

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Humans are social beings that in everyday life cannot be separated from other humans because humans also need other humans. One of the goals is to interact with each other. To achieve that goal, humans need a language. Language is one of means of communication in daily activities. Language is a very important role in human's life. Humans cannot communicate in any real sense without language. Language helps people to socialize with each other and can give some kind of information.

Talking about language, experts sparked several theories related to language. One of them is linguistics. Linguistics is an academic discipline that focuses on language and is carried out by linguists. There are many branches in linguistics. One of those branches is pragmatics. According to Birner (2013:2) "Pragmatics may be roughly defined as the study of language use in context – as compared with semantics, which is the study of literal meaning independent of context (although these definitions will be revised below)". Pragmatics deals with the ways in which the meaning of an utterance depends on the context of its use. So, pragmatics is a study of language meaning. The study of language meaning is concerned with assign meaning and the assumption.

In Pragmatic, there are many topics of discussion. One of them is about "Hedge". Hyland (1996:3) said that "hedging is one of part epistemic modality; it indicates an unwillingness to make an explicit and complete commitment to the truth of propositions". Hedging played an important role in communication. It is a lessening word or sound is use to lessen the impact of an utterance or limiting word. From the interaction of fellow social beings there are boundaries or

hedges in an expression. These limits are used for a careful expression in a conversation. In a hedge speech act it also relates to politeness theory that refers to ethics in language.

In education, some aspects cannot be separated from teaching learning process and interaction between students and teachers. The student-teacher ethics is one of problems in education. Ethical problem is a first problem appeared in a human being, ideally as well as ethical issues are real and normative issues. In the past, the teaching learning process between students and teachers has to respect and appreciate each other, while in the present is different.

Based on the writer's experience in Teaching Practice Program (PPL), the writer found that there was no boundary of students to their teacher in communication. In example, students consider the teacher as a friend, so they are free to say anything or call the teacher by using any greeting. In a sense, there is no gap visible between teachers and students in their relation. The status or position of them is different, as a teacher and one as a student. But they did not make this status as a barrier which is preventing the intense both to communicate or associate. In this case, many disagreements or misunderstanding are occurred. Some people think it is fine, as long as they know the limitations.

When a teacher closed to the student, the student may no longer have any respect with the teacher. Even when they meet, then they greet his teacher at school like a friend. However, some people may think that it is fine, because it is occurred out of the school. For the students and teacher, it will be polite, because the solidarity between them. A student should have a hedge attitude and respect towards their teacher. Instead of a teacher should be able to educate and train students to be polite.

In a situation where people are obligated to create a hedge conversation, they will choose certain strategies to have polite conversation in order to maintain the communication. People do

this in order to get their conversation run well and more acceptable by the others. The reason of this research is the researcher wants to know the consistence students' utterances in using hedge during learning process. Based on the description above, the research entitled "An Analysis of The Use of Hedging Utterances In students' Conversation at SMA GKPI Padang Bulan Medan" was significant to be conducted.

1.2 The Problem of the Study

In relation to the background of the study that has been presented before, the problems of this study are formulated as follows:

1. What forms of hedging utterances found in students' conversation?
2. What is the most dominant form of hedging utterances found in students' conversation?

1.3 The Objective of the Study

Based on the problems formulated above, the objectives of this study are:

1. To find out the forms of hedging found in students' conversation.
2. To find out the most dominant form of hedging utterances found in students' conversation.

1.4 The Scope of the Study

This study is focused on an analysis of the use of hedging utterances in students' utterances at SMA GKPI Padang Bulan Medan. There are seven forms of hedges utterance. They are modal auxiliary verbs; modal lexical verbs; adjective, nouns, and adverbs; approximators of

degree, quantity, frequency, and time; Introductory phrases; if-phrases; and compound hedges. This study is limited to analyze the use of those forms in students' conversation in classroom.

1.5 The Significances of the Study

The result of this study is expected to be useful and meaningful in theoretically and practically relevant:

1. Theoretically

Theoretically this study will be valuable as the reference to support study for the next writers who are interested in analysing the use of hedging utterances in students' conversation at SMA GKPI Padang Bulan Medan. This study is expected to be an additional source for the next researcher.

2. Practically

This study will be practically used for:

- a) Teachers, to help the teachers to know how to use hedging utterances and the function of the use of hedging in classroom
- b) Students, to help the students in increasing their communication ability politely of the use of hedging utterances
- c) Other writer, it can be used as a writer experiences in speaking thesis, so that the writer can increase their knowledge about the teaching of hedging.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

In conducting a research, theories are needed to explain some concepts or terms that are related to the research. It is very important to have a clear perspective of the implementation in the field. The terms may function to give limited concept which is specially meant in a particular context. They are needed to be theoretically explained to avoid misunderstanding between the

writer and the reader. To understand this study, the writer is going to present the theories that supported the development of this research.

