

CHAPTER I

INTRODUCTION

This chapter consist of (1) Background of study; (2) Research Question; (3) Objective of Study; (4) Significance of Study; and (5) Definition of Key Terms.

A. Background of Study

Academic writing is a needful part in higher education that is a form of evaluation to demonstrate the knowledge and show proficiency with certain disciplinary skills of thinking, interpreting, and presenting (Irvin, 2010, p. 8). It also characterized by the objective representation of knowledge (Livytska, 2019, p. 35). In other words, this statement might ensure to the academic writers that their work being recognized by the readers and accepted by their colleagues (Bonyadi, Gholami, & Nasiri, 2016, p. 1).

According to Bailey (2011, p. 4) there are common types of academic writing in every level of education, such as Notes, Report, Project, Essay, Dissertation/Thesis, and Paper. Besides, one of type that also included is journals that can be defined as a filling of certain knowledge gap or add new information to the existing literature (Bonyadi, Gholami, & Nasiri, 2016, p. 1).

Nowadays, academic writers has been inavoidably associated with the exactness and the people' s view, the role of academic writers is presenting the information in an explicit and appropriate way (Benham, Naemi, & Darvishzade, 2012, p. 20), but in presenting the information not

every writers could be exact and explicit because sometimes they would be face a threatening acts (Brown & Levinson, 1987) that happen when there some readers' criticism about the arguments or claims, or the opposite arguments from the readers. Therefore, the way writers could do to avoid threatening acts by choosing the vaguer or more tentative claims in arguments or claims. It also already explained in Qur' an surah Arrahman, verse 4 below:

عَلَّمَهُ الْبَيَانَ

The meaning:

“4. (Allah who) taught him the mode of expression.”

Based on the verse above, the people or writers should know how to express the information or write the claims clearly and acceptable. The way writers can express their arguments or claims vaguer and more tentative to avoid threatening acts from the reader is called hedging (Lakoff, 1973).

Some experts have explained about the meaning of hedging since Lakoff introduced the term of hedging and get more attention from the linguists by defining it as the words that work to make things fuzzier or less fuzzy (Lakoff, 1972). Besides, hedging is a multi-objective linguistic device which used to help the researcher in expressing their scientific claims appropriately (Benham, Naemi, & Darvishzade, 2012, p. 2). Moreover, hedging is the expression of tentativeness and possibility in language use which also indicates the interpretation and allow the writers

in expressing their attitude to the truth of the statements they wrote (Hyland, 1995, p. 2).

Hedging is really important for the writers in writing their scientific writing because it can convey their arguments or claims appropriately, and help them to avoid the criticism that may come later (Abdollahzadeh, 2011, p. 1). Myers (1989, p. 13) stated that “a sentence that seems to have claim but without hedging is probably not a statement of new knowledge”. It could enable the writers to modulate their own claims and give a space for the readers to understand, because good arguments only good from typical perspective and hedging works to make this perspective (Hyland, 1996, p. 2). Hedging is extremely important in academic writing to express doubt claims or arguments in writing scientific journals and help the writers to minimize the criticism that might come later, and also anticipate the opposite arguments from the reader (Hyland, 1996, p. 4). Moreover, hedging can represent the writers’ effort to make sure to the readers about the validity of the claims and refine the overstatement claims (Hyland, 1995, p. 4).

There are many kinds of research conducted about hedging that brought and identified about hedging in academic writing into EFL classroom like (Petchkij, 2019) who conducted a hedging research included 32 from 5th year of undergraduate Thai EFL learners in pharmaceutical learners and use pre- and post test and discussion as the source of data. Another research is from (Min, P, & Kang, 2019) who focused on the use of hedging in argumentative writing included 28 various undergraduate students

including engineering and humanities. Furthermore, the study about kinds and realization of hedging in academic writing is from (Hani' ah, 2019) who examined the use of hedging and the purpose in use of hedging in students' research proposal and (Ningtyas, 2016) who examined the use of hedging in students academic paper. Furthermore, there also a study about hedging strategies in English and Chemistry Masters' theses written by (Musa, 2014). The last is a study about hedging in written and spoken discourses that written by (Asfina, Kadarisman, & Astuti, 2018) focused on describing and comparing the use of hedges by Indonesian ELT students in written and spoken discourses using the students' thesis proposal and the thesis proposal presentation as the source of data.

Based on related study from five researchers above, there were no found the research about hedging types and strategies in journals like Indonesian Journal of Applied Linguistics (IJAL) that indexed in DOAJ, EBSCO, Google Scholar, Scopus, and SINTA (S1) especially in introduction section. Furthermore, to fill the gap of this study the researcher aimed to found out what types of hedging that used by writer in Introduction section of Indonesian Journal of Applied Linguistics (IJAL) by following Hyland' s (1996, p. 6) theory and what are hedging strategies used by writer in the introduction section of Indonesian Journal of Applied Linguistics (IJAL) refers to the Hyland' s (1995, pp. 4-7) theory.

B. Research Questions

1. What hedging types that are used by writers in Introduction section of Indonesian Journal of Applied Linguistics (IJAL)?
2. What strategies of hedging that are used by writers in Introduction section of Indonesian Journal of Applied Linguistics (IJAL)?

C. Objective of Study

1. To find out what types of hedging used by writers in introduction section of Indonesian Journal of Applied Linguistics (IJAL).
2. To find out what strategies of hedging that used by writers in Introduction section of Indonesian Journal of Applied Linguistics (IJAL).

D. Significance of Study

1. Theoretical
 - a. The finding of this study gave the infomation about hedging types used by writers in Introduction section of Indonesian Journal of Applied Linguistics (IJAL) by following Hyland' s (1996, p. 6) theory and hedging strategies used by writer in introduction section.
 - b. The finding of this study is expected to be a source for further research who want to conduct a research in the same field and hopefully this study can give a good information for the next researcher.

2. Practical

a. For the students

This study is considered to be benefit for students to know the types and strategies of hedging used in writing the academic writing based on the mentioned theory. Besides, this research can be students' guideline in use of hedges for their academic writing.

b. for the lecturer

This study can be an orientation and addition to teach the students about hedging especially in academic writing.

E. Definition of Key Term

To avoid missunderstanding in this research, the definition of key terms are defined as fozllows:

1. Hedging is an expressing possibility device that used to help the researcher in expressing their possibility, vagueness or scientific claims appropriately and brings their statements into the truth of the statements that can be accepted by the reader.
2. Hedging types is types used by writers in writing their articles to avoid threatening acts or missunderstanding from the readers. In this study, the types of hedging adopted from Hyland' s (1996, p. 6) theory, that are: 1) Content-oriented hedge, classified further into attribute hedges, reliability hedges, and writer-oriented hedges, and 2) Reader-Oriented Hedge.
3. Hedging strategies is strategies used by writers in writing academic writing to avoid the writers from the possible negative consequences

of being proved wrong and another purpose in use of hedging. In this study, the researcher adopted Hyland' s (1995, pp. 4-6) theory and added the findings theory from Musa (2014, p. 15-17) because in introduction section of the articles there found *Other Non-Lexical Hedges* strategy that used by the writer.

4. Journals means Indonesian Journal of Applied Linguistics (IJAL) that indexed in DOAJ, EBSCO, Google Scholar, Scopus, and SINTA (S1). The introduction section from the selected articles be the source of data in this study.