others to criticize the authors' claim. By using hedging, the authors will be avoided from the criticism which may come later. Beside, explicit expression of a claim may reflect his lack of humility and his ignorance of the others in that research area.

b. Increase the precision in the author's claim

Using hedging according to Salager-Meyer may present the strongest claim a careful researcher can make. Using hedging in the writing can be a powerful persuasive factor in gaining acceptance for claims. The writer can show that something is not 100% proven, but rather than it is indicated and subsequently assumed.

While Hyland argues there are three main purposes of using hedge. Using hedge can allow the writer to express their arguments with a greater precision. Also, the use of hedge can anticipate the possible negative consequences of being proved that writers' arguments or claims are wrong. The last, the use of hedge may contribute to development between writer and reader relationship.

In sum, from those two experts who proposed the purposes of the writers in using hedging in their writing, it can be conclude that there are four big purposes of using hedging. For the first, hedging is used to make what is written become fuzzy or vaguer. Then, hedging enables the writer to be more precise when reporting result. Hedging also used to

³⁶F. Salager-Meyer, "Hedges and Textual... 165

anticipate the possible opposing claims made. The last, hedging is used to develop relationship between writer and reader. Those four big purposes will be used by the researcher to answer the second research question.

3. Academic writing

Writing is considered as a skill which has the functions to support the development of oral language. Unlike speaking, writing works as an archive that can save the words and ideas permanently. Related to this, Fromkin, Rodman, and Hyams have said that writing is a skill that can record what has been spoken permanently.³⁷ Hammill and Bartell (1975: 107) have said, that writing is the highest as well as the last form of communication to be mastered in which people actually transfer their thoughts, feelings, and ideas to paper. Unlike speaking, writing helps people to consider more carefully the best words to use to transmit a message. state that writing gives people more opportunity to go back and think about what they have written.

There are many kind of writing which is studied by the students in many level of educations, one of them is academic writing. As stated by Debrabel that academic writing is the term which refers to the type of writing which the students are expected to produce as the result of their studying which contents what they learn about in academic setting.³⁸ Similar with Debrabel, James defines academic writing as the people's style in expressing their knowledge related to intellectual boundaries of their disciplines.³⁹ Students in university generally face a variety of academic writing task. Research proposal is one kind of academic writing which should be written by the students in university especially in UIN Sunan Ampel Suraya as the requirement before they go to thesis to get a bachelor degree. Research proposal itself is defined as a written document that contains a summary of

³⁷Fromkin, V., Rodman, R., & Hyams, N. *An Introduction to Language*. (New York: Holt, Rinehart and Winston. 2003), 356

³⁸Debrabel. "What is academic writing" ...

³⁹H. James, *Academic Writing and publishing : a practical handbook*(Abingdon, United Kingdom:Routledge, 2008), 126

what the researcher intends to do; how, why, where and when it is going to be done; the financial requirement of the project; and the proponent/s' capability.⁴⁰

There are some considerations which the writers concern when they write academic writing.⁴¹

a. Audience

Considering the audience is part of writing. The understanding of the audience will affect the content of writing. In university, the audience will be an instructor who is presumably quite knowledgeable about the assigned writing topic. The possible audience in university will include advisors, thesis committees, and those will review the research at conference or publish paper.

b. Purpose

Audience, purpose, and strategy is typically interconnected. The writer is propose for instruction if the audience knows less than the writers. The second situation commonly happens for the graduate students writer.

c. Organization

Academic writing is expected to follow the organization to make the reader understand the content even there are some language errors. The reader cannot get the information if the writer does not write in the appropriate format structured.

d. Style

The style of academic writing is different from daily communication. Academic writer should make sure that the writing is written in appropriate style. The style of academic writing is formal. The communication between reader and writer should be conveyed clearly. The style of academic writing is different from other kind of writing. Deciding what is academic or not is further complicated

⁴⁰ Maven Logix. "What is a Research Proposal" *Write a Writing*, (<http://www.writeawriting.com/academic-writing/research-project-proposal/> accessed on October 25, 2018)

⁴¹ Jhon M.Swales, Cristine B Feak, *Academic Writing for Graduate Students:essential skills and tasks* (2012), 57

by the fact that academic style differs from one area of study to another. For instance, contractions (e.g. *don't*) may be used in Philosophy but are not widely used in many other fields.

Based on the statements above, it can be concluded that academic style is not used in all academic settings. Research based on the Michigan Corpus of Spoken Academic English (MICASE) shows that academic and research speech in linguistic terms, is more casual conversation than written academic English. There are many perspectives about academic style. Most of them come from individual perspective rather than research. This kind of issue is conflicting and vague. It should come as no surprise that despite a sizeable amount of research, academic writing is in fact poorly understood by teachers and students alike.⁴²

e. Flow

Another consideration for successful communication is flow. Flow is derived to move from one statement to in a text to a text. Next sentence discuss the same thing with the previous one. Then next paragraph should be connected to the previous paragraph. Giving a clear connection of ideas is important to help the reader follow the text.

f. Presentation

For non native speaker, small error in language in papers written are accepted by most instructor, for example mistaken in article or preposition usage. However, error which are not acceptable are considered as lack of writing quality.