2.2 Language

Language is an equipment of communication used by human being. It is used to convey or delivery something. It means that human uses language to express their feeling and mind in order other people understand their meaning in daily activity. Halliday in Fairclough (1992:26) argues that “language is as it is because of its function in social structure”. Language is a basis of social humans. Language teaches humans to communicate with their social ability. Every human has their own language. By using language in daily activity humans can develop and learn other humans’ character.

According to Meyer (2009:3) “because language is a system of communication, it is useful to compare itwith other systems of communication”. Communication between humans is about exchanging information, feeling, and even idea. So language is a set of tools that make the information, feeling, and idea to be conveyed. Someone who studies language is called as linguist.Linguists investigate how people acquire their knowledge about language, how this knowledge interacts with other cognitive processes, and how it varies across speakers and geographic regions.

Brown (2000:5) states that “language is a system of arbitrary conventionalized vocal, written, or gestural symbols that enable members of a given community to communicate intelligibly with one another”. Every people have their own language, style and way to communicate. Language is needed to create a good relationship with other. By that people can change information and feeling each other. Bloomfield (1933:24) states that “language enables one person to make a reaction (R) when another person has the stimulus (S)”. One function of

language is as a tool communication for people. There are number of ways used in daily life to achieve goals of communication, for example to explain someone's ideas, pouring one's thoughts on paper, and so on.

Kramersch in Nunan and Choi (2010:4) argues that “language is only one of many semiotic systems with which learners make sense of the world expressed in different language”. The acquisition of another language is not an act of disembodied cognition, but is the situated, spatially and temporally anchored, co-construction of meaning between speakers and listeners who each carry with them their own history of experience with language and communication. Culture is not one world view, shared by all members of a national speech community; it is multifarious, changing, and, more often than not, conflict.

Meyer (2009:3) explains that “like any system, language has structure, and the succeeding sections provide an overview of this structure: the modes (speech, writing, signs) in which language is transmitted, and the conventions (both linguistic and social) for how sounds, words, sentences, and texts are structured”. Speakers of English know that the phrase *day beautiful* is not English because as speakers of English they have an unconscious knowledge of a rule of English sentence structure: that adjectives come before nouns (e.g. *beautiful day*), not after them.

Meyer (2009:3) also explains that “in addition, speakers of English know not to ask directions from a stranger by saying *Tell me where the museum is* because, according to conventions of politeness in English usage, such an utterance is impolite and would be better phrased more indirectly as *Could you tell me where the museum is?*” Because linguists are engaged in the scientific study of language, they approach language, as was noted earlier, “dispassionately,” preferring to describe it in an unbiased and objective manner. However,

linguists have their biases too, and the next section explores the ideological basis of language: the idea that all views of language are grounded in beliefs about how language should be valued.

Whether it is spoken, written, or signed, every language has structure, which can be described, as Leech in Meyer (2009:6) notes, by postulating:

- 1) Rules governing the pronunciation of sounds; the ways that words are put together; the manner in which phrases, clauses, and sentences are structured; and, ultimately, the ways that meaning is created;
- 2) Principles stipulating how the structures that rules create should be used (e.g. which forms will be polite in which contexts, which forms will not).

Rules are studied under the rubric of grammar, principles within the province of pragmatics. Linguistic rules, in contrast, serve to describe what people know about language: the unconscious knowledge of language they possess that describes as our linguistic competence.

In everyday language use, there are some features of language that are particularly important in pragmatics. Grundy (2000:3) states that “there are 8 features of everyday language use. They are:

- 1) Appropriacy, this feature helps people to know how to use a certain diction and to whom they may address it. An example of this feature is a conversation between a student and his/her teacher.
- 2) Non-literal or indirect meaning, in line with the *appropriacy, non-literal or indirect meaning* also fits in to the context in which it occurs. It is the way of saying what people mean by their utterances while sometimes the literal meaning is far from the indirect meaning that they mean.

