HEDGING ON CLASSROOM PRESENTATION OF ENGLISH DEPARTMENT 19A

STKIP PGRI JOMBANG: A PRAGMATICS STUDY

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ABSTRACT

The research analyzes the Hedging on Classroom presentation of English Department 19A STKIP PGRI JOMBANG in a Pragmatic Study. The Objectives of this research that conducted by the writer are : 1. Discovering the types of hedging that often occur during the presentation in the classroom, 2. To explain the use of hedging that was used during the presentation in the cassroom that was state by the speaker. This research applies qualitative design as the research design. The data of this research are collected from the utterence that found on the documentation videos of students in English Department of STKIP PGRI Jombang`s presentation. The source of this data were obtained from videos that has been recorded by the lecturer in English Department class. To validated the data, the researcher used data triangulation techniques. The types of Hedging used by the students during the presentation are adaptor, rounders, plausibility shields, attribution shields. There are found out that rounders appears 19 times among the 38 data that has been collected. Rounders are used by the student of English Department 19A STKIP PGRI Jombang to delete/decrease some precise information in order to avoid misunderstanding if someday their statements are categorized as false. The most often function used by the presenters during the presentation in the classroom is the second function which is used when the speaker wants to describe information when the precise information is missing.

Keyword : *Hedging, Classroom Presentation, English*

ABSTRAK

Penelitian ini menganalisis Hedging pada Presentasi Kelas Jurusan Bahasa Inggris 19A STKIP PGRI JOMBANG dalam Studi Pragmatik. Tujuan dari penelitian yang penulis lakukan adalah : 1. Mengetahui jenis-jenis hedging yang sering terjadi pada saat presentasi di kelas, 2. Menjelaskan penggunaan hedging yang digunakan saat presentasi di ruang kas yang dinyatakan oleh pembicara. Penelitian ini menggunakan desain kualitatif sebagai desain penelitian. Data penelitian ini dikumpulkan dari ujaran yang ditemukan pada video dokumentasi presentasi mahasiswa Jurusan Bahasa Inggris STKIP PGRI Jombang. Sumber data ini diperoleh dari video yang telah direkam oleh dosen di kelas Jurusan Bahasa Inggris. Untuk validasi data, peneliti menggunakan teknik triangulasi data. Jenis Hedging yang digunakan mahasiswa selama presentasi adalah adaptor, rounder, plausibility shield, attribution shield. Ditemukan bahwa rounders muncul 19 kali dari 38 data yang terkumpul. Rounders digunakan oleh mahasiswa Jurusan Bahasa Inggris 19A STKIP PGRI Jombang untuk menghapus/mengurangi beberapa informasi yang tepat agar tidak terjadi kesalahpahaman jika suatu saat pernyataan mereka dikategorikan salah. Fungsi yang paling sering digunakan oleh penyaji saat presentasi di kelas adalah fungsi kedua yang digunakan ketika pembicara ingin menjelaskan informasi ketika informasi yang tepat hilang.

Kata kunci: Lindung nilai, Presentasi kelas, English

INTRODUCTION

Humans need to communicate by uttering their feelings and expressing them either through speech forms or writing forms. So, the conversation will become easier to understand when they both understand the context of the conversation. Yule (2017: 362) stated that "Pragmatics is the study of "invisible" meaning, or how we recognize what is meant even when it is not actually said or written." Communication is not only about understanding the meaning of the conversation word-by-word but also the whole context that is discussed in the conversation.

The researcher is conducted this research to investigate the use of hedging that occurs during classroom presentations, and use English Student Department in STKIP PGRI Jombang as their subject. There are several reasons that make the researcher choose this field. The last reason is, the researcher wants to use students in English Department in STKIP PGRI Jombang because, as English students, they are required to use English when they present the material. Since hedging is the study when the speakers want to smoothen their statement, the researcher want to know about the type of hedges that are commonly used in their performance and how they use hedging in their statements. During the pandemic caused by the increasingly widespread COVID-19 virus, classes that are usually held face-to-face must be replaced with online classes to prevent the virus from further spreading. All learning processes are carried out online, either using virtual room applications such Zoom Meeting, Google Meets, Discord, Gdrive, Slack, etc. or using Chat Applications that provide to make a group chat to discussions such as WhatsApp, Line, Telegram, Google Classroom, etc.

