METADISCOURSE ANALYSIS OF HEDGING USE

IN BACKGROUND OF RESEARCH PROPOSAL

A PAPER

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DECLARATION

I hereby declare that the paper entitled **"Meta-Discourse Analysis of Hedging Use in Background of Research Proposal"** is completely my own work. I am fully aware that I have quoted some statements and ideas from many resources. All quotations are properly acknowledged in the text. Should there be a claim on the originality of this paper, I would be prepared to take any legal responsibility.

Bogor, 15th July 2021

Devi Nurfajriani

PREFACE

All praises and gratitude are dedicated to Allah SWT, in which because of His mercy and blessings, the researcher could accomplish the paper entitled, "Meta-discourse Analysis of Hedging Use in Background of Research Proposal". Salvation and salutation be upon to the honorable Prophet Muhammad SAW, his family and adherents.

The aim of this paper is to fulfill one of the requirements for the *Sarjana Pendidikan* examination at English Language Education Study Program, Faculty of Teacher Training and Educational Science, Pakuan University.

The researcher realizes that this paper has many deficiency and far from being perfect. Thus, all comments, criticisms and suggestions for the completion of this paper are highly appreciated. She also hopes that this paper will be beneficial for the university, readers and the future researchers.

Bogor, 15th July 2021

The Researcher

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ABSTRACT

Hedging plays a significant role in conveying the message of a text, since it emphasizes the subjectivity of a statement by presenting it in the form of opinion. Furthermore, the existence of meta-discourse creates communication in a text is not only about exchanging information, but also involving the writers' and readers' personalities, attitude and assumption. This research employs descriptive qualitative method to figure out the use of three hedging types proposed by Meyer (1994) in 10 last semester students' background of research proposal. This research is guided by a single research question "What types of hedging appeared in background of the study of research proposal?" to accomplish the aim of this research, which is to find out the types of hedging appeared in it. Moreover, documentation, questionnaire, and interview are applied as the instruments to gain the data of this research. Eventually, the result shows that two out of three types of hedging are found in students' background of research proposal, which are shields and approximators. Additionally, shields in the form of modal auxiliary are the most frequently used in it.

Keywords: Meta-discourse analysis, hedging, background of the study, research proposal.

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CHAPTER I

INTRODUCTION

A. Background of the Study

In Academic writing context, writing is an important part of university study, as there are many writing assignments administered to students in many taken courses. Furthermore, writing research proposal becomes a necessity for graduation from most of higher education level institutions. Research proposal consists of three chapters, in chapter one background of the study is one of research proposal's important parts, because it contains the main reason of why a researcher conducts research. However, many researchers are still unable to produce a correct background of the study. It can be seen from intense supervision given to researchers in this part, because they often forget to use hedging in academic writing production.

Hedging plays an important role in writing, especially in academic context. Hedging emphasizes the subjectivity of a statement by allowing it to be presented as an opinion rather than a fact, and therefore imply that a statement is based on the researcher's reasoning rather than certain knowledge. It is concluded that hedging in the background of the study part of research proposal, avoids a claim with no basis. This makes it clear that hedging is very important for the researchers to produce better writing, especially in background of the study part, thus, their statements will not pose opposite effect and backfire them.

Hedging provides more ways for the researchers to produce a statement while at the same time, considering its position and the possibility of any opposite statement. Moreover, in background of the study of research proposal, the researcher should consider a position where s/he avoids no basis claim that probably leads to the state of plagiarism. These statements lead the researcher to conduct a research about meta-discourse analysis of hedging use in background of research proposal.

B. Reason for Choosing the Topic

Academic writing has set hedging as its primary material. Moreover, hedging is also used in a particular field, in which the words such as *suggest*, or *indicate* become technical terminologies. Most of the terminologies usually focused on certain field or the comparison among academic writing of different fields. These abovementioned statements are what interest the researcher to conduct this research along with several reasons to strengthen the claim.

The researcher, in this case, has three reasons that interest her to choose the topic. First of all, the researcher finds this topic stimulating to conduct because time and patience are needed to analyze hedging use in the background of the first draft proposal. Second, this topic has high interest to be researched because in many researches, many researchers conduct the research from various perspectives and variables. Third reason, the research using meta-discourse analysis in this field is relatively new.

Many researches focus on academic books, popular science books, but it might be only few researches are conducted in background of research proposal. That is why the researcher insists to conduct such research in this field.

The use of hedging in academic writing, especially in the background of research proposal, is important to link the sentences in order to create the coherence in each paragraph. Moreover, the coherence in background of the study of research proposal depends on how often s/he uses hedging in the sentence according to its contextual basis. The statements above are the reasons why the researcher is interested in choosing this study in order to analyze the background of the study of research proposal by using meta-discourse analysis.

C. Research Question

This research will be guided by the question: What are the types of hedging appeared in background of the study of research proposal?

D. Aim of the Research

The aim of this research is to find out the types of hedging appeared in background of the study of research proposal.

E. Research Focus

This research does not widely concern all types of hedging in academic writing context, and only touches some types of hedging appeared in the background of research proposal. Thus, the researcher only focuses on three types of hedging, such as shield, approximators and compound hedges since the background part consists of the explanation of the issue or phenomenon that will be researched.

F. Operational Definition

This section explains several terms that mainly used in this research to avoid misunderstanding information. The terms are as stated below:

1. Metadiscourse Analysis

   In this research, metadiscourse analysis refers to the conceptualization between the readers and the writers. It is also an approach from the experts used to analyze all aspects of the text to see the writers' contribution to the reader by using metadiscourse features such as hedging which was framed by Hyland (2005).

2. Hedging Use

   Hedging use in this research refers to the use of one of the features in metadiscourse, which is hedging, in order to analyze the aspects of the text by using three types of hedging, such as shields, approximators, and compound hedges. It is framed by Hyland (2005).

3. Background of the Study

   Background of the study refers to one of the parts in the first chapter of *skripsi*, which the phenomenon and issues are described explicitly.

4. Research Proposal

   In the beginning, the terminology research proposal in Indonesian context refers to writing based on explaining the background of the study, reviewing reasons and strict methodology as procedure for examining an issue. Research proposal in this research refers to three chapters' composition that have to be written by the college students to be participated in seminar proposal as the requirement before completing the study to gain undergraduate degree.

G. Research Significances

The usage of metadiscourse analysis in academic writing field in this research is expected to be useful in several aspects. Firstly, for the students, the result of this research may hopefully improve the students' knowledge about hedging use in the background of their research proposal. Moreover, since this research touches parts of academic writing context, it is expected to be able to enrich the information of the existed theories of metadiscourse and hedging, especially for the students who conduct similar research.

Secondly, for the lecturers, this research hopefully can be one of the references for the lecturers to improve the students' writing skill by teaching the importance of hedging use on their academic writing production. Thirdly, for the institution, the research result can hopefully be used by the university as one of the ways to improve the quality of students' writing production, especially in the background of the study in their research proposals.

CHAPTER II

THEORETICAL FOUNDATION

A. Metadiscourse

1. Definition of Metadiscourse

In 1959 Harris introduced the term of metadiscourse for the first time, it was defined as a way of understanding language in use, guiding the reader's perception of a text (Hyland, 2005a). Afterwards, some experts such as, Williams (1981), Kopple (1985) and Crismore (1989) developed the concept by accomplishing it with several features of metadiscourse to create a way of communication between the writer and the reader through the text such as hedging, connectives, and various forms of text commentary (ibid).

Since metadiscourse conceptualizes the interaction between writers and their texts and between writers and readers, its features are important and appropriate in guiding the interpretation of text Gholami et al. (2013). Moreover, Hyland (2005:3) mentions that metadiscourse represents communication which more than just exchanging information, but also includes personalities, attitudes and assumption of those who are communicating.

Based on the above statements, it can be concluded that metadiscourse refers to the concept of interaction between writers and readers; in this case the researchers and readers. Thus, it plays a significant role in facilitating communication and building relationship with the

readers to express the researchers' attitudinal and personal reactions through their texts.

2. Categories of Metadiscourse

As cited in Hyland (2005), Kopple (1985) and Crismore et al. (1993) divided metadiscouse into two categories, namely textual and interpersonal. Other than Kopple, Crismore separated textual metadiscourse into two subcategories; textual and interpretative markers. Meanwhile, the model of metadiscourse proposed by Hyland comprises of two main categories of interactive and interactional, which was classified based on the dimension of interaction (ibid). The framework is as follows:

Table 2.A. Model of Metadiscourse (Hyland and Tse, 2004:169) and (Hyland, 2005:49)

No	Category	Function	Examples
	Interactive	**Help to guide the reader through the text**	**Resources**
1	Transitions	Express relations between main clauses	In addition; but; thus; and
2	Frame markers	Refer to discourse acts, sequences or stages	Finally; to conclude; my purpose is
3	Endophoric markers	Refer to information in other parts of the text	Noted above; see fig; in section 2
4	Evidental	Refer to information from the other text	According to X; Z states
5	Code glosses	Elaborate propositional meanings	Namely; e.g.; such as; in other words
	Interactional	**Involve the audience in the speech**	**Resources**
1	Hedges	Withhold commitment and open dialogue	Might; perhaps; possible; about
2	Boosters	Emphasizes certainty or close dialogue	In fact; definitely; it is clear that
3	Attitude	Express speaker's attitude to	Unfortunately; I

	markers	proposition	agree; surprisingly
4	Self-mentions	Explicit reference to author(s)	I; we; my; our
5	Engagement markers	Explicitly build relationship with audience	Consider; note; you can see that

Within this framework, each category has its own features and focuses. The interactive metadiscourse consists of some features, such as, transitions, frame markers, endophoric markers, evidental and code glosses. They focus on the writers' consciousness of participating readers to create a text which covers the readers' needs by setting out their arguments, therefore they could find the writer's goals and interpretations (Hyland, 2005: 49).

On the contrary, the interactional one comprises of hedges, boosters, attitude markers, self-mentions and engagement markers. They focus on the writers' way in conducting the interaction with the text and readers by remarking on their message to make the writers' views explicit and to include readers through admitting them to reply to the unfolding text.

B. Research Proposal

Conducting a research is one of a requirements of college students in completing their study. Before conducting the research, they have to write a three chapters' composition namely research proposal. According to Herawati and Irdiansyah (2017), research proposal is a brief framework that involves everything the researchers will do in conducting their research.