- 3) Inference, in understanding the indirect meaning behind the words that appear to have literal meaning in a conversation, there must be a way to convey the intended meaning of the speaker's utterance, which is by drawing an inference. For example when someone utters "I'm a man", this utterance can have different inferences if a man and a woman said this. There is nothing wrong when a man says that "I'm a man", but when a woman says "I'm a man" then it is obviously incorrect. Thus, when people hear a woman says this utterance, this means that she wants people to convey the hidden meaning behind her utterance.
- 4) Indeterminacy, different meanings that a certain utterance has point out that there is an important consequence in which linguist called as 'under-determined'. This implies that the utterance spoken typically has some unclear meanings that from those possible meanings, it can be drawn into one inference that the speaker intends the hearer to convey. From the example "I'm a man" , the hearer needs to determine which of the possible different meanings is the best to convey the meaning behind the utterance. In other words, it can be said that by applying pragmatics in communication, it allows the hearer to have ability in unveiling the determined meaning behind the speaker's intention even when his/her utterances are under-determined.
- 5) Context, the relationship between context and language is central in pragmatics. The relationship between context and language is central in pragmatics. Without the context, the hearer will not be able to know how to determine the meaning behind the speaker's utterance. In fact, context helps the hearer to determine the utterances spoken by the speaker in which the utterances occur.

- 6) Relevance, determining of which the possible meanings are best conveyed behind the speaker's utterance means that the hearer can choose one of those possible meanings that are relevant to the context. By relevance, there are mechanisms that enable the hearer to check whether he/she has achieved the best understanding out of all possible meanings.
- 7) Reflexivity, using reflexivity in a discourse can make the hearer easier to understand the speaker's utterances. The speaker uses some comments in his/her utterances to show what he/she wants to say and by this way, the speaker lets the hearer to know how to understand his/her way of thinking.
- 8) Misfires, pragmatics misfires is a kind of pragmatics failure that results from language being used in a way that is not felt to be appropriate to the context. The importance of pragmatics misfires is that by it, people know that they have to pay attention to norms when they start a conversation.

From those definitions above it can be concluded that language is a tool that is used for communication which operates in speech community or culture either spoken or written. In communication, the speaker must have a listener to listen to their thought. By giving the stimulus by speaker, the listener will give a reaction such as giving expressions, salutations, or opinions.

2.3 Linguistics

Every

human knows at least one language. Each human language is a complex of knowledge and abilities enabling speakers of the language to communicate with each other, to express ideas, hypotheses, emotions, desires, and all the other things that need expressing. Lakoff (2005:2) states that "linguistics means having to do with language". Linguistics involves analysing language form, language meaning, and language context. Linguistics is the science of language,

including the sounds, words, and grammar rules. Studying linguistics enables people to understand how language works, and how it is used, developed and preserved over time.

Fairclough (1992:1) explains that “one is the isolation of language studies from other social sciences, and the domination of linguistics by formalistic and cognitive paradigms.” Another is the traditional lack of interest in language on the part of other social sciences, and a tendency to see language as transparent: while linguistic data such as interviews are widely used, there has been a tendency to believe that the social content of such data can be read off without attention to the language itself.

These positions and attitudes are now changing. Boundaries between social sciences are weakening, and a greater diversity of theory and practice is developing within disciplines. And these changes have been accompanied by a 'linguistic turn' in social theory, which has resulted in language being accorded a more central role within social phenomena. According to Meyer (2009:2) “the study of language is conducted within the field of linguistics”. Linguistics help people understand that languages around the world have commonalities in structure, use, acquisition by children and adults, and how they change over time.

Harrison in McMahon (2005:2) explains “the goals of comparative historical linguistics:

- a) to identify instances of genetic relatedness amongst languages;
- b) to explore the history of individual languages;
- c) to develop a theory of linguistic change.

The goals are more limited, since they are essentially restricted to the exploration of Harrison’s point (a). On the other hand, without having a clear idea of how we are to ‘identify instances of genetic relatedness among languages’, which admittedly interacts with point (b), there is no way of progressing to point (c). Developing repeatable and reliable methods for

diagnosing genetic linguistic relationships, then, ultimately equips us to go far beyond classification itself, and provides a basis for theorizing about language change.

Meyer (2009:5) defines that “in linguistics, it is commonly noted that speech is primary and writing secondary”. Linguists take this position because all languages are spoken (with the exception of dead languages such as Latin, which now exist only in written form), and only a subset of these languages are written.

All children will naturally acquire the spoken version of a language if they are exposed to it during the formative period of language acquisition. However, to become literate, a child will need some kind of formal schooling in reading and writing. In many respects, though, calling speech “primary” and writing “secondary” unfortunately implies that writing has a second-class status when compared with speech.

From those definitions above it can be concluded that linguistics is the study of language and abilities enabling speakers of the language to communicate with each other, to express ideas, emotions, desires, and all the other things that need to be expressed. The part of linguistics that is concerned with the structure of language is divided into a number of subfields: phonetics, phonology, morphology, syntax, psycholinguistics, sociolinguistics, semantics, and pragmatics. In this thesis the writer focuses on one of the branches in linguistics, that is pragmatics.