The first study that was conducted by Bui Thi Kim Hang (2017) who conducted research about the teachers' perceptions and the function of the hedges in developing EFL learners' pragmatics competence. The second study conducted by Arina Yuliarti (2016) who conducted a research about hedges in classroom speeches by english students in graduate program, this study is focused on hedging that made by the students in their class performance. The third study is conducted by David Togi Hutachan (2020), in this study the researcher supposed to investigate the cooperative principle violation that occurs between teachers and the students interaction. The fourth study conducted by Maya Rizki Amalyasari and Ima Widiyanah (2019) that focused on the flouting and hedging that was carried out by the students interactions in IKIP Budi Utomi Malang according to multicultural phenomenon. The fifth study conducted by Betti M.J and Yassen K.S (2020) aimed to measure the Iraqi EFL learners in using conversational maxim, the researcher observe and assess the mastery of conversational maxim at Iraqi EFL learners and identify the maxim that frequently flouted. The sixth study was conducted by Mita Alfira Rosalita (2017), in this study the researcher aimed to analyze the hedging utterance that occurs on English Teacher's talk during clasroom discourse. The last study was conducted by Alfin Yusro (2019) that aimed to analyze the interaction in the EFL classroom to find out about how they use cooperative principles.

Based on the background of the study, the research question in this research is: 1). What types of hedging that often happens during classroom presentations?. 2) How hedging is used during the presentation in the classroom by the speaker?. For the objective of the study related to the problem above as follow: 1) Discovering the types of hedging that often occur during the presentation in the classroom. 2)To explain the use of hedging that was used during the presentation in the classroom that was stated by the speaker. The researcher hopes this research

can be taken the value in theoretically and practically. For theoretically, the finding of this research is to know the variety of hedges that probably appeared during the presentation. And this research can be a source for students who are studying this topic and get new insight. Practically, the writer expected that everyone would know that hedging can also happen in such a classroom, like a presentation. The writer also hopes that after knowing the usage of hedging in the classroom, both; teachers and students will apply that in the right context and the awareness of the hedging usage will be increasing especially in English conversation or interaction

METHOD

This research applies qualitative design as the research design. Qualitative research is designed to acquire any information to establish the situation of a phenomenon and then describe the study objectively. Qualitative research is distinguished into several types; such as case study, content or document analysis, ethnography research, grounded theory, historical research, narrative inquiry and phenomenological studies (Ary et al: 2010: p. 29). Since the researcher are focusing on the hedges in the classroom presentation of English department of STKIP PGRI Jombang and it only uses the video record of the presentation that has been recorded by the lecture, the researcher applied document or content analysis as the research approach.

The instrument that will be used in this study is the researcher as a instrument. Qualitative research is supposed to study human experiences and situations, the researchers need an instrument that is adjustable to capture the involution in human experience, an instrument that can be adapting and reacting to the environment. Ary et al. (2010: p. 424) stated that only a human as an instrument is capable to do this kind of task. The role of the researchers itself is divided into three; as a complete participant, participant observer or complete observer. In this research, the researcher takes part as a complete observer since in this study is focusing on analyzing the hedging that happened during the classroom presentation of English Department at STKIP PGRI Jombang.