Furthermore, Andy Gillet made the guide for the students for writing academic writing. He stated that there are nine features of academic writing, they are⁴³

⁴² Ken Hyland, Feng (Kevin) Jiang, "*Is academic writing becoming more informal?*",
entre for

Applied English Studies, (University of Hong Kong, Hong Kong 2017), 45

⁴³Andy Gillet. "Features of academic writing" *Using English for Academic Purposes*,
(<http://uefap.com> accessed on January, 3 2019)

a. Complexity

Academic writing as a written language is relatively more complex than spoken language. It has the longer word, lexically more dense and has more varied vocabulary.

b. Formality

The words and phrases of academic writing are relatively formal. The writers are suggested to avoid colloquial words and expression. The writers are also suggested to no use informal language in writing academic writing.

c. Precisions

One other thing that must be paid attention by the writer when they are writing academic writing is the writer should give facts and figures precisely. They should write the statements precisely.

d. Objectivity

The writers should to be objective. The opinion related to the subject must be expressed objectively. The emphasis is on the information want to be given, not on the writer's personal opinion.

e. Accuracy

In writing academic writing, the writer should use the vocabulary accurately in order to avoid the ambiguity. Academic writing uses vocabulary accurately.

f. Hedging

Hedging is an expression of vagueness that the writers state in writing the argument or claims. Hedging refers to the strategy used by the writers to show the writers' stance on particular subject. This feature of academic writing is discussed further in this study.

g. Responsibility

Writing academic writing is closely related to conveying the claims and arguments. It is a must for the writers to be responsible for being able to provide evidence and justification for any claims made.

h. Organization

When writers decide to write academic writing, they should not write as like they want. Academic writing should be well organized.

i. Planning

The writers should plan well the academic writing. Before writing academic writing, it is suggested for the writers to make an outline as the planning of their writing.

B. Previous Study

A number of researches had investigated the use of hedging in writing. The first study was conducted by Kok Yuch. This study analyzed the hedging expression used by the tutors in giving written feedback or comments through the use of modal verbs. This study focuses on a specific genre that is written feedback which were collected from two Humanities Departments in a UK higher education institution. This study used document analysis as the method. The result of this study showed that from 126 feedbacks report comprising 35, 941 words, found that *could*, *might* and *would* are the top three modal verbs were used most often, then followed by *can*, *may*, *must*, *should* and *will*, while *shall* was not found.⁴⁴ Both, the previous study and the present study analyzed the hedging expression in the text. However, the previous study only focused on modal verbs which used in the hedging expressions, while this present study analyzed not only modals verb, but all the hedging devices in the hedging expression. Moreover this present study analyzed the hedging expressions used in the text written by the student, while the previous study analyzed the text written by the tutors.

The second study was conducted by Hassan Soodmand Afshar and Mohammad Bagherieh. This study was conducted in Bu-Ali Sina University. This study compared the frequency of hedges in abstracts of Persian Literature and Civil engineering. This study was conducted with the aims to know the significant difference in the use of hedging devices in the English abstract and Persian abstract of Persian Literature and Civil Engineering theses of Iranian university students. This study took forty abstract and

⁴⁴Kok Yueh Lee, "Hedging Expressions Used in Academic Writing Feedback:a Study on The Use of Modal Verbs". *Research in Corpus Linguistic* 1 : 33-45 , 2013

analyzed it using Chi-square analyses. The result showed that there were no significant differences in the frequency of incidence of hedges used in the abstracts written both in English and Persian, and Iranian graduate students made relatively lower use of hedges compared with their English speaking counterparts.⁴⁵ The differences of this previous study with the present study are in the aims of the study, the kinds of document analyzed and the method used. The previous study is quantitative research which used Chi-square analysis to know the significant difference in the frequency of hedge used in the abstract written in English and Persian of two different major of Iranian students, while The present study applied qualitative method which used content analysis to know the types of hedging used in the research proposals written by the student of English Teacher Education Department.

The third study was done by Biook Behnam. This study investigated the frequency, form and function of hedging device in the discussion sections of 100 qualitative and quantitative research article with high of scientific claims. The independent-samples t-test was applied to compare the total number of hedging devices. The result revealed statistically significant difference between qualitative and quantitative research articles in both frequency and form of the hedge words.⁴⁶ This previous study is comparative genre analysis. It compared the frequency and the form of hedging in the qualitative and quantitative research while the present study only analyzed the type of hedging in one kind of writing text that is research proposal.

The fourth study was from Sofia Serholt. In here, Sofia Serholt investigated the frequency of epistemic modality used by Swedish advance learners to express hedges and boosters in their essays and whether there seem to be gender related difference. A comparative analysis of 20 randomly selected essays written by Swedish students of English at several universities was conducted. The

⁴⁵Hassan Soodand Afshar and Mohamad Bagherieh, "The Use of Hedging Device in English and Persian Abstracts of Persian Literature and Civil Engineering MA/MS Theses of Iranian Writers", *International Conference on Current Trends in ELT*, Vol. 98 : 1820-1827, 2014

⁴⁶ Biook Behnam. "A Comparative Genre Analysis of Hedging Expressions in Research Articles: Is Fuzziness Forever Wicked?". *English Language and Literature Studies*. Vol. 2, No. 2, June 2012

result indicated that hedges and boosters appeared more frequently in the introduction and discussion section than the remaining sections of the academic essays. Also, both males and females displayed higher use of hedges than boosters.⁴⁷ Both, this previous study and the present study analyzed the hedging used in the students' academic writing. However, the previous study also analyzed the boosters and considered gender related different. While the present study only focused on the hedging used and the students' purposes of using hedging.

The last study was done by Guangwei Hu and Fetng Cao. This study examined the differences between the use of hedging and boosting in English and Chinese Medium Journal, and between authors of empirical and non-empirical academic articles. The result showed that abstracts published in English medium journal markedly more hedges than those published in Chinese medium journals. Also, the abstracts of empirical research articles used significantly more boosters than those of none empirical academic.⁴⁸ As like the fourth previous study, this study also analyzed the booster. This previous study also took two different documents and did comparison. While the present study only focus on types of hedging in the one kind of document.