2.4 Pragmatics

Pragmatics is a branch of linguistics which is talked about meaning and the use of language in communication. Mey (2001:6) states that “pragmatics, as the study of the way humans use their language in communication, bases itself on a study of those premises and determines how they affect, and effectualize, human language use”. By that explanation, pragmatics is the study of how utterances are used (literally, figuratively, or otherwise) in communicative acts.

Thomas in Yuliarti (2016:13) states that “pragmatics was often defined as meaning in use or meaning in context”. In this definition, pragmatics refers to the meaning which is created during communication based on the context existed. Words does not mean their literal meaning only, they create another meaning which is beyond them. The words are associated with the context in which they are created.

Griffiths (2006:11) explains that “the meaning of a word is the contribution it makes to the meanings of sentences in which it appears”. Of course people know the meanings of words in their language in the sense that they know how to use the words, but this knowledge is not immediately available in the form of reliable intuitions. Ask non-linguists whether *strong* means the same as *powerful* or whether *finish* means the same as *stop*. To have a proper feeling for what these words mean, it is best to consider sentences containing them.

Yule (1996:3) states that “pragmatics is concerned with the study of meaning as communicated by a speaker (or writer) and interpreted by a listener (or reader)”. By pragmatics, speaker implies meaning of utterances of a sentence in a context, although the meaning is not a part or the fulfilment of what is spoken. Pragmatics covers those linguistics investigations that make necessary reference to aspects of the context, in which the term context is understood to cover the identities of participants, the temporal, and the spatial parameters of the speech event and the beliefs, knowledge, and intentions of participants in that speech event.

According to Levinson (1983:27) “pragmatics should be much concerned precisely with such mechanisms whereby a speaker can mean more than, or something quite different from, what he actually says, by inventively exploiting communicative conventions”. Pragmatics is the study of how utterances are used (literally, figuratively, or otherwise) in communicative acts. It

means that every word that speaker produces has hidden meaning and need listener to understand.

With the different term, Thomas (1995:22) defines “pragmatics as meaning in interaction”. Meaning in interaction is not something which is inherent in the words alone, nor is produced by the speaker or the hearer alone, but it relates to context and meaning potential of an utterance. Thomas’s definition was later developed by Yule (1996:3) who divides the definition of pragmatics:

- 1) Pragmatics is the study of speaker meaning. People don’t always say what they mean to say. They mean much more than their words actually say. Pragmatics deal with the study of meaning uttered by the speaker and interpreted by listener. Thus it analyzed the meaning behind what people say rather than what the words might mean by themselves.
- 2) Pragmatics is the study of contextual meaning In saying something, people also consider to whom they are talking to, where, when, and under what circumstances. It is because a particular context may influence what is said by the speaker.
- 3) Pragmatics is the study of how more gets communicated than what it said. In other words, pragmatics is the study of “invisible meaning”; it explores how a great deal of what is unsaid is recognized as part of what is communicated.
- 4) Pragmatics is the study of expression of relative distance People will not say anything to anyone whom they don’t recognize well. Hence, closeness whether it physical, social or conceptual, implies shared experience.

Based on some of the above opinion, it can be affirmed that pragmatics is the branch of science that studies the structure of language externally language which is related to how the language unit used in communication. Pragmatics basically investigate what is the meaning

behind the speech related to the context encapsulating than the language, so that the basis of the understanding of the pragmatics is the relationship between the language of the context.

According to Griffiths (2006:1) “pragmatics is about the interaction of semantics knowledge with our knowledge of the world, taking into account context of use”. Thomas in Yuliarti (2016:13) said that “pragmatics was often defined as meaning in use or meaning in context”. In this definition, pragmatics refers to the meaning which is created during communication based on the context existed.

Griffiths (2006:12) notes that “It is not plausible as a general approach to meaning, however, because:

- 1) It ignores the fact after early childhood we usually use language, not ostension, to explain the meanings of words
- 2) When people really do resort to ostension for explaining meanings, their accompanying utterances may be carrying a lot of the burden. (“*Beige* is this colour” while pointing at a piece of toffee; or think of the legend near a diagram in a book indicating what it is that one should see in the diagram. It would be easier to avoid the misunderstanding that the word *arm* means ‘move an upper limb’ if you produced sentence-sized utterances: “This is your arm”, “This is my right arm” and so on, while doing the pointing and showing.)
- 3) There are all kinds of abstract, dubiously existent, and relational denotations that cannot conveniently be shown. (Think of the denotations of *memory*, *absence*, *yeti* and *instead of*. These are only a tiny sample of a large collection of problems).”

According to Ariel (2008:4) “the most basic goal of pragmatic theories is to provide an account for how we go about interpreting such everyday exchanges”. The exchanges are quite

typical of natural interaction. Communication begins with the coded message, but it never ends there. Inferences are an inherent part of it.