Commonly, it contains of introduction section in chapter one which is consists of research title, background of the study, reason for choosing the topic, aims of the study, research questions, research focus, operational definitions and research significant. In chapter two, it discusses about theoretical foundation that consists of related theories of the research. Meanwhile, chapter three involves research methodology that discusses about research method and design, research sites and participants, research instruments and data analysis (*Panduan Penulisan Skripsi, 2017*).

C. Background of Research Proposal

A background of the study is a tool in the hands of the researcher to clarify the importance and the necessity of the paper in the first place. It discusses why the research is conducted and what the basic purpose behind the research. According to *Panduan Penulisan Skripsi, Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan (2017)*, this part includes a review of the area being researched, current information, surrounding the issue, previous studies on the issue, and relevant history on the issue. On presenting those ideas, the researchers need to use hedging devices in composing background of the study, which include shields (modal auxiliary verbs, modal lexical verbs and probability adverbs), approximators (quantity, degree, frequency and time), compound hedges (it may suggest that...) and so on.

D. Hedging

Demir (2018) defines hedging as an important metadiscourse feature that should be used in academic writing text, since it plays as face-saving strategy as well as represents the certainty of the researchers' knowledge in the study field. Furthermore, Salager-Meyer (1994, p. 149) explains the term hedging itself as a multi-functional device to convey the researchers' messages by her/his honesty, modesty, politeness and indirectness. Since background of the study part contains basic information of a researcher on conducting a research, it can be concluded that hedging devices are needed on conveying the researchers' ideas contained in it.

1. Classification of Hedging

Salager-Meyer (1994, p. 154-155) proposes five classifications of hedging, which are used to represent the subcategories of hedging, such as shield, approximators, personal doubt phrases, emotionally-charged intensifiers, and compound hedges.

a. Firstly, "shields", which comprise modal auxiliary verbs that express possibility (e.g., can, could, may, might, will, and would), modal lexicalverbs (e.g., seems, argue, believe, suggest, speculate, indicate), and probability adverbs, adjective and nouns (e.g., possibly, probably, un/likely, possible, probable, possibility, suggestion, assumption).
b. Secondly, "approximators" refer to quantity, degree, frequency, and time (e.g., several, approximately, usually, generally, quite, often).

c. Thirdly, expressions or phrases which express author's personal doubt and involvement (I believe, as far as I know).

d. Fourthly, "emotionally-charged intensifiers" express the writer's reactions (extremely interesting, surprisingly, particularly encouraging, unexpectedly and so on).

e. Lastly, "compound hedges", which could be double hedges (it may suggest that), triple hedges (it would seem likely that) or quadruple hedges (it would seem somewhat unlikely that).

Salager-Meyer, F. (1997, p.106, as cited in Liza, 2011) also mentions three main functions of the above mentioned hedging devices; first is face-saving strategy to make a distance and avoid absolute statements. Secondis as the way to accurately reflect the certainty of knowledge and the last is a polite way of communication between the researchers and the readers.

2. Hedging Use

This research only focuses on some types of hedging that frequently used in background of the study of research proposal. According to Meyer (1994) the most frequently used hedging types among five in research proposal are only three types;

a. Shields (modal verbs, epistemic verbs, probability adverbs and probability adjectives). For examples:

> The poor market performance **could** be due to customers switching to alternative on-line sources for their groceries.
>
> (Business Report)

Shmerling **suggested** that sensitization took place during the first hoursafter birth. (Case Report)

And it is **probably** impossible in the near future to describe the whole ofhuman discourse. (Applied Linguistics)

A travel card makes it **possible** to visit all these sites in one day. (London Guide)

b. Approximators (degree, quantity, frequency and time). For examples:

Generally, our service businesses made good progress.

(Inchcape Pacific,1993)

Very rarely, primary pneumonia is overwhelming and complicated by respiratory failure. (Case Report)

c. And compound hedges. For example:

It **may be possible** to give the differential effects a place in the model. (Medical Research Proposal)

It **seems more reasonable** to combine measles and measles vaccination together as a **possible** protective factor against leukemia. (Medical Research Proposal)

E. Related Research

There are two researchers who have written similar research related to metadiscourse analysis of hedging use in research proposal. Both of them used different variables when conducting their research.

First researcher was Nilawati (2014) who conducted a research entitled "Hedges in the Discussion Section of the Undergraduate Students' *Skripsi*". She used descriptive qualitative research method to analyze the use of

Hedging in the Discussion Section of *skripsi* from 2009 to 2013 of English Education Department of Teacher Training and Education Faculty in Muria Kudus University. 10 *skripsi* were chosen randomly as the representatives of the *skripsi* of 2009-2013. The researcher analyzed the types and functions of hedges and the frequency of appearance in the discussion section.

The research result found that the frequency of appearance for modal lexical verbs were high among all the types, such as approximators, adjectival, adverbial, nominal phrase, introductory phrase, compound hedges and if clause. The research also explained that the researchers preferred using modal lexical verb when they made some claim or stance because the researchers had to express the theories from the experts.

Second researcher was Yuliana (2014) who conducted a research entitled "Hedges in the Review to Related Literature of Undergraduate Students' *Skripsi*". This research used descriptive qualitative research method to analyze the use of Hedging in the Review to Related Literature of *skripsi* from 2009 to 2013 of English Education Department of Teacher Training and Education Faculty in Muria Kudus University. 10 *skripsi* were chosen to represent *skripsi* of 2009-2013. The researcher wanted to analyze the types and functions of hedges and the frequency of appearance in the review to related literature section.

According to the results of the research, frequency of appearance for modal lexical verbs were also high among all the types, such as approximators

of degree quantity, adjectival, adverbial, nominal phrase, introductory phrase, compound hedges and if clause. The researcher also found that between three functions of hedges used in review literatures section, accuracy based hedges appeared the most among all. The research also showed that the researchers preferred using modal lexical verb when they made some claim or stance in the review to related literature section, because the researchers had to express the theories from the experts.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method and Design

The method was used in conducting this research was qualitative method. Since this method allowed the researcher to produce more words than numbers (Green, 2007:2, as cited in Zuhroh, 2017:20), the researcher assumed that it was appropriate to figure out and describe types of hedging used by the students on their writing production in background of research proposals. To support the method, the researcher chose descriptive design for this research. This design was chosen because it offered a deep and further description of the situation. Thus, by using qualitative descriptive method, the researcher surmised the data could be interpreted clearly.

In addition, the researcher used documentation, questionnaire and interview in collecting the data related to hedging use in background of research proposal. The research proposals of the last semester students of English Language Education Study Program were used as the documentation in the first step of analyzing the types of hedging used by the students. Meanwhile, to investigate the students' background knowledge in using hedging markers on their writing, the researcher used questionnaire and interview.

The design is as follows:

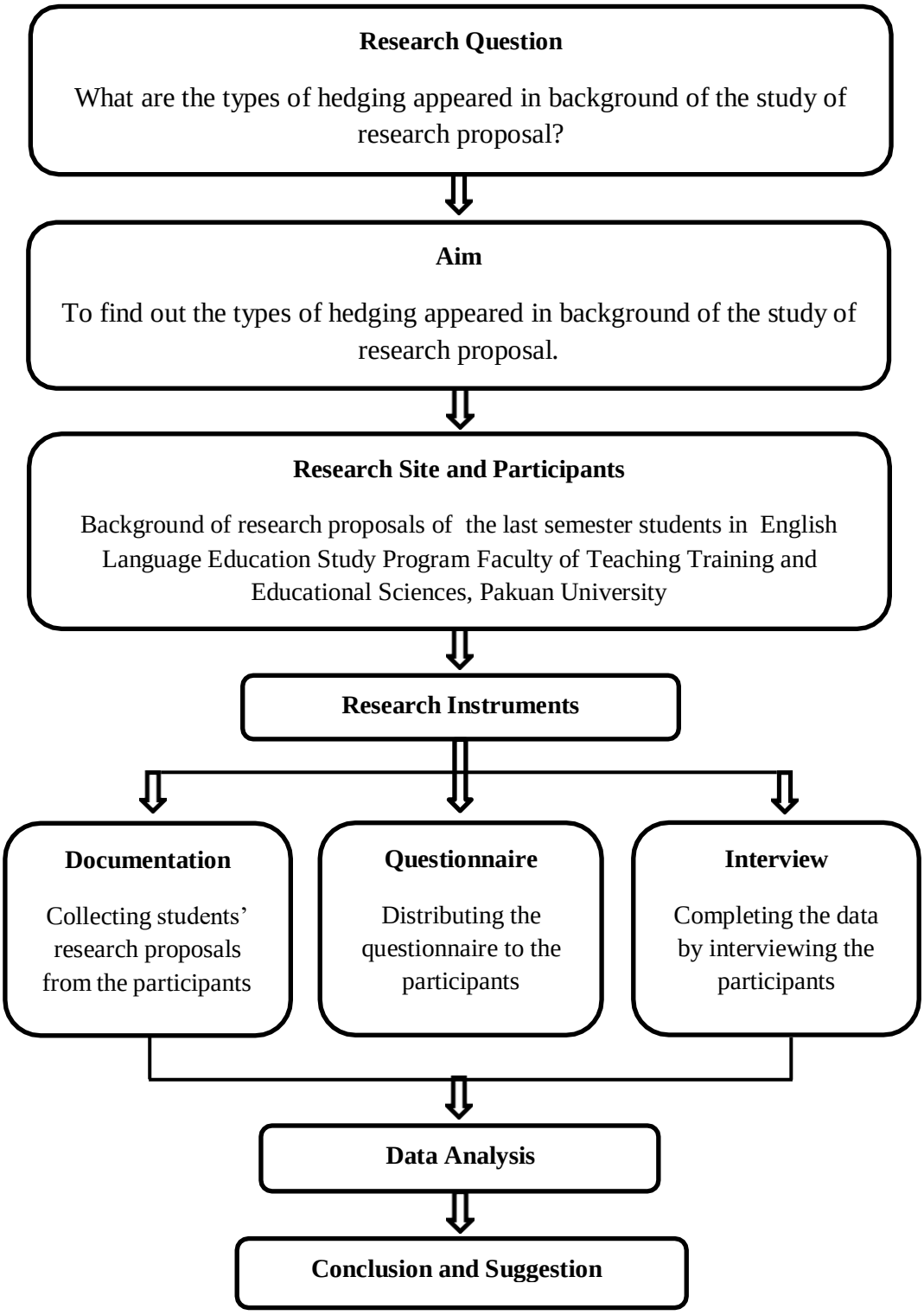

Figure 3.1
The chart of Research Design

B. Research Site and Participant

The research was conducted in English Language Education Study Program of Faculty of Teacher Training and Educational Science, Pakuan University, West Java, Indonesia. Additionally, 10 students from the last semester were chosen as the participants of this research. They were chosen as participants because they were on writing research proposal as a requirement to complete their paper on finishing their study.