In this study, researchers used several stages to collect data. The stages are as follows: First, The researcher collected the data of this research which comes in a form of video records of the presentation that has been collected by the lecture. Second, The researcher examined the videos that have been collected carefully and holistically before doing the next process; transcription. Third, The researcher made the transcription of the record to help the researcher when analyzing the data and recognizing the data. Fourth, The researcher marked the utterance of the students during presentation that contain the types of the hedging. In this step are supposed to help the the resarcher collecting the data to solve the first statement of the problems in the previous chapter. Fifth, The researcher marked the use of the hedging in the presentation and matching them based on the context during the presentation. In this step are supposed to help the the resarcher collecting the data to solve the second statements of the problems in the previous chapter. And The Last, The researcher takes a look to all data to confirm whether the data already suitable with the theory that obtained in this research before doing the analysis.

FINDING

1. **The Types of Hedging Used By The Students During Presentation**

The researcher presented the result of the data analysis that has ben found in order to answering the statement of the research question in the first chapter. They are the types of hedging that often

happens during the presentation and the used of hedging that was stated by the speaker during the presentation in the classrom. In this research, the researchers collected four videos of presentation that has been recorded by the lecturer of English Department in STKIP PGRI Jombang. There are 38 data that has been found in this research during the analysis that are shown in the table 4.1.

Table 4.1 Occurence of types that often happen during presentation.

No	Types of Hedging	Occurrences in the video				Total
		1	**2**	**3**	**4**	
	Approximators					
1	Adaptor	8	4	1	2	**15**
	Rounders	6	7	0	6	**19**
	Shields					
2	Plausibility Shields	0	0	0	2	**2**
	Attribution Shield	2	0	0	0	**2**
	TOTAL	**16**	**11**	**1**	**10**	**38**

Each is presented as follows:

a. Adaptor

The first types of hedging that appears is adaptors. The students of English Department of 19A used this hedging while presenting the material of Phonology course. Most of the students are using this types to decrease the truth of their statement. Some of the data included in the adaptor are as follows:

Student : "What is the Phonetic Symbol? **So far** we have considered the IPA

(International Phonetic Alphabet) as an alternative writing system, which allows us

to express a larger range of sounds than the English spelling system"

(P1/S1/00:20)

Based on the context of presentation, the students are using "So far" as the way they hedge their utterance. The word "So far" are considered as adaptor. Because based on the context, the student want to said that IPA (International Phonetic System) as the most alternative to used in wrting system, the speakers used the word "so far" because they didn't sure if IPA will continue to be used as the alternative writing system in the future or there will be another alternative

Student: "We have **so far** two palatal sounds. First is the approximants and the second

is voiceless palatal stop"

(P1/S4/06:31)

Based on the context in the presentation, the students use the word "so far" as their way to hedge their statements. In this part the students are explain about the types of palatal sound which is divided into two types; approximants and voiceless palatal stop. In hedging, the Adaptor are used to bring the degree of their statements.

b. Rounders

Rounders is the second types of hedging. In this type rounders has the function to explain about the unsureness feelings in their statements. In this type sometimes rounders indicate the range of a statements. Some of the data included in the Rounders are as follows:

Student: "What is the consonant?" Based on Oxford Advanced Learner's Dictionary,

Consonant is a speech sound produced by completely or **partly** stopping the air being

breathed out through the mouth"

(P1/S2/01:23)

Based on the context during the presentation, the student here are using rounders as their way to hedges their statements. In thi part, the presenter are trying to explain about the consonant that is a speech sounds which produced by completely or partly stopping the air through the mouth.

Student: "Sound in which the airflow is expelled **partly** through the nose and partly

through the mouth is classified as nasalization"

(P2/S4/12:55)

In this part they use rounders as their way to hedge their utterance. In this type of hedging, it has the function to describe their statements to avoid any vague situation. In this part the speaker uses the word "partly". in order to add an information and avoiding the vagueness in the statement, the speakers use the word "partly" to explain about the sound which categorize as nasalization is a sound in which the airflow is partly expelled through the nose but not all the sound expelled through the nose, it can be expelled through anywhere.

c. Plausibility Shields

Plausibility shield is the third types of hedging. In this types of hedging has the function to show about the level of doubtnes in their statements that they say themselves. Usually this type of hedging are used to deliver some opinion, so if their statement one day are categorize as false informatio, they wont be judged because they just deliver the opinion based on their own knowledge. Some of the data included in the Plausibility shield are as follows:

Student: "So, you'd be willing to confirm that?" "Well…**I suppose so**"

(P4/S4/08:42)

Based on the context in the presentation, this part they use plausibility as their way to hedge their utterance. In this type of hedging, the speaker uses this type to show about the level of doubt in the statements they say themselves.