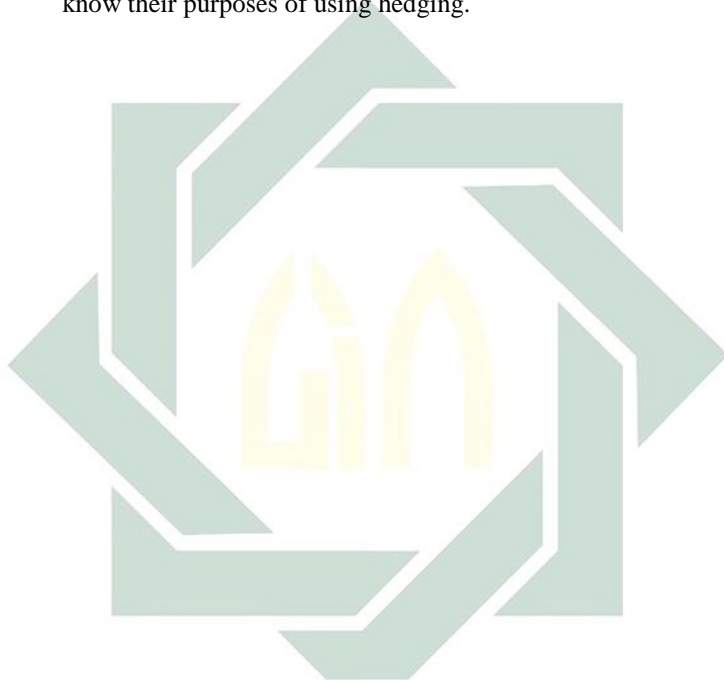
Referring to all previous studies above, this study is generally similar in the case of analyzing hedging in the document writing. However the kind of the document analyzed is different. The study conducted by Koh Yuch took the tutors' feedback as the document to be analyzed. Hassan Soodmand Afshar and Mohammad Bagehrieh took Abstract, Biok Behnam took research article, Sofia Serholt took essay and Guanhwe Hu and Fetng Cao took journal as the document which was analyzed. This study took research proposal as the document which was analyzed.

The other difference can also be seen from the method used and the focus of the study. The previous studies generally used comparative analysis and the focus is on the form and the frequency of the hedging, some of them even also analyzed the

⁴⁷Sofia Serholt, *Theses: Hedges and Boosters in Academic Writing (A Study of Gender Differences in Essays Written by Swedish Advanced Learners of English)*, Goteborgs Universitet, 2012.

⁴⁸Guangwei Hu and Fetng Cao, "Hedging and Boosting in Abstract of Applied Linguistic Articles : A Comparative Study of English and Chinese Medium Journals", 2011

booster. This present study focuses on identifying the types of hedging used by the students of English Teacher Education Department UIN Sunan Ampel Surabaya in their research proposals. In addition, all the previous studies did the research only limited to the document, while this present study also involved the participant, in this case is the students, to be interviewed in order to know their purposes of using hedging.



CHAPTER III

RESEARCH METHOD

This chapter discusses about; (a) research design (b) research setting (c) data and the source of data (d) data collection technique (e) research instrument (f) data analyzing technique.

A. Research Design

This study used descriptive qualitative method since it is a content analysis research. As stated by Donald Ari that there are eight types of qualitative research, they are basic interpretative studies, case studies, document or content analysis, ethnography, grounded theory, historical studies, narrative inquiry, descriptive study.⁴⁹ Qualitative method is used when the research is conducted to described the phenomenon, which is the data used are opinion (interview), behavior, or document, and never be analyzed with statistic pattern.⁵⁰ This research will describe the phenomena of using hedging in the students' research proposal, and the data used is not in the form of number, but the data gained from document and interview manuscript.

B. Research Setting

This study took place in UIN Sunan Ampel Surabaya exactly at English Teacher Education Department Faculty of Tarbiyah and Teacher Training in thesis writing course on academic year 2018 exactly on students who have passed seminar proposal. There are more than 120 students of English Teacher Education Department who take this course but the students who have passed seminar proposal is about 54 students during 2018 since May- November 2018. The researcher took five research proposals from the students to be analyzed.

The reasons why the researcher chose English Teacher Education Department Faculty of Tarbiyah and Teacher Training UIN Sunan Ampel Surabaya for doing this study are first, Students of English Teacher Education Department UIN Sunan Ampel

⁴⁹Donald Ari, "*Introduction to research in education*", (Canada: Nelson Education, 2010), 31

⁵⁰Rulam Ahmadi, *Metodologi Penelitian Kualitatif*. (Yogyakarta : Ar-Ruz Media, 2014)

Surabaya use to write academic writing. They have many writing course subjects which have to be joined in the university. It means that they are deemed having good ability in writing. Second, students of English Teacher Education Department will write academic writing in the form of Thesis to get the bachelor degree. Of course, they have to write it in English. Writing thesis proposal as one type of academic writing is identically related to the conveying argument and claim, it means that they have to aware of the strategy in conveying their arguments as well by using hedging.

C. Data and Source of Data

1. Data

To answer the research questions, here the researcher collects two kinds of data. The first data is the students writing. This data is needed for answering the first research question.

The second data needed for answering the second research question is the students' responses toward the interview.

2. Source of Data

The students writing as the first data is obtained from the students' research proposal which have passed Seminar Proposal in academic year 2018/2019. There were five research proposal collected.

The second data is obtained from the students when they are being interviewed.

D. Research Instrument

Data are required to undertake the findings of this study. Those data can be obtained by using these following instruments;

1. The first instrument is the researcher itself who are helped by the analysis guideline which are made based on the theory of Hedging taxonomy proposed by Hyland. The analysis guideline for hedging expression includes the sentence, types of hedging and the place in writing.
2. The other instrument is interview guideline. The interview guideline will help the researcher to find the answer of the second research question in which is about the students' purposes of using certain hedging in their writing. Interview guideline is used to generate the data when the researcher do the interview. The process of interview will be audio taped.

The researcher interview the students based on the interview guideline which is made with the theory from Salager meyer and Hyland as the reference. The questions which will be asked to the students are related to the students' purposes in using the particular hedging in their writing. This interview is used to answer the second research question.

E. Data Collection Technique

In case of collecting the data of the study, the researcher gains the data by analyzing the content of students' research proposal. The researcher used purposive sampling to collect the data. Ritchie et al. defines this sampling approach as a strategy where members of a sample are chosen with a purpose to represent a location or type in relation to the criterion.⁵¹ In this case the use of the sampling is not aimed at selecting representative sample of the population such as in the qualitative research but rather to select the most suitable source of data that best suit the purpose of the research. In other word, purposive sampling is used when the researcher selects their own individuals as part of their study. It means that the researcher applying their own criteria to select the data. The criteria determined by the researcher are first, each research proposal talked about the different topic, second the students who write the research proposal are from the different advisor, third is the research proposal has passed "seminar proposal" and four is the students who write the research proposal indicates no objection if their research proposal are analyzed.