From those explanations above it can be concluded that pragmatics is focused on the meaning of speaker's utterances. It is concerned with the meaning that words in fact convey when they are used, or with intended speaker meaning as it is sometimes referred to.

2.5 Hedges

According to Lakoff

in Cummings (2010:186) "hedging as words whose job is to make things fuzzier or less fuzzy". Hedge is an initial part of language that plays an important role in maintaining politeness in communication. Zuck and Zuck as quoted in Hyland (1996:1) define that "hedging as the process whereby the author reduces the strength of a statement". By using hedging utterances, the speaker can avoid the appearance of bragging whenever they talk. Hedge can make communication moderate, polite and flexible which effectively maintain and develop the relationship between the speaker and listener, but the use of hedge must be used appropriately according to the context.

Hyland (1996:3) defines that "hedging is one part of epistemic modality; it indicates an unwillingness to make an explicit and complete commitment to the truth of propositions". There are certain kinds of expressions speakers use to mark that they may be in danger of not fully adhering to the principles, these expressions are called 'hedge'. Hedge is a mitigating word, sound or construction used to lessen the impact of an utterance due to constraints on the interaction between speaker and listener.

Mauranen (1997:1) explains that "hedging is generally taken to mean those expressions in language which make messages indeterminate, that is, they convey inexactitude, or in one way or another mitigate or reduce the strength of the assertions that speakers or writers make".

Hedge is important to be applied in order to avoid a bad perception, whether the speaker has a high position than listener.

Fraser in Yuliarti (2016:14) also states that “when non-native speakers fail to hedge appropriately, they may be perceived as impolite, offensive, arrogant, or simply inappropriate”. By that statement hedge is an expression that speaker used to express or delivery an idea, a statement and opinion toward listener politely. Otherwise, hedge can make a communication complex and inaccurate. Discussion about hedge has become an interest topic in linguist’s view. It is important form of strategy which is used to express something politely. When people speak or write, they often attempt to choose an appropriate language to make what they speak or write acceptable in hearers’/readers’ view.

According to Hyland (1996:1) defines that “a hedging refers to any linguistic means used to indicate either (a) a lack of complete commitment to the truth of an accompanying proposition or (b) a desire not to express that commitment categorically”. Hedges are therefore the means by which a writer can present a proposition as an opinion rather than a fact. Placing the focus on the major functions of hedges, Hyland’s definition creates an extensive coverage for hedges in type and usage. In this light, one can draw a distinction between hedges used for general-purpose and specific-purpose communication. This would be indicative of the idea that on the basis of the discourse purpose, the nature of communication in various contexts, and the roles of the language users, the use of hedges might vary in regard to their forms and functions.

Yule (1996: 38) states that “hedging is a kind of expression which show the speaker concern to use the maxim to be a cooperative participant in the conversation”. Hedging can be as a words or phrase to indicate that the speaker are not sure about his information is totally true or complete. For example, the speaker can use *sort of* or *kind of* as hedging on the exactness of his

statement, as in this description; “*His hair was kind of long*” (rather than *It was long*) or “*The cover of the book is sort of yellow*” (rather than *It is yellow*).

According to Lakoff in Cummings (2010:186) “the most common forms of hedging have been identified as follows:

- 1) Modal auxiliary verbs are the most straightforward and widely used means of expressing hedging in English academic writing. The most common words are *may, might, can, could, would, and should*. These words display varying degrees of hesitation and tentativeness in avoiding the absolute accuracy of the speaker’s statement.

Example: *In natural setting, learners **may** comprise either a focused on an unfocused community*

- 2) Modal lexical verbs are speech act verbs that are used to perform acts such as doubting, for example, *see, appear, believe, assume, suggest, estimate, tend, think, argue, indicate, propose, and speculate*. Modal lexical verbs can express the speakers’ strong belief in the truth of the utterance or, on the contrary, the speakers’ unwillingness to vouch for understanding the utterance as more than a personal opinion.

Example: *I **think** it is such kind of a ... psycho test.*

- 3) Adjective, nouns, and adverbs are used to diminish the strength of the nouns they determine. It indicates certainty or doubt. Probability adjectives include *possible, probable, and unlikely*. Nouns include *assumption, claim, possibility, estimate and suggestion*. Examples of adverbs, or non-verbal modals, are *perhaps, possibly, probably, practically, personally, virtually and apparently*.

Example: ***Perhaps**, but I am not sure about that.*

- 4) Approximators of degree, quantity, frequency and time, such as *approximately, roughly, about, often, occasionally, generally, usually, somewhat, somehow* and *a lot of*. Approximators of degree, quantity, frequency and time are used to weaken the meaning of the speech part they accompany.