Student: "You didn't see him on Monday?" "**I don't quite** remember"

(P4/S4/08:48)

Based on the context during the presentation, in this part they use plausibility as their way to hedge their utterance. In this type of hedging, the speaker uses this type to show about the level of doubt in the statements they say themselves. In this part, the speaker uses the word "I don't quite" to show that he doesn't remember that he met anyone on Monday.

d. Attribution Shields

This is the last type of hedgin. In this type has the function to shows that every statements that it shows is not from theiselve. It from someone elses who is the expert on its fields. In this type are used some references abput he statment. Some of the data included in the Attribution Shields are as follows:

Student: "What is the consonant? **Based on** Oxford Advanced Learner's Dictionary,

Consonant is a speech sound produced by completely or partly stopping the air being

breathed out through the mouth "

(P1/S2/01:25)

Based on the context during the presentation, this part the speakers are used attribution shields as their hedges. In order to explain about what is consonant, the speakers used atribution shield to give the audience an information that the speaker is not throwing a

statement that spoken by themselve. The statement that their said is a statement from a dictionary.

> Student: **"**Meanwhile, **based on the** Cambridge University Press, consonant is a speech sounds which is pronounced by stopping the air from flowing easily through the mouth, especially by closing the lips or touching the teets with the tongue."

(P1/S2/01:32)

Based on the context during the presentation, this part the speakers are used attribution shields as their hedges. In order to explain about what is consonant, the speakers used atribution shield to give the audience an information that the speaker is not throwing a statement that spoken by themselve. The statement that their said is a statement from a university press.

2. **The Function of Hedging used by the Students During Presentation.**

During the presentation the students used hedges to give a description about the unsureness in their statements and to compare the uncertainty level of their statements. Another function used by the students are supposed to shows the level of doubt in the statements that they say themself that ususaly using first speaker point of view (Prince et.al cited in Bruce Frasser: 2010).

The finding in the fourth functin will be deliver bellow:

a. To brings the degree of the uncertainity level.
   The first function is when the speaker use hedging in their statement with the purpose to brings the degree of uncertainity level in their statements. In the first example, the presenter used this function while explaining about the active of english sounds.

> Student: "**In most English sounds in general**, the active articulator is part of the tongue."

(P1/S3/03:33)

The presenter are using this statement to brings the level of the uncertainity in their statements. In this time the speakers re throwing a comparable statemet based on they knowledge.

b. To describe information when the precise information is missing.
   The second function is when the speaker use hedging in their statement with the purpose to describe information when the precise information is missing. In the first example, the presenter used this function while explaining about stops or plosive which categorize as the consonant sounds and how it pronounced.

Student: "**In the other hand**, these are pronounced like stopping the air completely

and then letting it go again"

In this part they are using hedges in their statements. The usage of heges in the statements are to explain the missing precise information. In order to describe their statements to avoid any vague situation. in this part, the speakers use the word "in other hand" to explain about the way pronunciation are pronounce by stopping the air completely and then letting the air go again.

c. To shows about the level of doubt in the statements they say themselves.
    The third function is when the speaker use hedging in their statement with the purpose to shows about the level of doubt in the statements they say themselves. In the first example, the presenter used this function while explaining about the fall-rise intonation that usually used to show hesitation or reluctant situation.

Student: "So, you'd be willing to confirm that?" "Well…**I suppose so**"

The presenter is using hedges in their statements. In this part the speaker uses hedging to show about the level of doubt in the statements they say themselves. In this part, the speaker uses the word "I supposed so" to express uncertain feelings to confirm something.

d. To show that every statement that the speaker said is not their own statement
    The second function is when the speaker use hedging in their statement with the purpose to show that every statement that the speaker said is not their own statement. In the first example, the presenter used this function while explaining about the definition of consonant based on the expert opinion.