After having the criteria, the researcher began to collect the research proposal of students who have chosen and fulfilled the criteria. The researcher then analyzes the students research proposal using analysis guideline made based on the hedging taxonomy theory proposed by Hyland. (*see appendix 1 page 65*).

Furthermore, the researcher got the second data from interview. After getting the research proposal and analyze it. The researcher contacted the students whose research proposals were analyzed to make an appointment to held the interview. The researcher then did

⁵¹ Ritchie, J., Lewis, J., & Elam, G. *Qualitative research practice: A guide for social science students and researchers*(Book Section, London: Sage, 2003) 77–108

the interview with five students using interview guideline (*see appendix 2 page 68*).

F. Data Analysis Technique

The researcher analyzed the collected data in descriptive qualitative approach. The first data is gained from analyzing students' research proposal. The analysis consists of several steps

1. Reading

The researcher read the students' research proposal in the whole part from the background, review of related literature and the research method to find the hedging expression used by the student,

2. Coding the hedge

The researcher gave coding to the each hedging found in the students research proposals. The researcher highlighted each hedging with the different colour based on types of hedging. The researcher gave red highlighter to the sentences which are indicated as attribute hedge, gave yellow highlight to the sentences which are indicated as reliability hedge, gave the green highlighter to the sentences which are indicated as writer oriented hedge and gave the blue highlighter to the sentences which are indicated as reader oriented hedge.

3. Rewrite each hedging in the form of table

The researcher made the table which consisted of number, types of hedging, sentences, the tools used to hedge and the position (subject no/chapter/page/paragraph). Then, the researcher wrote all the hedging expressions from the students' research proposals to the table. Here is the form of table used to rewrite the hedging found.

No	Types of Hedging	Sentence	Position (Proposal no/chapter/page/paragraph)
1.	Attribute hedge		
2.	Reliability hedges		
3.	Writer oriented hedges		

4.	Reader oriented hedges		
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4. Drawing the conclusion

The researcher drew the conclusion of the analysis by presenting it in form of description.

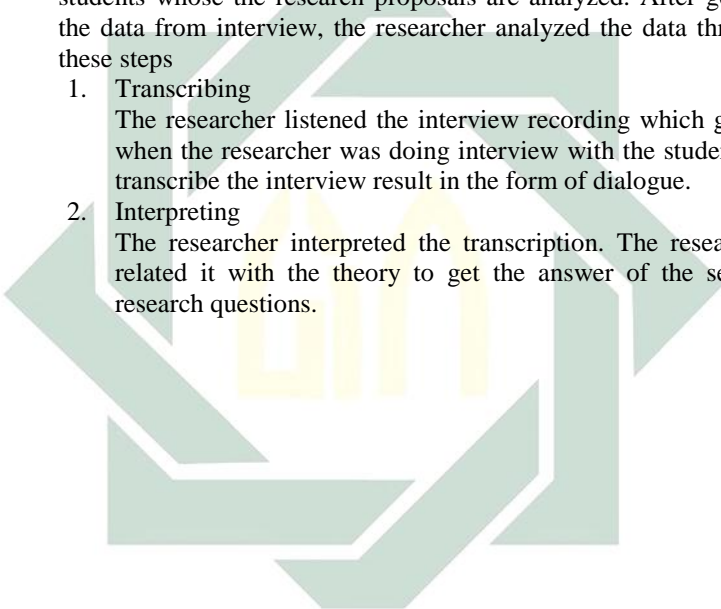
Furthermore, the second data is gained from interviewing the students whose the research proposals are analyzed. After getting the data from interview, the researcher analyzed the data through these steps

1. Transcribing

The researcher listened the interview recording which gotten when the researcher was doing interview with the students to transcribe the interview result in the form of dialogue.

2. Interpreting

The researcher interpreted the transcription. The researcher related it with the theory to get the answer of the second research questions.



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the research finding and discussion. The findings was from the analysis of students' research proposal. The organization of the findings is arranged based on two research questions: the types of hedging devices used in students' research proposal and the purposes of using hedging. The discussion covers the main or silent findings of the research and confirms the finding with the theories and previous studies about hedging devices.

A. Findings

The data was from examination of the students' research proposals and interviews result to the students. The section is explained based on the two research questions: the types of hedging devices used in students' research proposal and the purposes of using hedging. The data of the first research question was from the analysis of students' research proposals and the second research question was from interview results. The following is the description of the findings of each research question:

1. Types of Hedging Used in the Students' Research Proposal

The results of analysis revealed that the students used all types of hedging when writing research proposal, namely Attribute Hedge, Reliability Hedge, Writer Oriented Hedge, and Reader Oriented Hedge ... (see Table 4.1).

Table 4.1

Use of hedging in students' research proposal

Types of hedging Research proposal	Attribute Hedges	Reliability Hedges	Writer oriented hedge	Reader oriented hedge
Research Proposal 1	6	17	13	-
Research Proposal 2	18	38	11	1
Research Proposal 3	4	14	10	-

Research Proposal 4	5	22	14	-
Research Proposal 5	5	24	5	-

Table 4.1 indicated that there are 207 hedging found in the students' research proposals. The table also shows that the students used four different types in their writing, namely: attribute hedge, reliability hedge, writer oriented hedge and reader oriented hedge. Attribute hedge refers to the students' way in expressing their arguments by not showing the exactness of the arguments stated. Reliability hedge refers to the students' strategy in expressing their arguments by showing the possibility of the truth of the arguments. Writer oriented hedge refers to the students' way in diminishing their existence in arguments they state. Reader oriented hedge refers to the students' way in expressing the argument by using their subjective view.

As described in table 4.1, four research proposals identified used three types of hedging: attribute hedge, reliability hedge, and writer oriented hedge, and only 'research proposal 2' involved reader oriented hedge in its writing. Interestingly, from the four types of hedging identified, reliability hedge was the most frequent use of hedging when the students wrote their research proposal with more than 15 occurrences, and even 'research proposal 2' used 'reliability hedge' for more than 35 times.