C. Research Instruments

In collecting the data, the researcher employed three instruments in this research, they were; documentation, questionnaire and interview. Documentation in this research was research proposals of the last semester students. Research proposals were used to analyze hedging markers and types appeared in background of the study of research proposals.

The next instrument was questionnaire in form of closed-ended questionnaire. It was used to the participants to gain further information about the use of hedging on their background of research proposal composition. The questionnaire was distributed by using Google form. Additionally, interview was used as the last instrument to complete the data which was not available on the documentation and questionnaire. In this case, a semi-structured interview was conducted to three participants who frequently used hedging on their background of research proposals.

D. Data Collection Technique

To accomplish this research, three techniques were applied to collect the data, which were documentation, questionnaire and interview. The techniques and steps of analyzing the data were presented as follow:

1. Documentation

In this research, the documentation was in the form of research proposals which had been approved by supervisors before they participated in seminar proposals. The researcher asked ten last semester students to submit their research proposals. After that, it was analyzed to identify the markers and types of hedging appeared in their background of the study section.

2. Questionnaire

The next step was the researcher distributed the questionnaire to the participants in the form of closed-ended questionnaire, which was consisted of five statements related to the use of hedging. The questionnaire was distributed by using Google form. This step was applied to gain further information about hedging used on writing background of their research proposal.

3. Interview

After documentation and questionnaire were completed, the researcher conducted semi-structured interview as the last step of collecting the data. It was conducted to three participants who were the most frequent on using hedging. The Interview was held virtually by

using WhatsApp voice note with six questions. The answers which were recorded through voice notes would be transcribed to figure out their knowledge about hedging, also the use of hedging types in background of their research proposals.

E. Data Analysis

1. Data of Students' Research Proposals

The researcher analyzed the data from the students' research proposals to find the words or phrases that indicate hedging markers. After that, each of them was coded, calculated and put into the table (see table 3.A.) to be classified based on each type. To present the data, the researcher then interpreted the data in the form of description.

The codes that the researcher used in this section were as follows:

1. Shields (S)
2. Approximators (A)
3. Compound Hedges (CH)

Table 3.A.
Classification Types of Hedging Markers

No	Hedging Markers Appeared	Types of Hedging	Sum

2. Data of Questionnaire

The data from questionnaire that were fulfilled by the students then were classified according to the number of the statements and

calculated based on their answers. After that, the researcher interpreted the conclusion of the data through description. As the result, the researcher could find out further information about the use of hedging on writing background of their research proposals.

3. Data of Interview

The data from the interview was transcribed by the researcher from the voice notes into text. Then, the answers were classified according to the number of interview questions. After that, the data was interpreted to be presented in the form of description. Through the result of the interview, the researcher could figure out the students' knowledge about hedging and the use of hedging in background of the study of their research proposals.

F. Triangulation

This research used triangulation in collecting and processing the data, as well as checking its validity. The triangulation was applied in this research consisted of documentation, questionnaire and interview. The documentation was in the form of research proposals which was collected to be analyzed. To support the data which was gained from the documentation, the researcher distributed the questionnaire to gain further information. Then, the researcher conducted interview to complete and verify the data from the previous two steps.

CHAPTER IV

DATA DESCRIPTION AND ANALYSIS

A. Data Description

The participants of this research were 10 students of the last semester of English Language Education Study Program and the research was conducted in Faculty of Teacher Training and Educational Sciences at Pakuan University. Meanwhile, the data of the research were taken through documentation, questionnaire and interview.

1. Data from Documentation

The first data of this research was taken through documentation, which was collected in the form of students‟ research proposal, exactly background of the study section. By analyzing the students‟ research proposal, the researcher could gather hedging markers appeared in background of the study part then classified based on its types. The students‟ research proposals were submitted on 18th until 20th June 2021 to be analyzed. Based on the analysis, the research found only two out of three types of hedging mentioned by Meyer (1994) appeared in background of the study of their research proposals. They were shields and approximators. The data description of hedging types appeared on background of the students‟ proposal was presented on the next page.

a. Shields

Shields were the types of hedging that highly appeared in background of research proposal, it was appeared in all students‟ background of research proposal. According to the result of the document analysis, the researcher found that it was appeared 75 times in various forms such as, modal auxiliary, modal adverb, modal adjective, modal lexical verb and introductory verb. In which, modal auxiliary was the most frequently used on the background study.

1) Modal Auxiliary

Modal auxiliary was found in all of background of the study on students‟ research proposal. It was appeared 54 times, in which it was the highest markers of hedging type used by the participants. Based on the result, the researcher found some words that indicated modal auxiliary. The words were shown in Excerpt 1 and 2

Excerpt 1

> To fulfill 21st-century education, students ***should*** improve the skills through the learning process. These skills ***can*** be presented in online class climate by integrating with Self-directed learning. SDL is a suitable alternative to help the students to gain those skills.
>
> The literature shows that the concept of SDL embodies many crucial factors connected to students‟ responsibility and independence in learning. SDL ***can*** be considered as learning by oneself (auto-formation), as opposed to learning through the actions of others (hetero-formation) (Carre, 2011). Learning behavior in online class climate ***will*** be well formed if the things learned are something needed by students, and students believe that what they learn has a positive impact on their learning development and life.

From Excerpt 1, the participants used the word *can, should* and *will* that indicated shields type of hedging in the form of modal auxiliary. The data showed that *can* was appeared 22 times and was being the most frequent hedging marker used by the participants. Besides, the researcher also found another word that indicated modal auxiliary which was shown in Excerpt 2

Excerpt 2

> Many factors ***may*** alter students' attitude in reading, includes self- concept, teacher and classroom environment, socioeconomic status and parental involvement. For example, self-concept that focuses in personality building when solving reading problem and also impacts learning outcomes in class.

From the Excerpt above, the participant used the word *may* that indicates modal auxiliary. It only appeared twice, and each of them used by P#4 and #P7.

2) Modal Adjective

Modal adjective was only appeared in five students" background of research proposal. It was found 8 times in three different words. As stated in Excerpt 3 to 5

Excerpt 3

> In recent days, many companies' employees need to be able to understand English through oral and spoken. One of the examples, they have to comprehend it like emails, online chat, business presentations require language skills in order to have unambiguous and ***clear*** cut transfer of information to the clients. That good communication is needed in the company to prevent the misperception and the error or the mistake.

Excerpt 3 showed that the participants used modal adjective through the word *clear*. It appeared five times in background of students‟ research proposal. Another modal adjective word was shown in Excerpt 4

Excerpt 4

> ***Unlike*** the other Southeast Asian countries such as The Philippines, and Singapore, Indonesia use English as the foreign language. This is one of the reasons Indonesians feel difficult to read, speak, listen, and write in English because they are not used to it.

The word *unlike* in the Excerpt above was another word from modal adjective used by the participant. It only appeared once, which was used by P#6. Additionally, the last modal adjective word used by the students was stated in Excerpt 5

Excerpt 5

> Untoro (2016) states that Group Investigation (GI) can help students think critically by elaborating their ideas, opinion, and arguments to solve ***certain*** issues or problems.

Excerpt 5 stated that the participants used the word *certain* that indicates modal adjective. This word only used twice by the P#6 and P#8.

3) Modal Adverb

This was the lowest form of shield type appeared on students‟ background of research proposal. It was appeared only three times in two different words. The words were shown in Excerpt 6

Excerpt 6

> Second, the internet access is not stable. The internet access is needed by the students in online learning but not all regions in Indonesia have a stable access. Third, The lack of devices. This condition will ***certainly*** decrease the students‟ motivation in learning. Fourth, the limited access of online learning applications. It relates to the human resource in using the online learning application. Many students are not familiar the online learning application such as google classroom or zoom. The last, the lack of parental assistance. Many parents are not ready to guide their children to study at school hours. Those are problems ***definitely*** influence the students' motivation in learning English whereas the motivation is really needed by them to succeed in learning English.

On the Excerpt above, the participants used modal adverb by the words *certainly* and *definitely*. P#3 used both words once for each, while the word definitely only applied once by P#10.

4) Lexical Verb

This form of shields was found six times on six students‟ background of the research proposal. The participants used three various words that indicated lexical verb. The first word was shown in the Excerpt 7

Excerpt 7

> Therefore, based on the evidence above, the researcher finds a gap to be researched where the researcher will focus on finding strategies that students use in comprehending scientific texts. Because, if students have and use strategies, then this can certainly be an option for other students to use the technique so that the difficulties faced by students in reading are reduced. Besides, researchers ***believe*** that this reading strategy has an important role for students in shortening their time in reading and getting the information or knowledge needed.

From the Excerpt 7, the first word of lexical verb used by participant was *believe.* It was appeared twice, which was on P#5 and P#10. While the second word was stated in Excerpt 8

Excerpt 8

> Based on Konder Manurung (2015:45), "most learners find it difficult to express grammatically correct sentences due to the significant differences in the grammar of the native language of the students and that of the EFL and consequently they prefer to put emphasis in fluency rather than on accuracy during the speaking activities". Therefore, to improve speaking in English, there are also many ways such as; speech, having conversation, role playing, etc. It is ***assumed*** Role playing is the better choice to improve speaking ability especially for children who just learn English and to clear up the intonation, rhythm, and stress so the interlocutors can understand. It also helps the learners to memorize the words, especially for the words that sound unfamiliar with them.

From the data above, the second word appeared on background of students" research proposal was *assumed*. It was only applied once by P#6. Additionally, the last word of lexical verb was presented in Excerpt 9

Excerpt 9

> Meanwhile, Pandemic which is the highest level for a global health emergency and ***indicates*** that widespread outbreak is affecting almost regions of the world. Pandemic is also a disease originating from one country or another continent which disrupts all activities. These are the problems faced by the students in learning English in this pandemic era**.** First, The lack of teachers" guidance. The lack of the teachers" guidance is the main problem in the distance learning system that was held during the Covid-19 pandemic. This condition occurs because there is very little communication with the teacher during online learning.

Excerpt 9 showed that the last word of lexical verb used by the participant was *indicates*, which only appeared once in P#3.