Student: "What is the consonant? **Based on** Oxford Advanced Learner's

Dictionary, Consonant is a speech sound produced by completely or partly stopping

the air being breathed out through the mouth "

The presenter are using hedges in this statement. In this staetement, the presenter want to give the audience an information about the definition of a consonant. But the speaker is giving notice to the audience if not throwing a statement that spoken by themselve.

DISCUSSION

1. **The Types of Hedging Used By The Students During Presentation**
   Based on the findings above it's shown that during the presentation made by the students of English Department 19A of STKIP PGRI Jombang are common in using hedging during the presentation. Among four types that proposed by Lakoff (1972. Cited in Bruce Frasser 2010) which is Adaptor, Rounder, Plausibility Shield and Attribution Shields, all of them are appears in the data that has been collected by the researcher.

   The most often types that appears is rounders. Rounders is a type of hedging that used to describe about the precise information that was missing in the context. In this types the student of English Department 19A of STKIP PGRI Jombang using rounders to delete/decrease some precise information in order to avoiding misunderstanding if someday their statements are categorize as false.

   Among the four videos documentation of students presentation in Phonology course, the rounders has the most appearance in the documentation. From the total four videos, rounders was appears 19 times which distribute 6 times in the first video, 7 times in the second video, none in the third video and 6 times in the last video.

2. **The Function of Hedging used by the Students During Presentation**
   Based on the findings above, it shown that during the presentation in Phonology course that made by the student of English Department 19A at STKIP PGRI Jombang are using the hedges based on its function. Most of the students during the presentation are using the function of hedging very well. There are found that hedges it has 4 function based on Lakoff (1972. Cited in Bruce Frasser:2010) The first function is used when the speaker are want To brings the degree if the uncertainity level. The second is when the speaker want to describe information when the precise information is missing. The third function is when the speaker want to shows about the level of doubt in the statements they say themselves. And the last function are used when the speaker want To show that every statement that the speaker said is not their own statement.

   The most oftten function that used by the presenters during the presentation in classroom mae by the students of English Department 19A STKIP PGRI Jombang is the second function which used when the speaker want to describe information when the precise information is missing. Among the four videos documentation of students presentation in Phonology course, second function has the most appearance in the documentation. From the total four videos, the second function was appears 19 times which distribute 6 times in the first video, 7 times in the second video, none in the third video and 6 times in the last video.

CONCLUSION AND SUGGESTION

Based on the findings and discussion in the previous chapter some conclusion are deliver as follow:

The first statements of the problem in this researh is the types of hedging that often during the classroom presentation. Its found out that the most types that often happens during the classroom

presentation is rounders. There are found out that rounders appears 19 times among the 38 data that has been collected. Rounders are used by the student of English Department 19A STKIP PGRI Jombang to delete/decrease some precise information in order to avoiding misunderstanding if someday their statements are categorize as false. So the speakers are use this type to avoiding precise information, the speakers of this types are usually aware of the truth in their statement but they avoid it with add phrases to make it more smooth.

The second statements of the problem in this researh is the how hedging is used during the presentation based on the function and the context. The most oftten function that used by the presenters during the presentation in classroom mae by the students of English Department 19A STKIP PGRI Jombang is the second function which used when the speaker want to describe information when the precise information is missing. Among the four videos documentation of students presentation in Phonology course, second function has the most appearance in the documentation.

The researcher would like to provide some suggestions as an important consideration for students and future researchers. The first, The researcher hopes to learn and made a research about this field. Moreover, the students can use this research as the references to help them increase the knowledge in hedging. Second, The other researcher can analyze the hedging phenomena that need the speakers opinion to develop the result of this research. Third, the researcher hopes the readers can be more aware of the usage of heging and can use it well depends on the situation.

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