Another interesting finding is identified in the use of 'reader oriented hedge'. This type of hedge seems unpopular among the students. From the five research proposals identified, four of them did not use this hedge and one 'research proposal' used once in writing proposal (see Table 4.1). The detail information about the finding type is explained below.

a. Attribute Hedge

Attribute hedge refers to the students way in expressing their argument by not showing its exactness with the use of downgraders, markers of intentional vagueness and intensifier. The finding of this study showed that attribute hedge is occurred 38 times in the students' research proposals... (See table 4.2)

Table 4.2
Use of Attribute Hedge in Students' Research Proposals

Types of hedging Research proposal	Downgraders	Marker of intentional vagueness	Intensifier
Research proposal 1	-	5	1
Research Proposal 2	-	17	1
Research Proposal 3	-	4	-
Research Proposal 4	-	4	1
Research Proposal 5	-	5	-

The table 4.2 indicated that the students only used two hedging devices in writing attribute hedge in their research proposals, namely: marker of intentional vagueness and intensifier.

As described in table 4.2, all research proposals identified used markers of intentional vagueness and interestingly, it was the most frequent use of hedging devices when the students write attribute hedge in their research proposals. While the research proposal 1, 2 and 4 also involve intensifier as the hedging device in attribute hedge they wrote. Another interesting thing is from all the attribute hedges found in the research proposals, none of them used downgraders as the hedging device. The following is the description of each hedging device found:

(1) Markers of intentional vagueness

Markers of intentional vagueness was the most frequent use of hedging device in attribute hedge with 30 total occurrence in all research proposal. In this case, markers of intentional vagueness are found in the students' research proposal and showed by the use of words *usually*, *generally*, *kind of*, *commonly*, *often*, and *mainly* as described in the following examples.

“The teacher ***usually*** gives feedback as the result of the formative assessment”. (Research Proposal 1)

In the example, the student's way in using word 'usually' in her statement shows her attempt to decrease the exactness of the statement. The way of student used usually without giving explanation how often it happens and avoided to state clearly “*The teacher gives feedback as the result of the formative assessment*” and prefer to state “*The teacher usually gives feedback as the result of the formative assessment*” also implied that the student tried to decrease the exactness of the argument stated. The other example is:

“Words or expression that are idiomatic (like make up your mind, keep an eye on ...) is ***generally*** more difficult than words whose meaning is transparent (decide, watch)”. (Research Proposal 2)

Instead of stating ‘*Words or expression that are idiomatic (like make up your mind, keep an eye on ...) is more difficult than words whose meaning is transparent (decide, watch)*’, in the example above the student prefer to add word ‘generally’ to make her statement not quite exact. The other examples are:

“This *kind of* research focuses on understanding social phenomena from the human participants perspective on natural settings” (Research Proposal 1)

“There are two types of assessment that *commonly* used, namely formative and summative assessment” (Research Proposal 1)

“The project content is *often* interdisciplinary.” (Research Proposal 5)

“EFL is *mainly* used to talk about students whose their first language is not English” (Research Proposal 2)

As like word ‘*usually*’ and ‘*generally*’, those examples also shows that the students used words ‘*kind of*’, ‘*commonly*’, ‘*often*’, and ‘*mainly*’ to decrease the exactness of the arguments stated.

(2) Intensifier

Students used intensifier as the hedging device of attribute hedge in the following examples,

“Teacher has an *important role* to design the appropriate teaching activities including the students’ progress.” (Research proposal 1)

This example shows that the students used phrase ‘*important role*’ to show her emotional state. By using the phrase ‘important role’, the student attempted to convince the readers that the teachers have a role in designing appropriate teaching activities. It is included as attribute hedge because the emphatic expression used by the students did not present the argument as exact as the way it is. The other example is

“Multimedia technologies such as audio video and animation are becoming common place and a *potential tool* for listening.” (Research Proposal 5)

Instead of stating ‘...tool for listening’, the student added ‘potential’ to show her emotional state which make the arguments presented is not something exact.

b. Reliability Hedge

Reliability hedge refers to the students’ strategy in expressing their arguments by showing the possibility of the truth of the arguments. The finding of this study showed that reliability hedge is occurred 118 times in the students’ research proposals... (See table 4.3)

Table 4.3
The use of reliability hedge

Types of hedging Research proposal	Modal auxiliary verbs	semi-auxiliary verbs	epistemic lexical	modal nouns	Modal adjective
Research proposal 1	17	-	-	-	-
Research Proposal 2	29	7	-	-	4
Research Proposal 3	14	-	-	-	-
Research Proposal 4	22	-	-	-	-
Research Proposal 5	24	-	-	-	-

Table 4.3 indicated that the students used three hedging devices in writing reliability hedge in their research proposals namely modal auxiliary verbs, semi auxiliary verbs, and modal adjective. All the research proposals are identified used modal auxiliary verb and it is also the most frequent use of hedging device when the students wrote reliability hedge in their research proposal. Moreover, research proposal 2 also involved semi auxiliary

verb and modal adjective and research proposal 5 involved modal adjective. Following is the description of each hedging device of reliability hedge found.