Example: *That's **rather** personal.*

- 5) Introductory Phrases such as *I believe, to our knowledge, it is our view that, we feel that, etc.* which express the writer's personal doubt and indirect involvement.
- 6) If-phrases, for example, *if true* and *if anything*. If-phrases imply uncertainty along with any other markers which may occur inside them to enhance the speakers' distrust in the truth of the utterance. The information in the statements can be true if the conditional fact is fulfilled.

Example: ***If setting does take place**, this can be taken as the evidence for the continued existence of UG.*

- 7) Compound hedges are phrases made up for several hedges. This form is also called as harmonic combination. Compound hedges describe the combinations of modal auxiliary verbs or other forms and another modal word expressing the same degree or type of modality.

Example: *Fossilized form **may sometimes seem** to disappear”.*

By the explanation above there are seven forms of hedges. Not all of the seven forms of hedges are found in a communication or interaction. It depends on situation, topic, and who the participants of communication are. The core function of hedging is a negotiation of meaning which seek to balance speaker and listener perspectives in gaining accreditation for knowledge claims.

A good reason for studying hedging is hedging is good to be applied in teaching learning process. Hedges are crucial means of presenting new claims for ratification and are among the primary features which shape research as the principle vehicle for new knowledge. Hedging enables speaker to express a perspective on their statements, to present unproven claims with caution and to enter into a dialogue with listeners.

The use of hedging to express speaker's perspective towards his or her propositions and listener is critical in science. Hyland (1996:79) states that "in essence, hedges are rhetorical means for projecting due caution, modesty and humility when making statements, and their removal is a major linguistic means of conferring greater certainty on propositions". It represents an important means by which speakers appear in their utterance to adjust claims and anticipate listener response.

2.6 Conversation

Cutting (2002:28) states that "conversation is discourse mutually constructed and negotiated in time between speakers; it is usually informal and unplanned". By the statement conversation happens without being planned beforehand. Conversation is interactions that help overcome differences and create a good relationship. It is a mechanism for conflict resolution where through information transfer. The dissension levels between participants are reduced and an agreement is reached to understand something in a particular way.

Meanwhile, Pridham (2001:1) states that "conversation is constructed with spoken rather than written language". Those participants are known as the speaker who speaks the utterance and the second, the hearer that the utterances are spoken. Within a conversation, the speaker and the hearer need to consider the context or setting of the conversation takes place. Setting or social context can determine the purpose of the speaker and the hearer in communicating.

Cook in Cutting (2002:28) states “talk may be classed as conversation when:

- 1) It is not primarily necessitated by a practical task
- 2) Any unequal power of participants is partially suspended
- 3) The number of participants is small
- 4) Turns are quite short
- 5) Talk is primarily for the participants not for an outside audience.

From those definitions above it can be concluded that conversation is an interaction between two or more people to express and respond to feelings, thoughts and ideas.

2.7 Previous Research

Previous study

gives contribution along the process of understanding the case and leads the writer to find the relevant theories. The previous study is very important in this study because it must make the latest analysis model in accordance with the demands of the data. There are two previous studies utilized as the reading material before the writer finds the relevant theories and strengthen analysis. The first previous study is study entitled “Pragmatic Analysis of Hedging on English Teacher’s Talk in Ma Nurul Islam Tenggara (In the Academic Year of 2017/2018)” was conducted by Mita Alfira Rosalita of English Education Department of Teacher Training and Education Faculty State Institute for Islamic Studies (IAIN) Salatiga.

The similarity between previous study and writer’s study is about analysis of hedging utterances. But there are some differences between previous study and writer’s study. Firstly, the subject of the previous study with writer’s study is different. In previous study is focused on teachers’ talk, while in writer’s study is focused on student’s conversation. The conversation will be presented in front of the class by the students. The conversation will consist of two to three students. The writer will focus on students’ conversation.

Secondly, the sample location is different. In previous study is focused in MA Nurul Islam Tenggara. Then in writer's study is focused in SMA GKPI Padang Bulan Medan. In SMAGKPI Padang Bulan Medan consists of two class programs study namely MIA and IIS. The writer will choose class XI MIA as the sample of writer's study.

Thirdly, the form of hedges in previous study related to the four maxims in Rakhmania's theory, they are quality of hedging, quantity of hedging, relation of hedging and manner of hedging. While in writer's study focused on seven forms of hedge in Lakoff's theory, they are Modal auxiliary verbs; Modal lexical verbs; Adjective, nouns, and adverbs; Approximators of degree, quantity, frequency and time; Introductory phrases; if-phrases; and compound hedges.

