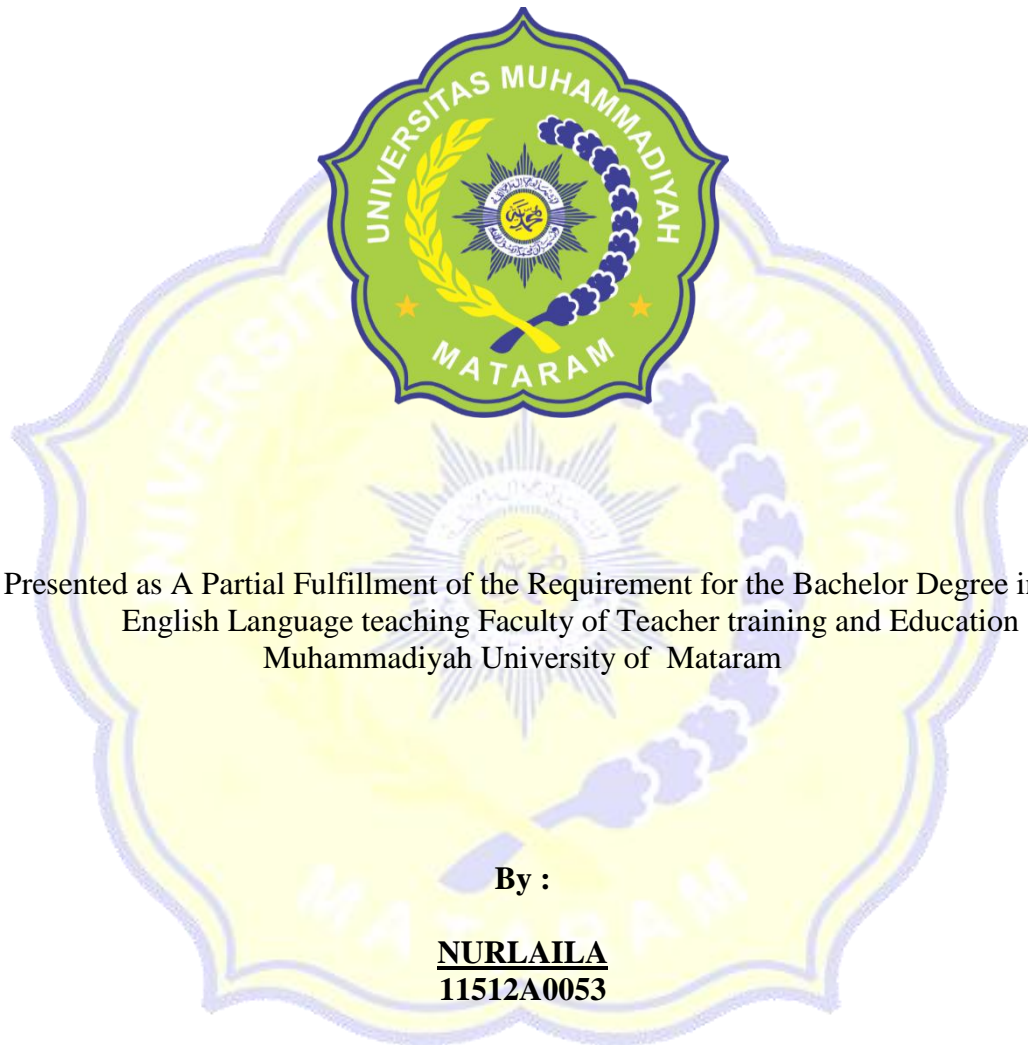**THESIS**

AN ANALYSIS OF HEDGES FOUND IN DAUNTLESS FACTION IN DIVERGENT MOVIE OF YEAR 2021/2022

Presented as A Partial Fulfillment of the Requirement for the Bachelor Degree in English Language teaching Faculty of Teacher training and Education Muhammadiyah University of Mataram

By :

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ENGLISH LANGUANGE EDUCATION PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF MATARAM
2022

APPROVAL SHÈET

AN ANALYSIS OF HEDGES FOUND IN DAUNTLESS FACTION IN DIVERGENT MOVIE OF YEAR 2021/2022

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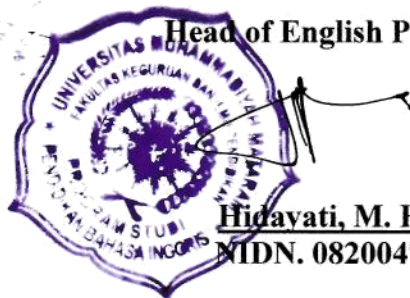**NIDN. 0808078301**