5) Introductory Verb

This last form of shields appeared on two students‟ background of research proposals. It was applied four times in only one word, as stated in Excerpt 10

Excerpt 10

> Pronunciation is an important part for English learners to read vocabulary correctly and prevent leading to a mistaken meaning. English pronunciation is one of the most difficult skills to acquire and learners should spend lots of time to improve their pronunciation (Garcia, 2007; Flor et al. 2006; Gilakjani, 2006) Many Chinese people who live in mainland China ***think*** learning pronunciation is quite difficult because they have a strong accent, do not know how to read some vocabulary correctly, and do not have a chance to improve pronunciation with a foreigner every day. It is a big challenge for Chinese people as English non-native speakers to learn pronunciation. Furthermore, some of Chinese people ***think*** they can improve their pronunciation if they always talk with foreigners, at the same time Chinese people ***think*** the best way to improve their pronunciation is by talking to themselves in front of the mirror.

Based on the Excerpt above, the word *think* that indicated introductory verb was used three times by P#1. It was also appeared once on background of P#8 research proposal.

b. Approximators

This was another type of hedging appeared in students‟ background of research proposal after shield type. According to the result of document analysis, it was used 58 times in around 23 various words which referred to quantity, frequency, degree and time. As the result, quantity was the most used form of approximators type.

1) Quantity

Quantity was the highest form of approximators type used by the participants on background of their research proposal. It was appeared 28 times in six different words. The first two words were shown in Excerpt 11

Excerpt 11

> English is the language that is ***mostly*** used in ***many*** countries as their second language. For some non-English speaking countries that do not speak English all the time, the government will convince the people to learn English. Furthermore, ***many*** people want to speak English like a native speaker, but they also barely speak English because they are afraid of their pronunciation.

According to the Excerpt 11, the participant used the word *mostly* and *many* that refer to quantity. The word *mostly* was used once by P#1 and P#10, while the word *many* was used 19 times by almost all participants, except P#2. Another word of quantity also used by P#1, as shown in Excerpt 12

Excerpt 12

> Teachers no longer the source of knowledge, but students can figure out the subject or the material by themselves to get knowledge. Teachers give an example and direction what they have to do and guide them to keep on the track. Furthermore, Spoon feeding has been decreased during the learning process in the classroom. For example, teachers give a topic and let the students add ***more*** information from another resource.

The Excerpt 12 showed that the participants also used the word *more* that indicated quantity. It was appeared three times and used

by P#1, P#4 and P#10. Besides those words, the researcher also found another words, as presented in Excerpt 13 and 14

Excerpt 13

> Pronunciation is an important part for English learners to read vocabulary correctly and prevent leading to a mistaken meaning. English pronunciation is one of the most difficult skills to acquire and learners should spend ***lots*** of time to improve their pronunciation (Garcia, 2007; Flor et al. 2006; Gilakjani, 2006) Many Chinese people who live in mainland China think learning pronunciation is quite difficult because they have a strong accent, do not know how to read some vocabulary correctly, and do not have a chance to improve pronunciation with a foreigner every day.

Excerpt 14

> The lack of the teachers‟ guidance is the main problem in the distance learning system that was held during the Covid-19 pandemic. This condition occurs because there is very ***little*** communication with the teacher during online learning.

As shown in the two Excerpts above, the participants also used the words *lots* and *little* to express quantity. These two words only appeared once for each, in which *lots* used by P#1 and *little* by P#3. Other that it, P#6 used another word, as shown in Excerpt 15

Excerpt 15

> Based on Konder Manurung (2015:45), "***most*** learners find it difficult to express grammatically correct sentences due to the significant differences in the grammar of the native language of the students and that of the EFL and consequently they prefer to put emphasis in fluency rather than on accuracy during the speaking activities".

Excerpt 15 showed that the participants used the word *mos*t in expressing quantity. This word only appeared twice in P#6.

2) Frequency

This form was the lowest form of approximators type used by the participants. This form only appeared five times in four various words on three students‟ background of research proposal. The first two words were used by P#1 as shown in Excerpt 16 and 17

Excerpt 16

> It is a big challenge for Chinese people as English non-native speakers to learn pronunciation. Furthermore, some of Chinese people think they can improve their pronunciation if they ***always*** talk with foreigners, at the same time Chinese people think the best way to improve their pronunciation is by talking to themselves in front of the mirror.

Excerpt 17

> English is the language that is mostly used in many countries as their second language. For some non-English speaking countries that do not speak English all the time, the government will convince the people to learn English. Furthermore, many people want to speak English like a native speaker, but they also ***barely*** speak English because they are afraid of their pronunciation. For this reason, they are not confident to speak English in public or in front of people because they are afraid of being misunderstood. They ***barely*** speak English because of their strong accent in the mother language. In this case, people who live in China have a strong accent and it makes it hard to speak English or pronounce some vocabularies.

From the data above, the word of frequency used by the participant was *always* and *barely*. The word *always* was only appeared once, while the word *barely* was twice. Other than it, another participant used different word as stated in Excerpt 18

Excerpt 18

> Then, reading comprehension is the process of constructing meaning based on the readers understanding. The process of comprehending involves decoding the writer's words and then using background knowledge to construct an approximate understanding of the writer's messages. It ***sometimes*** influenced their response and attitude after reading passage.

As shown in Excerpt above, this participant used the word *sometimes* in expressing the frequency. In line with the previous word, this word also only appeared once in P#4. Additionally, another word was found in P#6, as stated in Excerpt 19

Excerpt 19

> Communication is important to build an understandable conversation, because without communication, there are no conversations among people. ***Usually*** we communicate in many ways; speaking, using sign language, and writing.

Based on the Excerpt 19, the word applied by the participant was *usually*. This word was only used once as well by P#4.

3) Degree

This form of approximators was found 15 times in seven students‟ background of research proposal. They used eight various words in expressing degree. The first two words were shown in Excerpt 20

Excerpt 20

> Meanwhile, Pandemic which is the ***highest*** level for a global health emergency and indicates that widespread outbreak is affecting ***almost*** regions of the world. Pandemic is also a disease originating from one country or another continent which disrupts all activities.

From the Excerpt above, the word *highest* and *almost* were approximators used by P#3 to show degree. The word *highest* was only appeared once and the word *almost* was twice, in which the other one found in P#9. Another words of degree also found in P#8, as was presented in Excerpt 21

Excerpt 21

> Reading is one of the main skills that must be learned by students. Furthermore, reading skill is ***very*** important since students foster comprehension in reading. Eskey cited in Alfiani (2017) reading is one of many ways in which human beings go about their making sense of the world. However, reading is ***quite*** difficult to master since it needs many competencies; the mastery of content, vocabulary, language and grammar. Therefore, reading should be taught for students to be able to deal with comprehension problems.

Excerpt 19 showed that P#8 used the word *very* and *quite*, in which, *very* was the most highly used by the participants. It was appeared five times, while quite was only twice.

Besides those words, some participants which were P#1, P#3, P#4, P#6 and P#10 used another words that indicated degree. The words from P#1, P#4 and P#10 were shown in Excerpt 22 to 24

Excerpt 22

> Pronunciation is an important part for English learners to read vocabulary correctly and prevent leading to a mistaken meaning. English pronunciation is one of the ***most*** difficult skills to acquire and learners should spend lots of time to improve their pronunciation (Garcia, 2007; Flor et al. 2006; Gilakjani, 2006)

Excerpt 23

> Nowadays, government focuses on improving education systems in Indonesia. Begin with developing our curriculum from KTSP to Kurtilas, now is called K13 or National Curriculum. Curriculum has been developed by government to be ***much*** better and before changing to student centered we know that it called teacher centered during learning process in the classroom.

Excerpt 24

> In short, we can say that, the more students are able to apply strategies in understanding Reading, the ***more*** successful they become learners, because they know their goals and find ways to achieve them.

The data showed that P#1 used the word *most,* P#4 used *much,* while P#10 used the word *more.* All of them were only appeared once in students‟ background of research proposal. Other than it, P#3 and P#6 used the word as stated in Excerpt 25

Excerpt 25

> The last, the lack of parental assistance. Many parents are not ready to guide their children to study at school hours. Those are problems definitely influence the students' motivation in learning English whereas the motivation is ***really*** needed by them to succeed in learning English.

From Excerpt 25, it showed that the participants used the word *really* in expressing degree. This last word only appeared in two students‟ background of research proposal as stated in advance.

4) Time

This was the last form of approximators used in students‟ background of research proposal. This form appeared 15 times in

eight different words which were dominated by the word *during*. Several words were used by P#4, as shown in Excerpt 26 and 27

Excerpt 26

> ***Nowadays***, government focuses on improving education systems in Indonesia. Begin with developing our curriculum from KTSP to Kurtilas, ***now*** is called K13 or National Curriculum. Curriculum has been developed by government to be much better and before changing to student centered we know that it called teacher centered ***during*** learning process in the classroom. Teachers no longer the source of knowledge, but students can figure out the subject or the material by themselves to get knowledge.

Excerpt 27

> Teachers have to increase students‟ interest in reading and try to develop their prior knowledge. As we know that Prior knowledge is the knowledge that the learners ***already*** have ***before*** and is gained through interaction with friends and surrounding, or from books.

Based on the Excerpt above, P#4 used the words *nowadays*, *now, during*, *already*, and *before*. The word *already* and *now* was appeared once, while *before* and *nowadays* were twice. Additionally, the words *during* was the most frequently appeared, which was applied six times on three students‟ background of research proposal. Other than it, some participants used some various words, as presented in Excerpt 28 to 30

Excerpt 28

> In ***recent*** days, many companies' employees need to be able to understand English through oral and spoken. One of the examples, they have to comprehend it like emails, online chat, business presentations require language skills in order to have unambiguous and clear cut transfer of information to the clients.

Excerpt 29

> The process of comprehending involves decoding the writer's words and then using background knowledge to construct an approximate understanding of the writer's messages. It sometimes influenced their response and attitude ***after*** reading passage.

Excerpt 30

> It is assumed Role playing is the better choice to improve speaking ability especially for children who ***just*** learn English and to clear up the intonation, rhythm, and stress so the interlocutors can understand. It also helps the learners to memorize the words, especially for the words that sound unfamiliar with them.

According to the data above, the word *recent* was used by P#7, while the word *after* was used by P#4. Additionally, the word just was used by P#6. As the result, all of those words were only appeared once.