The second previous study is study entitled "Maxim Flouting And Hedging of Cooperative Principles Applied By the Characters In the Movie *Lock, Stock, And Two Smoking Barrels*(In the Academic 2014)" was conducted by Indah Dwi Sulistyorini of English Language Education Department Faculty of Languages And Arts Yogyakarta State University. The similarity between the previous study and writer's study is about analyzing of hedging. Beside it, there are some differences that found in the second previous study with the writer's study.

Firstly, the form of hedge is related to the maxim of Cooperative Principle. They are maxim hedging of quantity, maxim hedging quality, maxim hedging of relation and maxim hedging of manner. While in writer's study the hedge focused on seven forms of hedge in Lakoff's theory, they are Modal auxiliary verbs; Modal lexical verbs; Adjective, nouns, and adverbs; Approximators of degree, quantity, frequency and time; Introductory phrases; if-phrases; and compound hedges.

Secondly, in the second previous study is not only focused on hedging, but maxim flouting too. The maxim flouting in Grundy's theory consists of flouting maxim of quality,

flouting maxim of quantity, flouting maxim of relation, and flouting maxim of manner. While in writer's study is only focused on hedging.

Thirdly, the data of previous study and writer's study is different. The data findings of previous study is Applied by the Characters in the Movie *Lock, Stock, and Two Smoking Barrels*. While the data findings of writer's study is students' conversation in classroom. The writer will collect the data by recording, then transcript the students' conversation. The writer will analyze the transcription and categorize each student's utterance into seven forms of hedge. The result will show what the forms of hedging found in students' conversation are and to show what the most dominant form of hedging utterances found in students' conversation is.

2.8 Conceptual Framework

Language is a humans' tool communicate each other. Students can express their ideas or feelings by using language in classroom. Linguistics is the field that study about language. There are many branches of linguistics, one of them is pragmatics. Pragmatics is a study of meaning. Sometimes students do not realize that they use pragmatics in their communication.

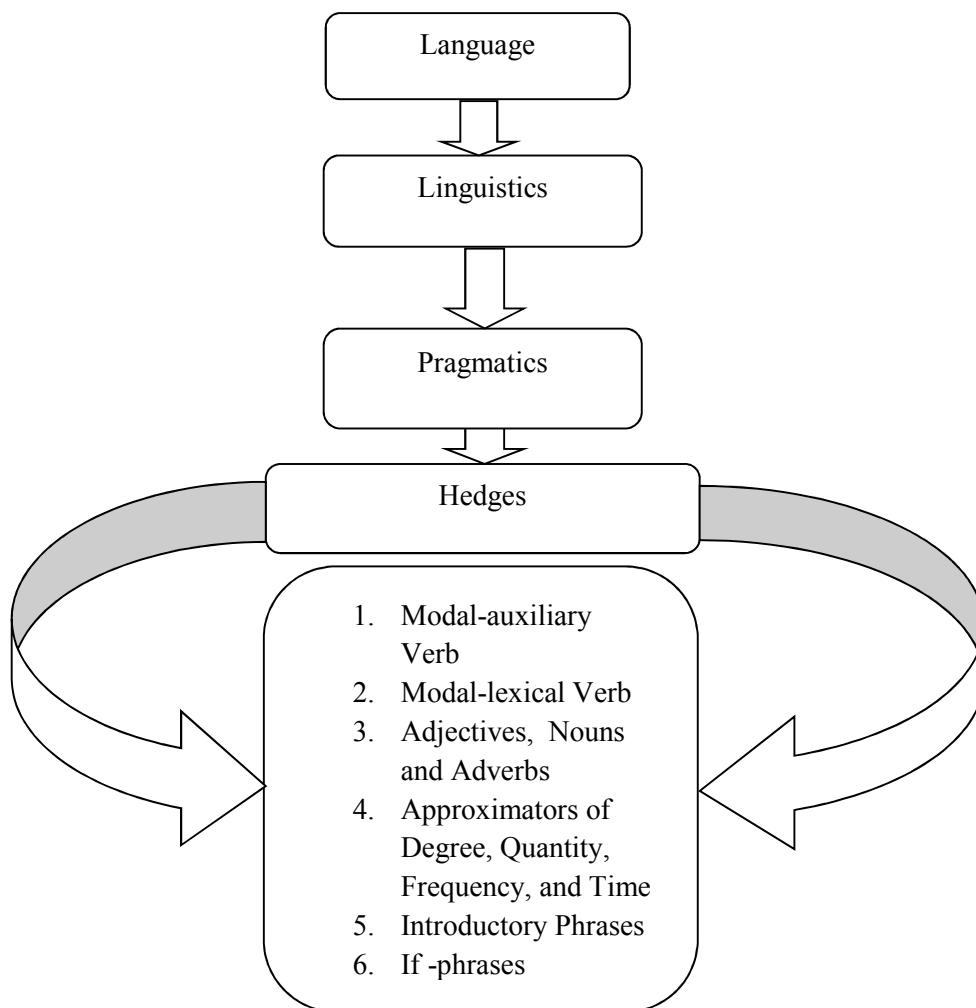
Every single word that produces by students has a meaning, even though it is expressed directly or indirectly. Pragmatics also has many branches, one of them hedges. Hedges is a branch or part of pragmatics. Hedges is a study of politeness utterances that mitigating word, sound, or construction. Hedges can be used by people that have a high position or level toward people that have a lower position or level and vice versa.