(1) Modal auxiliary verb

As the most hedging devices frequent used, modal auxiliary verb occurred 106 times in all the research proposals. In this case, modal auxiliary verbs are found in the students research proposal as the hedging devices of reliability hedge and shown by the used of words *can*, *may*, *could*, *will*, *would*, and *might* as described in the following example

“Asking some questions to students **may** be a bit hard for teacher because the students’ responses will determine what feedback will be given”. (Research Proposal 1)

In the example, the student used ‘may’ to show the probability of her opinion about asking some question to the students. Using ‘may’ in the argument indicated that asking some questions to the students may be a bit hard for the teacher or may not be hard for the teacher. The other example is:

“The rubrics **can** be useful to help take the guesswork out of grading” (Research Proposal 1)

In this example, the student also used word ‘can’ to show the probability of the student argument related to the use of the rubric whether it is useful or not to help take the guesswork out of grading. The other examples are:

“The outside sources **will** give clear information in order to convince the reader and make the writing credible”. (Research Proposal 3)

“Also understanding the referencing system *could* help arise their awareness in quoting and acknowledging outside sources to avoid plagiarism in their academic writing”. (Research Proposal 3)

“Interacting with native-speakers *would* be an excellent way to gain vocabulary.” (Research Proposal 2)

“In evaluation, students use higher-level thinking skills to appraise ideas or materials based on criteria. Students *might* decide, choose, justify, debate, recommend, rate, or prioritize at level.” (Research Proposal 4)

The used the words *will, could, would and might* in each example above also shows the students’ way in expressing the argument with showing the possibility of the truth from the arguments stated. The existence of those modal auxiliary verbs in their arguments made the arguments have the possibility of being right or wrong.

(2) Semi auxiliary verb

Students used semi auxiliary verbs as the tool to write reliability hedge in the research proposal 2 as in the following example

“Bilingual dictionaries *seem* to be used much more extensively than monolingual dictionaries by second or foreign language learners.” (Research Proposal 2)

In this example, the student used word ‘seem’ which included of semi auxiliary verb to show her uncertainty about the extensiveness usage of bilingual dictionary. The way of the student to not state clearly “*Bilingual dictionaries are used much more extensively than monolingual dictionaries by*

second or foreign language learners” and prefer to add word *seem* also indicated that the student tried to make her argument to have the true possibility, and in the same time it also has the possibility of being wrong.

(3) Epistemic lexical

In this case, epistemic lexical were found in the research proposal 2 and 3 as the hedging device of reliability hedge as described in the following example

“This proposed research *aims* to identify the referencing system used by students when they write a research proposal” (Research Proposal 2)

In this example, the word ‘aim’ which included of epistemic lexical is used to show the true possibility of the student’s argument about the proposed research.

(4) Modal adjective

In this case, modal adjective was found in the research proposal 2 and 5 and it was shown by the used of word ‘likely’ as in the example below

“The students’ stakes are *likely* to be somewhat higher on major projects that engage students over a period of week”. (Research Proposal 5)

In the example, the student used word ‘likely’ to show the true possibility of the students’ stake which was deemed as the somewhat higher on major project. The students prefer to add ‘likely’ rather than state clearly “The students’ stakes are somewhat higher on major projects that engage students over a period of week”.

c. Writer Oriented Hedge

Writer oriented hedge refers to the students’ strategy in expressing the argument by diminishing their existence

and their role with the used of passive structure and impersonal active construction. The finding of this study showed that writer oriented hedge is occurred 53 times in the students' research proposals... (See table 4.4)

Table 4.4
The use of writer oriented hedge

Types of Research proposal \ hedging	Passive structure	Impersonal active construction
Research proposal 1	12	1
Research Proposal 2	11	1
Research Proposal 3	-	10
Research Proposal 4	12	2
Research Proposal 5	5	-

As described in the table 4.4, all the research proposals used passive structure in writing writer oriented hedge except research proposal 3 and all the research proposals also used impersonal active construction in writing writer oriented hedge except in research proposal 5. The following is the description of each hedging device found:

(1) Passive structure

In this case, the students used passive structure in writing writer oriented hedge as shown in following example

“Technology *can be said* effectively integrated when technology really supports the teaching learning process and reach the goal of teaching.”
(Research Proposal 4)

In this example, the student used passive structure to diminish her present. Instead of stating clearly who

said that the technology effectively integrated when technology really supports the teaching learning process and reach the goal of teaching, the students tends to diminish the subject as the strategy to decrease her present of being responsible for giving clear meaning of the argument in the writing. The other examples of writer oriented hedges are

“Speaking skill **can be measured** with someone’s ability to carry out a conversation in the language”

(2) Impersonal active construction

The student used impersonal active construction in writing writer oriented hedge as in the following example:

“*The finding revealed* that the students were difficult in applying the referencing system” (Research Proposal 3)

In the example, the student did not state the subject clearly and changed with the word ‘finding’ to diminish her role and responsibility in the argument.

d. Reader Oriented Hedge

Reader oriented hedge refers to the strategy used by the writers to respect their audiences as intelligent. The use of reader oriented hedge is marked by the way of the students open the discussion room with the readers in the argument they stated. It is shown by the used of the subjective view of the students in their argument.

The finding revealed that there was only one sentence of reader oriented hedge in the students’ research proposal, and it is found in the research proposal 2.

“We can appreciate the difference between similar meaning words” (Research Proposal 2)

In the example, the student use the pronoun “we” to show her personal opinion. It means that it is opened for the reader to give their respond related to the students’ opinion.

2. The Purposes of Using Hedging in the Research Proposal

Another data in this research is obtained from the students who write the research proposal. The researcher interviewed five students about their purposes of using hedging in their research writing. The interview was conducted on Wednesday and Friday, 21st and 23rd of November 2018 in UIN Sunan Ampel Surabaya.⁵² After interviewing the students, the data is finally gained.

The result of the study shows that the students agreed that they often use hedging to convey the argument in their research proposal. However, they have the different opinion about the role of hedging and how important hedging is in their research proposal.

Student 1 said that her purpose of using hedging is to make their argument become vaguer. She admitted that she often use hedging expression when she was conveying the argument in her writing. Hedging devices that she used the most is modal auxiliary “can and may”. She thought that using modal auxiliary such as ‘can and may’ is able to express her hesitation and show the possibility of being wrong. As her statement when she was interviewed,

“I often use ‘may’ and ‘can’ when I write the claim.”

“I use those words because those words indicate that what I wrote have the possibility for being wrong. Those words also avoid me from criticize which may come later”

However, Students 2, 3, 4 and 5 have the different opinion. They collectively stated that they do not have any specific purpose of using hedging in their research proposal.

⁵² On Wednesday, 21st of November 2018 the interview was held with student 1 and student 2, and on Friday 23rd of November, the interview was held student 3, 4 and 5.