2. Data from Questionnaire

The next data applied in this research was closed-ended questionnaire. The questionnaire was distributed on 20th June 2021 by using Google form and it was consisted of five statements related to the use of hedging on writing background of students‟ research proposal. The statements were constructed based on three types of hedging, in which, the first three statements were related to shields features, the fourth statements were based on approximators features, and the last one was according to compound hedges type.

The first statement asked the participants whether they supported their statements by using modal lexical verbs, such as *argue, believe, suggest, speculate, indicate, seems* and so on. The result showed that all of the participants agreed that they used modal lexical verb to support their statements.

The second statement asked the participants whether they used modal auxiliary verbs such as, *can, could, might, may, will,* and *would* on writing background of the study. The result showed seven out of ten participants agreed that they use modal auxiliary verbs on writing background of the study. Meanwhile, three of the participants disagreed.

The third statement asked the participants whether they used probability adverbs, adjective and noun such as, *possibly, probability, assumption* and etcetera on composing background of the study. The result of the data showed, six out of ten participants agreed that they used probability adverb, adjective and on their background of research proposal. However, another four participants disagreed.

The fourth statement asked the participants whether they explain the frequency, degree, quantity and time of certain statements by adding adverb such as, *usually, quite, often, very, several, generally* and so on. The result of the questionnaire showed seven out of ten participants agreed that they explain the frequency, degree, quantity and time of certain statements by adding adverb, while the rest of them disagreed.

The fifth statement asked the participants whether they used compound hedges such as, *"it might be possible…"* or *"it seems more reasonable"* on composing their background of the study. The data showed that only four out of ten participants agreed that they used compound hedges, whereas, six participants disagreed.

3. Data from Interview

To get further information from the participants, interview was conducted as the last step applied in this research. It was conducted on 23rd and 24th June 2021 to the three participants who the most frequent on using hedging markers in background of study of their research proposals. This interview involved six questions about hedging and it approximately spent ten to twenty minutes for each session.

The first question was asking about the participant familiarity with hedging. All participants answered that they were not familiar with it, but one of them said that she had heard about it in advance. It was shown in Excerpt 1

Excerpt 1

"Well, I think I have heard about hedging before, but I'm not really familiar with it."

Continuing the previous question, the second question asked to figure out their knowledge about hedging based on their understanding after listening to a brief explanation of hedging from the researcher. P#2 and P#5

gave similar answers which stated that hedging was important device to strength claims in order to make their statement convincing, as presented in Excerpt 2

Excerpt 2

"From my point of view, hedging is kind of word that can be used to convince someone's statement like…for expert it is uh…can be used by… students to…um convince um…their statement."

However, other than two participants before, P#1 gave different answer, which was stated in Excerpt 3

Excerpt 3

"Well…I think hedging is used to claim something that is still not true, and … hedging can be word or phrase. Yea … that's all I know."

The third question asked the participant whether they have used hedging on their background of the study, along with mentioning some words they used. The three participants claimed that they had ever used hedging, as shown in Excerpt 4

Excerpt 4

"I think I have, and…there are such as, about, will, can, and should."

The fourth question was asked to find out the frequency of the participants on using hedging markers. All of them stated that they often used hedging, especially the word *should.* It was shown in excerpt 5

Excerpt 5

"I think…it's often enough, because I have to convince my statement. I think it's …uh often enough, because… I I use the…word uh „should" … in … almost every…paragraph for background of the study."

The fifth question was trying to know the types of hedging that frequently used by the participants. P#2 and P#5 answered that they often used shields type such as, *should* in their background of the study. It was presented in Excerpt 6

Excerpt 6

"I think it is shield, because there is…modal. Then…as I mentioned before that I use modal verb like "should" in every paragraph in the background of the study."

Meanwhile, P#1 stated that the type of hedging that she frequently used was approximators, as shown in Excerpt 7

Excerpt 7

"I think I…use approximation"

The interview session was ended by last question, which was asked to find out whether hedging markers helped the participants on making statement in writing background of the study. The three participants stated that hedging markers were helpful on making convincing statement in background of the study, as presented in Excerpt 8

Excerpt 8

"Well, actually yes, because as I mentioned before that I usually use hedging to…convince my statement."

B. Data Analysis

Hedging is one of interactional metadiscourse features used to convey the researchers‟ messages by politeness and indirectness. According to Meyer (2014), there are three types of hedging which are frequently used in background of research proposal such as, shields, approximators and compound hedges. By using hedging, the researcher could emphasize the subjectivity of a statement by allowing it to be presented as an opinion.

Based on the result of the data analysis taken through documentation, questionnaire, and interview, this research has accomplished the indicator contained in research question. It is types of hedging used in background of research proposal. The data from documentation shows there are two types of hedging appeared in students' background of research proposal, they are shields and approximators.

Shields are one of hedging types which is expressing possibility of hypothesis being true, Meyer (2014). It can be appeared in various forms such as, modal auxiliary, modal adjective, modal adverb, lexical verb and introductory verb. The result shows that all those forms are found 75 times in ten students' background of research proposal. Furthermore, modal auxiliary is the most frequently used by participants. According to the result, modal auxiliary was appeared 54 times in the form of the words *will, can, should* and *may*. This form is found in all students' background of research proposal, which is dominated by the word *can* that appeared 22 times.

Modal adjective is the second form of shields that found in five students' background of research proposals, they are P#2, P#5, P#6, P#7 and P#8. This form appears eight times in the form of three words, which are *clear, certain* and *unlike*. Additionally, *clear* is the highly used of this form, while unlike is only used by P#6. The next form is modal adverb, which was the lowest form of shield used in students" background of research proposal. The data shows the words used by participants are *certainly* and *definitely*, which only applied by P#3 and P#10.

Another form of shields used by the participants is lexical verb. This form was found in four students' background of research proposal, which appear in three different words. For example, P#3 used the word *indicates*, while P#6 used *assumed*, moreover P#5 and P#10 used the word *believe*. The last form appears in students' research proposal is introductory verb. It is also the form of shields that rarely applied by the participants. The data shows this form only found in P#1 and P#8 in the form of the same word, which is *think*.

Approximators are another type of hedging appears in students' background of research proposal, which is used to express quantity, frequency, degree and time. This type was found 64 times in 26 various words, which is classified into four forms based on their function above. The result shows that this type is dominated by quantity that applied 28 times in the form of various words such as, *mostly, many, most, more, lots* and *little*. The word *many* is the most highly used word, which is found 19 times almost

in all students' background of research proposal, except P#2. The next form of approximators used by the participants is frequency, which only found five times in three students' background of research proposal. Based on the data, the words used are, *always* and *barely* by P#1, *sometimes* by P#4 and *usually* by P#6.

Another form of approximators used by the participants is degree. It is found 15 times in seven students" background of research proposal. According to the result, the words appeared are in eight various words, such as *almost, quite, very, much, more, really, most*, and *highest*. Furthermore, the word *very* is the most highly used among others, which appeared five times. Additionally, the last form of this type is time. This form also appeared 15 times in eight different words such as, *recent, during, before, after, just, now, nowadays* and *already*. The data shows that this form only appeared in four students' background of research proposal, which is in P#3, P#4, P#6 and P#7 and dominated by the word *during* that applied six times.

From the questionnaire, the researcher found that the participants mostly agree that they use shields and approximators on their background research proposal. It is in line with the result of a research conducted by Meyer (2014), which presented that these two types of hedging are the most take a part in introduction section in research proposal. Additionally, more participants disagree on using compound hedges in background of their research proposal. It can be assumed that they rarely use it.

As the result of the interview session, the three participants stated that they are not really familiar with hedging, but one of them claimed that she ever heard about it in advance. In line with that, all of them also argued that they had ever used hedging in writing background of their research proposal. Furthermore, it is also found that shields type was the most frequently used by the two participants, while the other one stated that she often used approximators. It can be indicated that they are not only speculating or arguing of a subject, but also prevent not to give absolute statements, Meyer (1994). Moreover, the three participants also agreed that hedging helped them in writing background of their research proposal. Even one of them stated that it was really helpful.

From the data above it can be concluded that the participants realize the importance of the way how presenting a statement in background of research proposal to keep stance as a researcher. It was shown from the result of documentation analysis that hedging devices were applied in writing background of their research proposal. Eventually, it was in line with the data from questionnaire that indicated they frequently used shields and approximators. Additionally, it was also supported by the data from the interview that showed the same result.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

By conducting this research, the researcher finds out some types of hedging which are frequently used by the last semester students in writing background of their research proposal. This result gained through applying three instruments which are documentation, questionnaire and interview in collecting the data.

According to the result of documentation, only two out of three types focused on this research, appeared in students' background of research proposal. These types are shields and approximators. Shields are the most frequent type of hedging used by the students, meanwhile compound hedges is completely not found since most of them state that they are not quite familiar with it. Furthermore, the result of the questionnaire also shows that the participants mostly agree that they used shields and approximators more often than compound hedges in background of their research proposal.

Additionally, the interview session produces similar result as well, in which the participants stated that they frequently use shields and approximators type,especially in the form of modal auxiliary which they claim that it helps them in making statement on writing background of research proposal. Based on the result above, the researcher speculates that the participants are not only arguing or assuming an issue, but also concerning the way to express their statement by presenting in the form of opinion by using hedging devices.

B. Suggestion

Related to the finding of this research, the researcher would like to offer two suggestions intended to the next researcher and lecturers. Firstly, it is for the next researcher who will conduct similar research related to hedging or even metadiscourse. Since this research only focuses on background of the study subsection, the researcher advises the next researcher to expand the scale of thearea being researched. It can be other parts of chapter one, or other sections of research proposal for instance, literature review or discussion subsection. On the other hand, it is also might be suggested for the next researcher to explore another fields of the text.

Instead of expanding the area being researched or exploring other field of text, the next researcher also can use other indicator related to hedging in the form of comparison study. According to the result of the interview, most of the participants stated that they are not really familiar with hedging. Thus, it might be suggested to the lecturers in writing field to introduce hedging to the students, since it can raise their concern in conveying a statement or argument by using hedging on writing academic composition.

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INSTRUMENTS

1. Documentation

In presenting types of hedging used in background of the study of research proposals, the researcher uses the following table to identify the words or phrases that indicate hedging markers appeared on the text.

Types of Hedging	Hedging Markers Appeared on the Text	Sum
Shields (p.11) - Modal Auxiliary - Modal Adjective - Modal Adverb - Lexical verb - Introductory Verb		
Approximators (p.11) - Quantity - Frequency - Degree - Time		
Compound Hedges (p.12)		

2. Questionnaire

The researcher distributes questionnaire by using Google form in the form of closed-ended questions to gain further information about the use of hedging in background of the study of research proposals.