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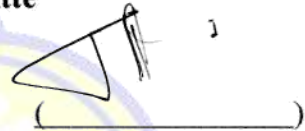A Thesis   : NURLAILA

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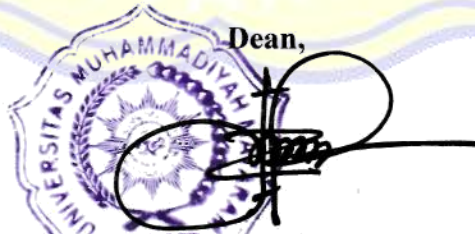
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DECLARATION

The undersigned, the author as a student of the Department of English, Faculty of Teacher Training and Education, Muhammadiyah University of Mataram, states that:

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The author declares that the thesis entitled **"AN ANALYSIS OF HEDGES FOUND IN DAUNTLESS FACTION IN DIVERGENT MOVIE OF YEAR 2021/2022"** which is presented as a fulfillment of the requirements for obtaining a bachelor's degree is my work. Unless otherwise stated, and this thesis has never been submitted to an institution or university another of a higher degree.

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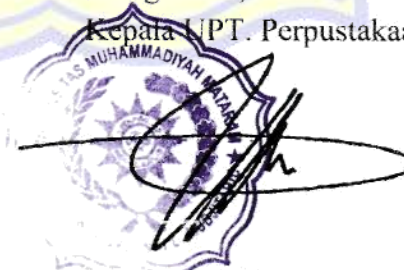
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MOTTO

"Work Hard In Silance. Success Be Your Noise".
(Frank Oncean)
"The Best View Comes After The Hardest Climb".

"To Get A Success, Your Courage Must Be Greater Than Your Fear".

"Keep Your Eyes On The Stars And Your Feet On The Ground"

"Study Now Be Pround Later"

Where Focus Goes Energy Flows"

DEDICATION

This Thesis I Dedicated For :

1. *My Almighty God, Allah SWT for all of His Blessing.*

2. *My Beloved Parents (My Father M.Yaman, and My Mother Sukarty Paty), thanks for support, thanks for everything you give to me. You are never stop praying and working hard for me.*

3. *My Beloved brother and sister (Sri, Sakban, Zairin, Kusnadi, Erna, and Anita) because of them I always study harder and they always give me motivation.*

4. *My Best friends (Mutmainah, Ety Muliaty, Yusrianty, Nurwahyu, Sumiati, Anton, Maul Aenun, and My beloved Ahmad Rifai Albukhoiri) Thanks for of all, who never stop to give me a spirit.*

5. *for all of my lecturers who never stop to teach me at Muhammadiyah University of Mataram.*

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Alhamdulillah, all praises are due to the Almighty Allah SWT, who has blessing and given there searcher the chance, heal than strength in writing and finishing this study. Peace and salutation be upon to the beloved prophet Muhammad SAW, his companions and his faithful followers who strive insya Allah's religion Islam and bring us from the darkness into the easiness.

The researcher could not complete this thesis without support, cooperation, help, and encouragement from many people. Therefore, the researcher would like to extend the appreciation to all of them, especially to:

1. Dr. H. Arsyad Abd Gani, M. Pd as the Rector of Muhammadiyah University of Mataram

2. Dr. Muhammad Nizaar, M. Pd.Si., as the Dean of the Faculty of Teacher Training and Education.

3. Mrs. Hidayati, M. Hum, as the Head of English Education Department and the first thesis advisor, patiently guided and helped me finish this work. There is no single word that researcher can say, except thank you very much for excellent advice and suggestion

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5. All lecturers in the English Education Department for valuable knowledge and
   guidance during the years of my study.

<div align="right">

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ABSTRACT

Nurlaila 2015. An Analysis of Hedges Found in Dauntless Faction in Divergent Movie Of Year 2021/2022

ABSTRACT

The hedge is an expression speakers use when they are not sure to observe cooperative principles (Yule, 1996). The result research the get for types of hedges: Hedges of the Quantity maxim, hedges of the Quantity maxim, Hedges of the Manner maxim, Hedges of the Relation maxim. This Research there are about 1888 utterances that occur in the dialogue of the Divergent movie. However, the researcher has reduced some utterances and focused only on utterances performed by Dauntless Faction to observe the Hedges. In this movie, it is found 29 utterances to observe the hedging maxim, where 13 data belong to maxim hedging of quality, 7 data hedging maxim of quantity, 6 data hedging maxim of relation and 3 data belong to hedging maxim of manner.