Even they do not know for the first that they have used hedging in their research proposal. They do not know that what they have written is called hedging. They just use hedging unconsciously. They make the sentences which contain hedging just because they think that those kinds of sentences are needed. It was not intended for anything. As stated by the student 2

“I just use those hedging word without having any special purposes.”

“I even do not know that what I have written is called hedging. I use those words because those words are appropriate to complete my sentences.”

In addition, all five students have the same opinion about the intensity of using hedging in writing research proposal. They agreed that they often use hedging when they are writing. Student 1 considered that hedging has a big role in helping her to deliver the argument. When she was given question about how great hedging has helped her in conveying the claim, student 1 said,

“They so help me, the existing of hedging words in my research proposal are very important.”

In other hand, student 2, 3, 4 and 5 felt that hedging does not give a big influence to their writing. Hedging is not too important for them. As said by student 3

“I think hedging is not important enough for my research proposal”

In sum, from five students who were interviewed, generally they do not have any purpose of using hedging. Only one of them felt that hedging is important for her research proposal and she used it for special purpose, while the others four used hedging without any purposes.

B. Discussion

This section discusses the main findings of the study and links the findings with the literature or theory about hedging to identify the similarities and differences. The discussion follows the two research questions: the types of hedge used in the students' research proposal and the purposes of using hedging.

1. Types of Hedging Used in The Students' Research Proposal

The finding showed that the students used four types of hedging in their research proposals namely attribute hedge, reliability hedge, writer oriented hedge and reader oriented hedge. It is in line with what Ken Hyland stated about types of hedging in academic writing. He stated that hedging in academic writing is divided in to four types, they are attribute hedge, reliability hedge, writer oriented hedge and reader oriented hedge.⁵³ All those types of hedging were found in the students' research proposals in this research.

From the four types of hedging, it was found that reliability hedge is the most frequent use of hedging when the students wrote their research proposal with more than 50% occurrence from total hedging used. It seems that the students like to make their arguments or statements vaguer by showing the possibility of the truth from the argument they stated. Using reliability hedge also means that the arguments that the students wrote contain their hesitation. Using reliability hedge also means that the students seem to feel uncertainty and do not totally confidence about the truth of the arguments they wrote. That is way reliability hedge is mostly used by the students in stating the arguments because even though the students feel doubt with the arguments they stated, reliability hedge makes the arguments still have the possibility to be true and also the possibility to be wrong in the same time. By using reliability hedge, the students will be avoided from the possibility to be criticized if it is found that the argument is wrong because the students have presented the possibility of the truth in the arguments they stated. As state by Hyland that reliability hedge express the uncertainty in a proposition and

⁵³ Ken Hyland, *Hedging* ...162

the use of reliability hedges are motivated by the writer's desire to show possibility and contingency.⁵⁴

On the other hand, the finding revealed that reader oriented hedge is the lowest frequent used of hedging. There was only one reader oriented hedge found in all the research proposals which were analyzed. Using reader oriented hedge means the student attempt to involve the reader to her writing by stating the argument based on the student's point of view or the student's subjectivity. According to Yang, the used of reader oriented hedge imply to the reader that the writer's utterance is not to be taken as something universally true or definite, but rather as a personal opinion, judgment or belief, which is open to further negotiation.⁵⁵ Moreover, Lewin stated that reader oriented hedge emphasizes the subjective attitude of the speaker toward the message.⁵⁶ The subjectivity of the argument caused by reader oriented hedge is on the contrary to the objectivity which should be presented by academic writing. As stated by Andy Gillet, in academic writing, the opinion related to the subject must be expressed objectively. The emphasis is on the information want to be given, not on the writer's personal opinion.⁵⁷ That is way, reader oriented hedge is generally not used in the students' research proposal because the students avoid to show the subjectivity when they wrote research proposal which is included of academic writing.

The finding also showed that the students used the hedging devices differently in each types of hedging. It was found that the students more often use marker of intentional vagueness rather than intensifier. They even do not use downgraders in writing attribute hedge even though three of them are all the hedging devices of attribute hedge. It indicates that the students may think that marker of intentional vagueness is the easy way to make the argument vaguer since

⁵⁴ Ken Hyland, *Hedging in ...* 166

⁵⁵ Y. Yang, thesis : "A contrastive Study of Hedging in English and Chinese Academic Discourse" (Changchun, China : Jilin University, 2003), 19

⁵⁶ Lewin. "Form and Function in Scientific Research Texts", (<http://www.exchanges.state.edu/education/engteaching/pubs/functionalsec3.8.htm>, accessed on January 1, 2019)

⁵⁷ Andy Gillet. "Features of academic writing" ...

the word of marker of intentional vagueness such as ‘generally’, ‘usually’, “mainly” can directly show the vagueness.

The same case also happened to reliability hedge. The finding showed that modal auxiliary verb is the most frequent hedging device used in reliability hedge. Not only in reliability hedge, but modal auxiliary verb is also the most frequent hedging device used in all research proposals. The high frequent of using modal auxiliary to hedge the claim is caused by the tentativeness affected by the modals. Carter and McCarthy stated that the use of modal to write the claim can express greater tentativeness, distance and politeness between the writer and the reader.⁵⁸ This study is in a line with what Saadiya Wudaa said that Modal auxiliary verb tend to be the words mostly used to hedge the statement.⁵⁹ In addition, the analysis of this study showed that *can* and *may* were the two frequent modal auxiliary verb used in the students’ research proposals. It is different with the result of the study conducted by Kok Yuch. In his study, he identified the used of modal to express hedging, *could* and *would* were arisen as the most frequent modals used in hedging expression.

In sum, there are four types of hedging used in the students’ research proposal namely attribute hedge, reliability hedge, writer oriented hedge and reader oriented hedge. Reliability hedge was the most frequent used hedging in the students’ research proposal with *can* and *may* as the most frequent hedging device used. While reader oriented hedge was the lowest frequent used of hedging in the students’ research proposal.