KUESIONER

A. Pengantar

Saya Devi Nurfajriani, Mahasiswi Program Studi Pendidikan Bahasa Inggris, Fakultas Kaguruan dan Ilmu Pendidikan, Universitas Pakuan sedang melakukan penelitian dengan judul *''Metadiscourse Analysis of Hedging Use in Background of Research Proposal''.* Untuk melengkapi data penelitian yang dibutuhkan, saya meminta kesediaan anda untuk mengisi sejumlah penyataan yang terdapat pada kuesioner berikut. Adapun informasi yang anda berikan akan dijaga kerahasiaannya dan digunakan hanya untuk kepentingan penelitian. Demikian dan terimakasih atas kesediaan anda dalam mengisi kuesioner ini.

B. Indikator

Mengidentifikasi penggunaan hedging dalam penulisan background of the study pada research proposal.

C. Petunjuk Pengisian

Kuesioner ini terdiri dari lima pernyataan. Bacalah dengan seksama, dan jawablah sesuai dengan pendapat dan pengalaman anda. Berilah tanda √ pada jawaban yang anda pilih.

D. Data Diri

Nama :

NPM :

Judul Penelitian :

Jenis Hedging	No.	Pernyataan	Jawaban	
			Ya	Tidak
Shields	1.	Saya mengemukakan suatu pendapat expert dengan menggunakan modal lexical verbs (argue, believe, suggest, speculate, indicate, seems dan sejenisnya) untuk menunjang statement saya. (p.11)		
	2.	Saya sering menggunakan modal auxiliary verbs (can, could, might, will, would dan sejenisnya) pada penulisan backround of the study. (p.11)		
	3.	Saya menggunakan probability adverbs, probability adjectives dan probability noun (possibly, probably, un/likely, probability, possibilty, assumption, suggestion dan sejenisnya) dalam penulisan background of the study. (p.11)		
Approximators	4.	Saya menambahkan kata usually, often, quite, very, several, generally dan sejenisnya untuk menjelaskan keterangan jumlah, intensitas dan waktu pada suatu statement. (p.11)		
Compound Hedges	5.	Saya menggunakan compound hedges seperti ‘’it might be possible...’’ atau ‘’it seems more reasonable…’’ dalam penulisan background of the study. (p.11)		

3. Interview

To figure out the participants' knowledge about hedging and investigate the use of hedging types on writing background of the study in their research proposal, the researcher conducts interview.

Research Question	Indicators	Questions
What types of hedging used in background of the study of research proposals?	Definition of Hedging (p.11)	1. Are you familiar with hedging? - Hedging is one of interactional metadiscourse features used to convey the researchers' messages by politeness and indirectness. It also emphasizes the subjectivity of a statement by allowing it to be presented as an opinion by using hedging devices, such as shields (modal auxialiary verbs, modal lexical verbs, probability adverbs, adjective, and noun), approximators (quantity, degree, frequency, and time) and compound hedges.

		2. What is hedging based on your understanding?
	Classification of hedging (p.11) - Shield - Approximators - Compound Hedges	3. Have you ever used hedging on writing background of the study section? Please mention some of them! 4. How often do you use it on writing background of the study? 5. Which type do you frequently use? 6. Do hedging markers help you on making statement in writing background of the study?

Name : Yunita Rizki Rahmawati

NPM : 031114102

Title : Chinese EFL Learning Strategies to Improve Their English Pronunciation

CHAPTER I

INTRODUCTION

A. Background of the Study

English is the language that is mostly used in many countries as their second language. For some non-English speaking countries that do not speak English all the time, the government will convince the people to learn English. Furthermore, many people want to speak English like a native speaker, but they also barely speak English because they are afraid of their pronunciation. For this reason they are not confident to speak English in public or in front of people because they are afraid of being misunderstood. They barely speak English because of their strong accent in the mother language. In this case, people who live in China have a strong accent and it makes it hard to speak English or pronounce some vocabularies. For instance, some Chinese students find hard to pronounce these words 'student' and 'school', which makes their partner unable fully understand what they actually say.

Pronunciation is an important part for English learners to read vocabulary correctly and prevent leading to a mistaken meaning. English pronunciation is one of the most difficult skills to acquire and learners should spend lots of time to improve their pronunciation (Garcia, 2007; Flor et al. 2006; Gilakjani, 2006) Many Chinese people who live in mainland China think learning pronunciation is quite difficult because they have a strong accent, do not know how to read some vocabulary correctly, and do not have a chance to improve pronunciation with a foreigner every

day. It is a big challenge for Chinese people as English non-native speakers to learn pronunciation. Furthermore, some of Chinese people think they can improve their pronunciation if they always talk with foreigners, at the same time Chinese people think the best way to improve their pronunciation is by talking to themselves in front of the mirror. For instance, some schools in China provide English native speakers as a teacher for their students. It will make Chinese students be able to improve their pronunciation and imitate how the teacher pronounces some English words. On other hand, some Chinese students prefer to improve English pronunciation by talking with themselves in front of the mirror.

In China many Chinese students want to learn pronunciation because they want to be able to speak English well with foreigners and prevent misleading meaning. Learning pronunciation will make them have confidence to talk with foreigners if their pronunciation is good. Meanwhile, many Chinese students try to imitate how an English native speaker to pronounces some English words.

By conducting this research, the researcher can find out the reason why Chinese students have difficulties pronouncing English words, prevent misleading meaning if they speak in English, and make them have more confidence to speak English with English native speakers in China. So, Chinese students will be able to speak English well with English native speakers in daily life.

Keterangan:

S: 10

A: 10

Name : Dewi Fortuna

NPM : 031117029

Title : Online Class Climate throughout Students' Self-Directed Learning in an ELT Program

CHAPTER I

INTRODUCTION

A. Background of the Study

In twenty-first-century, coronavirus outbreaks has deeply affected the entire world and the educational sector. Educational institutions are struggling to find options to deal with this challenging situation. Back in the days, institutions in Indonesia applied based on traditional methods of learning, that is face-to-face lectures in a classroom. Furthermore, online class is the alternative way to held learning activity. In twenty-first-century education, students require to increase the twenty-first century skills such as awareness of the global issue, problem-solving, and communicative skills. To fulfill 21st-century education, students should improve the skills through the learning process. Theses skills can be presented in online class climate by integrating with Self-directed learning. SDL is a suitable alternative to help the students to gain those skills.

The literature shows that the concept of SDL embodies many crucial factors connected to students responsibility and independence in learning. SDL can be considered as learning by oneself (auto-formation), as opposed to learning through the actions of others (hetero-formation) (Carre, 2011). Learning behavior in online class climate will be well formed if the things learned are something needed by students, and students believe that what they learn has a positive impact on their learning development and life.

In conclusion, the online class climate that integrated with Self-directed learning will help students in the learning process, especially in online learning because it is accessible, clear, and organize. In SDL, students should acquire the knowledge independently, and it needs an effective online class climate to help. The online class climate that integrated with self-directed learning will empower students to increase twenty-first-century skills such as the awareness of global issues, problem-solving, and communicative skills. Those skills should fulfill in twenty-first-century education.

Name : Rizky Regina DL

NPM : 031116029

Title : Students' Attitude and Response towards Literary Text

CHAPTER I

INTRODUCTION

A. Background of the Study

Nowadays, government focuses on improving education systems in Indonesia. Begin with developing our curriculum from KTSP to Kurtilas, now is called K13 or National Curriculum. Curriculum has been developed by government to be much better and before changing to student centered we know that it called teacher centered during learning process in the classroom. Teachers no longer the source of knowledge, but students can figure out the subject or the material by themselves to get knowledge. Teachers give an examples and direction what they have to do and guides them to keep on the track. Furthermore, Spoon feeding has been decreased during the learning process in the classroom. For example, teachers give a topic and let the students add more information from another resource.

Teachers have to increase students' interest in reading and try to develop their prior knowledge. As we know that Prior knowledge is the knowledge that the learners already have before and is gained through interaction with friends and surrounding, or from books. Hence, Attitudes affect a students' ability to succeed in reading, are parents and environment condition can alter their responses toward reading. It means that parents have a part in choosing printed materials or non-materials to build students prior knowledge that has a context in real life. So, they can imagine and related in their real life.

For an example, when we were child, our parents bought some of books about alphabet, colors, or short story with a lot of pictures. Then, they taught their children how to read and help them to get the main idea based on the text. As we know that reading is the process of identification, interpretation and perception of written or printed materials. The meaning of Comprehension is the ability to understand and get meaning from spoken or written language (National Institute for Literacy [NIFL],2001).

Then, reading comprehension is the process of constructing meaning based on the readers understanding. The process of comprehending involves decoding the writer's words and then using background knowledge to construct an approximate understanding of the writer's messages. It sometimes influenced their response and attitude after reading passage.

Many factors may alter students attitude in reading, includes self- concept, teacher and classroom environment, socioeconomic status and parental involvement. For example, self-concept that focuses in personality building when solving reading problem and also impacts learning outcomes in class. Attitude can be simply defined as an established way of thinking or feeling or behaving about something or someone. In multidimensional, attitude has three components which are emotional response, beliefs regarding and behavior related to the subject.

In this paper, the researcher convinced that using literary text will help to increase their ability in reading comprehension and also in vocabulary building, in this case the researcher is interested in using short story. Literary texts can also help the students to understand the target language’s culture as well as help them to understand their own culture better by comparing them.

Name : Jessica Sondang Mora Tua Nainggolan

NPM : 031117033

Title : Students' Strategies in Comprehending English Scientific Text

CHAPTER I

INTRODUCTION

A. Background of the Study

Reading is one of the skills that English learners must-have. As one of the primary language skills, Reading is significant for students to understand, such as extracting or understanding the meaning of a text. However, in many cases, students find it complicated to comprehend a Reading text for example equal with the research that Qrqez and Rashid (2017) did. It was found that EFL learners face difficulties in their reading comprehension where they encounter ambiguous words, unfamiliar vocabulary, and limited available time to cognitively process the text. In addition, Mukminatien as cited in Miftah (2015b, p. 9) points out that the difficulties are not merely caused by the teachers, but also from the students who do not have the right and do not choose strategies to meet their needs in Reading. In short, we can say that, the more students are able to apply strategies in understanding Reading, the more successful they become learners, because they know their goals and find ways to achieve them.