Hedges has seven forms, they are modal auxiliary verbs; modal lexical verbs; adjective, nouns, and adverbs; approximators of degree, quantity, frequency, and time; introductory phrases; if-phrases; and compound hedges. Modal auxiliary verbs reflect the speakers' attitude and help them express ideas indirectly. Modal lexical verbs can express the speakers' strong

belief in the truth of the utterance or, on the contrary, the speakers' unwillingness to vouch for understanding the utterance as more than a personal opinion. Adjective, nouns, and adverbs are used to diminish the strength of the nouns they determine and indicate certainty or doubt.

Approximators of degree, quantity, frequency, and time are used to weaken the meaning of the speech part they accompany. Introductory phrases are used to mark the source of knowledge as indicator or hearsay. If phrases imply uncertainty along with any other markers which are may occur inside them to enhance the speakers' distrust in the truth of the utterance. The last form is compound hedges. Compound hedges can be created by combining two or more forms. Compound hedges describe the combinations of modal auxiliary verbs or other forms and another modal word expressing the same degree or type of modality.

Figures 2.1
Conceptual Framework of “An Analysis of The Use of Hedging Utterances in students’ Conversation at SMA GKPI Padang Bulan Medan”.



CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This study was conducted by using descriptive qualitative design. According to Nunan (1992:3) “qualitative research, on the other hand, assumes that all knowledge is relative, that there is a subjective element to all knowledge and research, and that holistic, ungeneralisable studies are justifiable (an ungeneralisable study is one in which the insights and outcomes generated by the research cannot be applied to contexts or situations beyond those in which the data were collected)”. It was a scientific research method of observation to gather non-numerical data. In this research, the writer presented the data through data collection and data analyzing.

3.2 Population and Sample

Population and sample were needed in doing research. It was the writer’s source to collect data. In this research the writer explained each clearly of population and sample as following.

3.2.1 Population

Population is a group of community that writer used to get data by analyzing. It included all members of a defined group that would be used for studying or collecting information on for data driven decisions. The population of this research was the second year students of SMA GKPI Padang Bulan Medan. There would be two classes program study namely MIA and IIS. The total of the students were 294 students.

3.2.2 Sample

Sample is a small proportion of a population selected for observation and analysis. The writer selected XI MIA, which consisted of 10 male students and 17 female students as the sample.

3.3 Instrument of Collecting Data

The data of this study was collected by recording all utterances produced by students of SMAGKPI Padang Bulan Medan during their conversation process. In this case, the data was collected from students' utterances by recording. Then the writer analyzed the data by categorizing the students' utterances in conversation based on the forms of hedge.

3.4 Technique of Collecting Data

In this research, the data was taken from conversation between students during teaching learning process going on in classroom. In collecting data, some gradual activities were conducted by the writer.

Firstly, the writer attended the teaching learning process in classroom. The writer divided students in some groups that consisted of two to three students. The writer asked the students to make their own conversation of asking and giving opinion about smart phone.

Secondly, the writer asked the students to present their conversation in front of the class. The writer focused in observation process, from interactions, responses, and any phenomenon during conversation process. So there was certain or control condition made by the writer.

Thirdly, the writer recorded the conversation process. These techniques were used to gain the trusted and actual data with record evidence. This technique captured the entire phenomenon in classroom setting during the learning process.

3.5 Technique of Analyzing Data

To analyze the data, the writer used descriptive qualitative. According to Miles and Huberman (1994:10), there are three activities to analyze data in descriptive qualitative research. Those activities are data reduction, data display, and conclusion drawing/verification. Based on those statements, the writer divided the activity in analyzing data into three activities, they are data reduction, data display, and conclusion drawing.

Data reduction means the process of selecting, identifying, classifying and coding the data that are considered important. While data display means the process to simply the data in the form of sentence. Data display refers to show data that have been reduced in the form of patterns. For the last process is conclusion and verification.