3. The Purposes of Using Hedging in The Research Proposal

The result of this second research questions are found that the students generally do not have the any specific purposes of using hedging in their research proposal. Only one

⁵⁸ Carter, Ronal and Michael McCarthy. *Cambridge grammar of English: a comprehensive guide. Spoken and written English grammar and usage* (Cambridge: Cambridge University Press. 2006), 650

⁵⁹ Saadiya Wudaa Al Quraishy, ” The Use of Hedging ...23

student who considers that hedging is the important thing, contrary with the other four students who consider that hedging is the common thing which does not give the big influence.

One of five students has the purpose of using hedging in her writing is to make the statement become vaguer. By using hedging, the student 1 can express her doubtfulness in many sentences. Using hedging means the exactness of the statement is reduced and the student is avoided from the responsibility because the existence of hedging in the statements show the possibilities of the truth so that the student is avoided from the responsibility if the statement is found being wrong later. What is student 1 said confirms one of the purposes of using hedging proposed by Salager Meyer that is to make the issues fuzzier or vaguer.⁶⁰ According to Salager Meyer explicit expression of a claim will make it easy for others to criticize the authors' claim. By using hedging, the authors will be avoided from the criticism which may come later.⁶¹

However, the finding showed that the student 2, 3, 4, and 5 do not have any purposes of using hedging in their writing. Whereas there were many hedging found in their research proposals and were identified have many functions to their arguments. It happened because the students' lack of the knowledge about hedging. The lack of their knowledge about hedging gives the probability for the students to use hedging without knowing the purposes of using it.

In conclusion, refer to the purposes of using hedging outlined by Seleger Meyer which are to make what is written become fuzzy or vaguer and to enable the writer to be more precise when reporting result.⁶² Also the purposes of using hedging outlined by Ken Hyland which are to anticipate the possible opposing claims made and to develop relationship between writer and reader.⁶³ This study confirms only one of those four purposes that is the student use hedging to reduce the

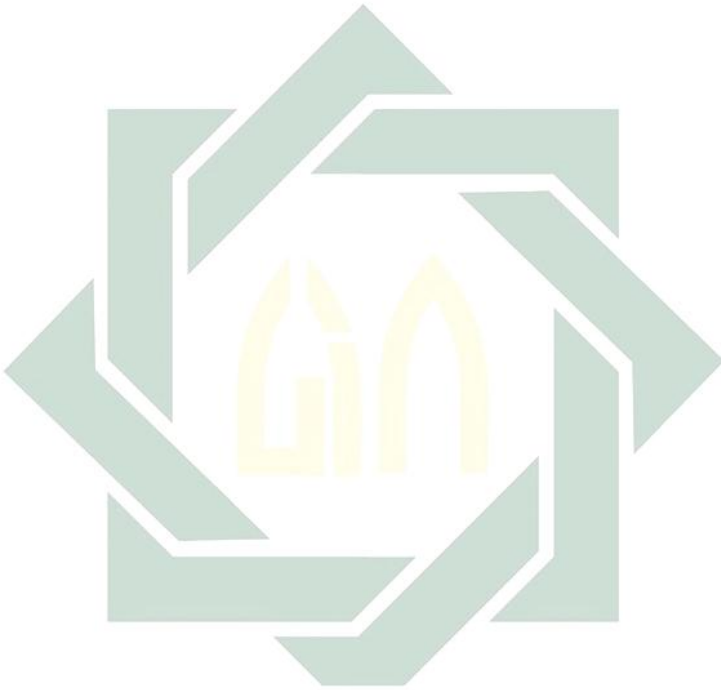
⁶⁰ F. Salager-Meyer, "Hedges and Textual... 151

⁶¹ F. Salager-Meyer, "Hedges and Textual... 151

⁶² F. Salager-Meyer, "Hedges and Textua... 155

⁶³ Ken Hyland, "Talking to the academy: Forms of hedging in science research articles Written", *Communication* 13 (2), 199, 252

exactness of her claim and show the possibility of the truth so that she is avoided from the responsibility if the statement is found being wrong later. In sort, she used hedging with the purpose to make her statement fuzzy and vaguer.



CHAPTER V

CONCLUSION

This chapter presents the conclusion of the research findings and suggestion. The conclusion section describes the main findings of the research and proposes several suggestions for the students, lecturers, and future researchers.

A. Conclusion

As described the research findings and discussion sections, there are several important points about the use of hedging in the students' research proposals. The points are:

1. The students of English Teacher Education Department used four types of hedging in their research proposal namely attribute hedge, reliability hedge, writer oriented hedge and reader oriented hedge. From all the hedging expression found in students' research proposals, reliability hedge was identified as the most frequent hedge used. This indicated that the students feel safe when they use reliability hedge in which they will be avoided from the possibility to be criticized if the arguments are found wrong. On the other hand, reader oriented hedge was identified as the lowest frequent hedge used. This indicated that the students avoid using subjectivity in their writing.
2. The students generally do not have any purposes of using hedging in their research proposal. Only one student who has the purpose of using hedging in the research proposal. Her purpose is to make her claims become vaguer. She used hedging to reduce the exactness of her claim and show the possibility of the truth so that she is avoided from the responsibility if the statement is found being wrong later. However, the other four students do not have any purpose of using hedging in their research proposal because of their lack of the knowledge about hedging.

B. Suggestion

Considering the findings of this study, the current research proposes some suggestions for the students particularly students of

English Teacher Education Department, UIN Sunan Ampel Surabaya, the lecturers and the future researchers.

1. For the students

The students are suggested to learn more about hedging as the strategy to convey or state the argument or claim in academic writing. The students are suggested to be more aware of using hedging and understand the functions as well, so that the students can build a good academic writing.

2. For the teachers

The teachers of English Teacher Education Department are suggested to be more aware of the need to give an additional material and explanation about hedging in writing class.

3. For future researcher

For the next researcher who is interested in the same topic, it is suggested to do further analysis on the result of hedging used by the students in this study. The further researcher may see the data of the use of hedging result in the form of table which the researcher made. There is the codes reflects the hedging position in the students research proposal. The further researcher may do the further analysis on it.

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