Based on Alharbi (2015) previous study about A Correlation Study: Reading Strategies, Learning Styles and Reading Comprehension, it was not conclusive as to which Reading strategy is useful for learners' reading comprehension than the other. However, the research showed that a variety of factors, such as learners' previous Reading experiences, Reading preference, or text-specific factors influence Reading comprehension. However, research shows that various factors, such as students'

previous reading experiences, reading preferences, or text-specific factors influence reading comprehension. Talking about a text, one type that categorized as an uncommon text is a scientific text. Mostly, students find familiar texts, for example, such as narrative, procedure, report, and so on. However, this type of text has different levels of difficulty also the use of some unfamiliar vocabularies in reading.

Therefore, based on the evidence above, the researcher finds a gap to be researched where the researcher will focus on finding strategies that students use in comprehending scientific texts. Because, if students have and use strategies, then this can certainly be an option for other students to use the technique so that the difficulties faced by students in reading are reduced. Besides, researchers believe that this reading strategy has an important role for students in shortening their time in reading and getting the information or knowledge needed.

Name : Ginna Sonya

NPM : 031117007

Title : Learning Materials for Students' Self-Directed Learning in an Online ELT Course Program

CHAPTER I

INTRODUCTION

A. Background of the Study

Times change affects the education sector, which in twenty-first-century learning focuses on preparing students' future. Learning in the twenty-first century has the purpose of making students responsible. APEC identified the development of twenty-first-century competencies, such as knowledge, skills, and attitudes, to make students competitive so that students can participate in diversity, use technology, and cope with workplace changes. In twenty-first-century education, students require to increase the twenty-first-century skills such as awareness of the global issue, problem-solving, and communicative skills. To fulfill 21st-century education, students should improve the skills through the learning process. In the learning process, there should be learning materials to support. In this twenty-first century, students should be able to use the suitable learning materials in their learning process.

Learning materials are learning tools that help the student in the learning process. Tomlinson (2012) states materials are tools to assist the learning process, for example, course books, videos, graded readers, flashcards, games, websites, mobile phone interaction, and printed materials. The learning materials can facilitate the learning process that can involve students in the learning process to empower students' skills, such as awareness of the global issue, problem-solving, and communicative skills. English Language Teaching course at ELESP (English Language Educational

Study Program) emphasizes in English Teaching Media uses e-learning provided by Pakuan University to support online learning. There are 16 learning units in English Teaching Media. The various types of learning materials should contain a clear and coherent structure. For example, a Pre-test in DCT (questionnaire form), which makes students aware of learning materials effect in daily life, uses a learning website and video to lead students to learn the content and assist students' understanding. This course will involve Self Directed Learning (SDL) because it needs to make students learn to be responsible for the learning process. The use of learning materials that integrated Self-directed learning in LMS will motivate students to learn independently. Since students are accountable for the learning process, students are free to explore any learning materials that the teacher has provided in LMS to acquire knowledge, such as downloading the learning materials, understanding the topic, and discussing the issue in a discussion forum with classmates. The learning materials that integrated Self-directed learning will help students in the learning process, especially in online learning because it is accessible, clear, and organize.

The integration of Self-directed learning (SDL) supports students to be responsible. In SDL, students should acquire the knowledge independently, and it needs learning materials to help. The learning materials for students' self-directed learning will empower students to increase twenty-first-century skills such as the awareness of global issues, problem-solving, and communicative skills. Those skills should fulfill in twenty-first-century education.

DOCUMENT ANALYSIS

Hedging Types	Hedging Markers Appeared		P#1	P#2	P#3	P#4	P#5	P#6	P#7	P#8	P#9	P#10	Sum
Shields	Modal Auxiliary	Will	0	4	2	1	3	0	4	2	1	1	18
		Can	2	3	2	5	2	1	1	1	3	2	22
		May	0	0	0	1	0	0	1	0	0	0	2
		Should	1	6	1	0	3	0	0	1	0	0	12
	Modal Adjective	Clear	0	2	0	0	1	1	1	0	0	0	5
		Certain	0	0	0	0	0	1	0	1	0	0	2
		Unlike	0	0	0	0	0	1	0	0	0	0	1
	Modal Adverb	Certainly	0	0	1	0	0	0	0	0	0	1	2
		Definitely	0	0	1	0	0	0	0	0	0	0	1
	Lexical Verb	Believe	0	0	0	0	1	0	0	0	0	1	2
		Assumed	0	0	0	0	0	1	0	0	0	0	1
		Indicates	0	0	1	0	0	0	0	0	0	0	1
	Introductory Verb	Think	3	0	0	0	0	0	0	1	0	0	4
Approximators	Quantity	Mostly	1	0	0	0	0	0	0	0	0	1	2
		More	1	0	0	1	0	0	0	0	0	1	3
		Many	5	0	2	1	1	4	1	2	2	1	19
		Most	0	0	0	0	0	2	0	0	0	0	2
		Lots	1	0	0	0	0	0	0	0	0	0	1
		Little	0	0	1	0	0	0	0	0	0	0	1
	Frequency	Always	1	0	0	0	0	0	0	0	0	0	1
		Sometimes	0	0	0	1	0	0	0	0	0	0	1
		Usually	0	0	0	0	0	1	0	0	0	0	1
		Barely	2	0	0	0	0	0	0	0	0	0	2

	Degree	Almost	0	0	1	0	0	0	0	0	1	0	2
		Quite	1	0	0	0	0	0	0	1	0	0	2
		Very	0	0	1	0	0	1	0	1	2	0	5
		Much	0	0	0	1	0	0	0	0	0	0	1
		More	0	0	0	0	0	0	0	0	0	1	1
		Really	0	0	1	0	0	1	0	0	0	0	2
		Most	1	0	0	0	0	0	0	0	0	0	1
		Highest	0	0	1	0	0	0	0	0	0	0	1
	Time	Recent	0	0	0	0	0	0	1	0	0	0	1
		During	0	0	2	2	0	2	0	0	0	0	6
		Before	0	0	0	2	0	0	0	0	0	0	2
		After	0	0	0	1	0	0	0	0	0	0	1
		Just	0	0	0	0	0	1	0	0	0	0	1
		Now	0	0	0	1	0	0	0	0	0	0	1
		Nowadays	0	0	1	1	0	0	0	0	0	0	2
		Already	0	0	0	1	0	0	0	0	0	0	1
Compound Hedges	-	-	-	-	-	-	-	-	-	-	-	-	0

THE RESULT OF DOCUMENT ANALYSIS

Types of Hedging	Hedging Markers Appeared in the Text		Sum	
Shields	Will	Modal Auxiliary	54	**75**
	Can			
	May			
	Should			
	Clear	Modal Adjective	8	
	Certain			
	Unlike			
	Certainly	Modal Adverb	3	
	Definitely			
	Believe	Lexical Verb	6	
	Assumed			
	Indicates			
	Think	Introductory Verb	4	
Approximators	Mostly	Quantity	28	**64**
	More			
	Many			
	Most			
	Lots			
	Little			
	Always	Frequency	5	
	Sometimes			
	Usually			
	Barely			
	Almost	Degree	15	
	Quite			
	Very			
	Much			
	More			
	Really			
	Most			
	Highest			
	Recent	Time	15	
	During			
	Before			
	After			

	Just			
	Now			
	Nowadays			
	Already			
Compound Hedges	-	-	0	**0**

Kuesioner Penelitian

A. Pengantar

Saya Devi Nurfajriani, Mahasiswi Program Studi Pendidikan Bahasa Inggris, Fakultas Kaguruan dan Ilmu Pendidikan, Universitas Pakuan sedang melakukan penelitian dengan judul ‘’Metadiscourse Analysis of Hedging Use in Background of Research Proposal’’. Untuk melengkapi data penelitian yang dibutuhkan, saya meminta kesediaan anda untuk mengisi sejumlah penyataan yang terdapat pada kuesioner berikut.Adapun informasi yang anda berikan akan dijaga kerahasiaannya dan digunakan hanya untuk kepentingan penelitian. Demikian dan terimakasih atas kesediaan anda dalam mengisi kuesioner ini.

B. Indikator

Mengidentifikasi penggunaan hedging dalam penulisan background of the study pada researchproposal.

C. Petunjuk Pengisian

Kuesioner ini terdiri dari lima pernyataan. Bacalah dengan seksama, dan jawablah sesuai denganpendapat dan pengalaman anda. Berikan tanda centang pada jawaban yang anda pilih!

Email *

1994yogidani@gmail.com

Nama Lengkap *

Yogi

NPM *

Analysis of students English learning motivation in pandemic era at the second grade students

Judul Penelitian *

Analysis of students english learning motivation in pandemic era at second grade smk bina ikhawanibogor vocational school

1. Saya mengemukakan suatu pendapat expert dengan menggunakan modal lexical verbs (argue, believe, suggest, speculate, indicate, seems dan sejenisnya) untuk menunjang statement saya. *

- [x] Ya
- [ ] Tidak

2. Saya sering menggunakan modal auxiliary verbs (can, could, might, will, would dan sejenisnya) pada penulisan backround of the study. *

- [ ] Ya
- [x] Tidak

3. Saya menggunakan probability adverbs, probability adjectives dan probability noun (possibly, probably, un/likely, probability, possibilty, assumption, suggestion dan sejenisnya) dalam penulisan background of the study. *

- [x] Ya
- [ ] Tidak

4. Saya menambahkan kata usually, often, quite, very, several, generally dan sejenisnya untuk menjelaskan keterangan jumlah, intensitas dan waktu pada suatu statement. *

- [x] Ya
- [ ] Tidak

5. Saya menggunakan compound hedges seperti ‘’it might be possible...’’ atau ‘’it seems more reasonable…’’ dan sejenisnya dalam penulisan background of the study. *

- [x] Ya
- [ ] Tidak

Konten ini tidak dibuat atau didukung oleh Google.

