

**THE USE OF HEDGING DEVICES IN STUDENTS' ORAL
PRESENTATIONS**



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ABSTRAK

Siti Navila. 2014. *The Use of Hedging Devices in Students' Oral Presentation*. Jakarta. Jurusan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta.

Hedging sebagai jenis kompetensi pragmatis merupakan satu bagian penting untuk mencapai tujuan dalam komunikasi, khususnya dalam wacana akademik dimana proses berbagi pengetahuan terjadi. Wacana akademik menuntut kelayakan dan kesederhanaan seorang penulis maupun pembicara dalam menyatakan argumen, diantaranya dengan memperhatikan kesopanan, berhati-hati dan tentatif, dan membedakan opini pribadi dan fakta yang mana aspek tersebut dapat dicapai melalui *hedging*. Penelitian ini dilakukan untuk menemukan *hedging devices* yang digunakan oleh mahasiswa juga untuk menganalisa bagaimana mahasiswa menggunakan *hedging devices* pada presentasi lisan. 23 presentasi lisan dari mahasiswa 11 Dik B pada ujian akhir mata kuliah Academic Presentation direkam dan diteliti secara bentuk dan fungsinya berdasarkan klasifikasi *hedging* oleh Meyer (1994). Penelitian menunjukkan bahwa *hedging devices* yang paling sering digunakan oleh mahasiswa adalah kategori *shields* yang mencapai sekitar 63.18% dari semua kategori *hedging devices* yang diteliti dan mahasiswa umumnya menggunakannya ketika mereka memberikan *suggestion* (saran), menyatakan suatu klaim, memberikan opini untuk memberikan jawaban yang memungkinkan namun tetap valid, dan ketika menawarkan solusi. Peneliti menyarankan *hedging* dapat diperkenalkan dalam pembelajaran karena konflik potensial yang biasa muncul ketika menyampaikan gagasan dalam konteks akademik seperti ketidaksetujuan, kritik, dan penilaian pribadi dapat dikurangi dengan penggunaan *hedging*. Hal ini juga bermanfaat bagi siswa dalam meraih kompetensi akademik dengan kemampuan menyampaikan gagasan secara tepat dan dapat lebih diterima dalam wacana akademik.

Keywords: Hedging, hedging devices, lexical hedges, Meyer classification, academic discourse.

ABSTRACT

Siti Navila. 2014. *The Use of Hedging Devices in Students' Oral Presentation.* Jakarta. English Department, Faculty of Language and Art, State University of Jakarta.

Hedging as a kind of pragmatic competence is an essential part in achieving the goal in communication, especially in academic discourse where the process of sharing knowledge among academic community takes place. Academic discourse demands an appropriateness and modesty of an author or speaker in stating arguments, to name but few, by considering the politeness, being cautious and tentative, and differentiating personal opinions and facts in which these aspects can be achieved through hedging. This study was conducted to find the hedging devices used by students as well as to analyze how they use the them in their oral presentation. 23 oral presentations from 11 Dik B students on their Academic Presentation course final test were recorded and explored formally and functionally according to hedging classification proposed by Meyer (1994). It was found that the most frequent hedging devices used by students were shields with approximately 63.18% of all hedging devices that students commonly used when they showed suggestion, stated claims, showed opinion to provide possible but still valid answer, and offered the appropriate solution. The researcher suggests that hedging can be familiarized in learning since potential conflicts that is likely to occur while delivering ideas in academic context such as disagreement, criticism, and personal judgment can be reduced with the use of hedging. It will also benefits students in achieving the academic competence with an ability to demonstrate their ideas appropriately and more acceptable in academic discourse.

Keywords: Hedging, hedging devices, lexical hedges, Meyer classification, academic discourse.

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In the name of Allah, the most gracious, the most merciful...

All praises and thanks to Allah, the King of the Kings, the Lord of the world, the Master of the day after, the Creator of everything in this universe. The One gives me this precious life, health, and grace so that I could have a taste of learning a small part of His greatest knowledge, until I pass my long journey in English Department, State University of Jakarta, and finish this thesis.

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