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QUESTIONNAIRE ANALYSIS

Nama Lengkap	NPM	Judul Penelitian	Q#1	Q#2	Q#3	Q#4	Q#5
Yunita Rizki Rahmawati	031114102	Chinese EFL Learning Strategies to Improve Their Pronunciation	Yes	Yes	No	Yes	No
Dewi Fortuna	031117029	Online Class Climate Throughout Students' Self-Directed Learning in an ELT Course Program	Yes	No	Yes	No	No
Rizky Regina DL	031116029	Students' Attitude and Response toward Literary Text	Yes	Yes	Yes	No	Yes
Ginna Sonya	031117007	Learning Materials for Students' Self-Directed Learning in an Online ELT Course Program	Yes	Yes	No	No	No
Aya Rogayah	031114103	Managers' Difficulties in Communicating in English with their Clients (A Study Conducted to the IT Company Kreatif Dinamika Intergrasi)	Yes	No	Yes	Yes	No
Jessica Sondang M.T.N.	031117033	Students' Strategies in Comprehending English Scientific Text	Yes	Yes	Yes	Yes	Yes
Ai Nurlailiah	031117041	The Use of Group Investigation Technique on Students' Reading Comprehension	Yes	Yes	No	Yes	No
Vinandia Rahmadani	031116081	The Use of Role Playing to Encourage Speaking Ability of Junior High School Students	Yes	Yes	Yes	Yes	Yes
Hana Sefty Safira	031116096	The Use of Aloud Reader App on Students' Pronunciation Ability	Yes	Yes	No	Yes	No
Yogi Dani Hirmawan	031115110	Analysis of Students English Learning Motivation in Pandemic Era at Second Grade SMK Bina Ikhawani Bogor Vocational School	Yes	No	Yes	Yes	Yes

Conclusion:

Answer	Q#1	Q#2	Q#3	Q#4	Q#5
Yes	10	7	6	7	4
No	-	3	4	3	6

INTERVIEW

Name: Dewi Fortuna

NPM: 031117029

Date: 24th June 2021

R: Researcher

P: Participant

R: "Before starting the interview, I'd like to introduce myself. My name is Devi Nurfajriani and we will conduct an interview consists of six questions related to the use of hedging in background of research proposal. Okay, what's your name?"

P: "Okay, thank you for the opportunity to interview me as the interview. I would like to introduce myself, my name is Dewi Fortuna and I'm from eight B."

R: "Okay…Dewi, are you familiar with hedging?"

P: "Well, I think I have heard about hedging before, but I'm not really familiar with it."

R: "Well, let me explain about it, hedging is one of interactional metadiscourse features used to convey the researchers‟ messages by politeness and indirectness. It also emphasizes the subjectivity of a statement by allowing it to be presented as an opinion by using hedging devices, such as shields (modal auxiliary verbs, modal lexical verbs, probability adverbs, adjective, and noun), or approximators refers to quantity, degree, frequency, and time or also compound hedges. Okay Dewi, now what is hedging based on your understanding?"

P: “Um…I think um… hedging as an important feature of academic writing in the concept of cautious language, which in here the hedging can help the researcher to get particular subject or strength of the claims of the researcher makes…by using…introductory verbs, certain lexical verbs, certain modal verbs, adverbs of frequency, modal verbs, modal adjectives, modal nouns and… that clause and also to clause plus adjective. I think hedging is important in academic writing, because…from the point above it help the researcher to strength the claims…of the paper.”

R: “Okay, have you ever used hedging on writing background of the study of your research proposal? Please mention some of them!”

P: “Uh…yes, I have use…hedging in my proposal in background of the study. For example, in…the point certain modal verbs, I use many…I use many words of “should”. For example, that „student should be fulfill the 21st century skill‟.”

R: “How often do you use it on writing background of the study?”

P: “I often use…the word „should‟ in my…background of the study. It is about…three words I think. I used three words of…the word „should‟ in my background of the study.”

R: “Alright, from the three types of hedging that I have mentioned before, which are shields, approximators, and compound hedges. Which type of hedging do you frequently use?”

P: “I often use…the…shields hedging, especially…number, point number three that is certain modal verbs which the word is “should”.”

R: “Do hedging markers help you on making statement in writing background of the study?”

P: “Yes, it helps me to…make my claim in background of the study, especially in…academic writing.”

R: “Well then, that’s the last question. Thank you for your time, Dewi.”

P: “It is my pleasure. I hope the…this interview can help your research.”

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SURAT KEPUTUSAN
DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS PAKUAN
Nomor : 198/SK/D/FKIP/VII/2021

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS PAKUAN.
DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Menimbang :

1. Bahwa demi kepentingan peningkatan akademis, perlu adanya bimbingan terhadap mahasiswa dalam menyusun skripsi sesuai dengan peraturan yang berlaku.
2. Bahwa perlu menetapkan pengangkatan pembimbing skripsi bagi mahasiswa Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan.
3. Skripsi merupakan syarat mutlak bagi mahasiswa untuk menempuh ujian Sarjana.
4. Ujian Sarjana harus terselenggara dengan baik.

Mengingat :

1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional.
2. Peraturan Pemerintah Nomor 32 Tahun 2013 Merupakan Perubahan dari Peraturan Pemerintah Nomor 19 Tahun 2005, tentang Standar Nasional Pendidikan.
3. Peraturan Pemerintah Nomor 17 Tahun 2010, tentang Pengelolaan dan Penyelenggaraan Pendidikan.
4. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi.
5. Keputusan Rektor Universitas Pakuan Nmor 35/KEP/REK/VIII/2020, tentang Pemberhentian Dekan Masa Bakti 2011-2015 dan Pengangkatan Dekan Masa Bakti 2020-2025 di Lingkungan Universitas Pakuan.

Memperhatikan : Laporan dan permintaan Ketua Program Studi Pendidikan Bahasa Inggris dalam rapat staf pimpinan Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan.

MEMUTUSKAN

Menetapkan :

Pertama : Mengangkat Saudara
1. Dr. Yanti Suryanti, M.Pd.
2. Asih Wahyuni, M.Pd.

Sebagai pembimbing dari:

Nama	:	Devi Nurfajriani
NPM	:	031114057
Program Studi	:	PENDIDIKAN BAHASA INGGRIS
Judul Skripsi	:	METADISCOURSE ANALYSIS OF HEDGING USE IN BACKGROUND OF RESEARCH PROPOSAL

Kedua : Kepada yang bersangkutan diberlakukan hak dan tanggung jawab serta kewajiban sesuai dengan ketentuan yang berlaku di Universitas Pakuan.

Ketiga : Keputusan ini berlaku sejak tanggal ditetapkan selama 1 (satu) tahun, dan apabila di kemudian hari ternyata terdapat kekeliruan dalam keputusan ini akan diadakan perbaikan seperlunya.

Ditetapkan di Bogor
Pada tanggal 24 Juli 2021
Dekan,

Dr. Entis Sutisna, M.Pd.
NIK : 1. 1101 033 404

Tembusan :
1. Rektor Universitas Pakuan
2. Wakil Rektor I, II, dan III Universitas Pakuan

FORMAT PERBAIKAN SKRIPSI

PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

UNIVERSITAS PAKUAN

Nama : Devi Nurfajriani

NPM : 031114057

Judul Skripsi : METADISCOURSE ANALYSIS OF HEDGING USE IN BACKGROUND OF RESEARCH PROPOSAL

CATATAN PERBAIKAN
1. Tipe sentence apa yang digunakan pada paragraph satu dibagian conclusion? 2. Apa arti compound? Note: Saran dan perbaikan diberikan melalui pertanyaan-pertanyaan yang diajukan oleh dosen penguji. Perbaikan telah dilakukan berdasarkan pertanyaan yang telah dijawab pada saat sidang dan diarahkan kembali oleh dosen penguji.

Ketua/Sekretaris Prodi,	Telah dikonsultasikan kepada penguji pada tanggal 24 - 07 - 2024	Bogor, 24 - 07 - 2024 Penguji,
Dr. Istiqlaliah Nurul H., M.Pd. 1.0212008570	Dr. Istiqlaliah Nurul H., M.Pd. 1.0212008570	Dr. Istiqlaliah Nurul H., M.Pd 1.0212008570

FORMAT PERBAIKAN SKRIPSI

PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

UNIVERSITAS PAKUAN

Nama : Devi Nurfajriani

NPM : 031114057

Judul Skripsi : METADISCOURSE ANALYSIS OF HEDGING USE IN BACKGROUND OF RESEARCH PROPOSAL

CATATAN PERBAIKAN

1. Jelaskan secara singkat tentang pengambilan data pada penelitian anda
2. Kenapa tipe compound hedging tidak ditemukan?
3. Complete the revision based on what was suggested by the reviewer

Note: Saran dan perbaikan diberikan melalui pertanyaan-pertanyaan yang diajukan oleh dosen penguji. Perbaikan telah dilakukan berdasarkan pertanyaan yang telah dijawab pada saat sidang dan diarahkan kembali oleh dosen penguji.

Ketua/Sekretaris Prodi,	Telah dikonsultasikan kepada penguji pada tanggal : 25 - 07 - 2024	Bogor, 25 - 07 - 2024 Penguji,
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FORMAT PERBAIKAN SKRIPSI

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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

UNIVERSITAS PAKUAN

Nama : Devi Nurfajriani

NPM : 031114057

Judul Skripsi : METADISCOURSE ANALYSIS OF HEDGING USE IN BACKGROUND OF RESEARCH PROPOSAL

CATATAN PERBAIKAN

1. "not only about amount" apa yang mendasari anda untuk memberikan sugesti tersebut?
2. Apa impact yang skripsi anda berikan?

Note: Saran dan perbaikan diberikan melalui pertanyaan-pertanyaan yang diajukan oleh dosen penguji. Perbaikan telah dilakukan berdasarkan pertanyaan yang telah dijawab pada saat sidang dan diarahkan kembali oleh dosen penguji.

Ketua/Sekretaris Prodi,	Telah dikonsultasikan kepada penguji pada tanggal 31-7-2024	Bogor, 31-7-2024 Penguji,
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Nomor : 3389/WADEK I/FKIP/VII/2024 23 Juni 2021
Perihal : Izin Penelitian

Yth. Dekan Fakultas Keguruan dan Ilmu Pendidikan
Universitas Pakuan
Tempat

Dalam rangka penyusunan skripsi, bersama ini kami hadapkan mahasiswa :

Nama	: DEVI NURFAJRIANI
NPM	: 031114057
Program Studi	: PENDIDIKAN BAHASA INGGRIS
Semester	: Akhir

Untuk mengadakan penelitian di instansi yang Bapak/Ibu pimpin. Adapun kegiatan penelitian yang akan dilakukan pada tanggal 18 Juni s.d. Selesai mengenai: METADISCOURSE ANALYSIS OF HEDGING USE IN BACKGROUND OF RESEARCH PROPOSAL

Kami mohon bantuan Bapak/Ibu memberikan izin penelitian kepada mahasiswa yang bersangkutan.

Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n Dekan
Wakil Dekan
Bidang Akademik dan kemahasiswaan

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