Key Words: Conversation, Cooperative Principle

ABSTRAK

Nurlaila 2015. Analisis Hedges yang Ditemukan pada Fraksi Dauntless di Divergent Movie Of Year 2021/2022
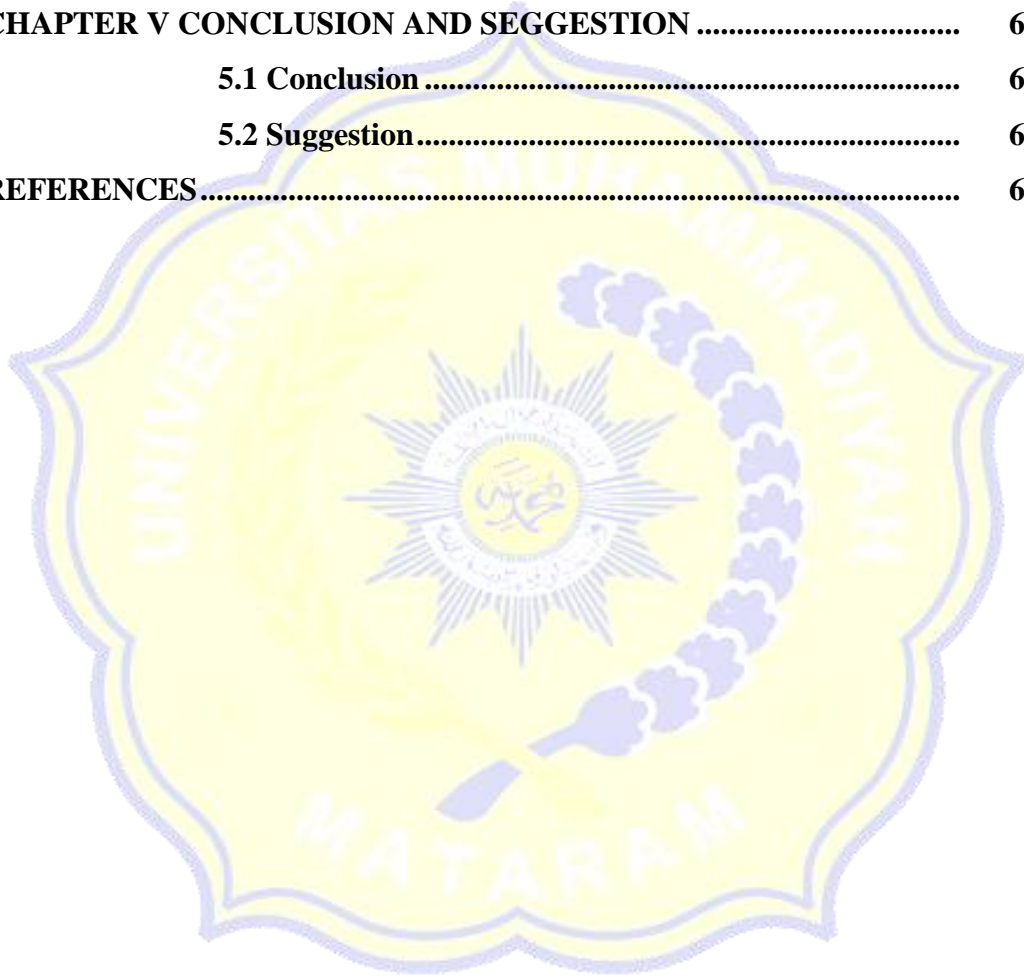
Hedge adalah ekspresi yang digunakan pembicara ketika mereka tidak yakin untuk mematuhi prinsip-prinsip kooperatif (Yule, 1996). Hasil penelitian didapatkan jenis-jenis lindung nilai: Hedge of the Quantity maxim, Hedges of the Quantity maxim, Hedges of the Manner maxim, Hedges of the Relation maxim. Penelitian ini terdapat sekitar 1888 ujaran yang terjadi dalam dialog film Divergent. Namun, peneliti telah mengurangi beberapa ucapan dan hanya fokus pada ucapan yang dilakukan oleh Fraksi Dauntless untuk mengamati Hedges. Dalam film ini, ditemukan 29 ucapan untuk mematuhi maksim lindung nilai, dimana 13 data termasuk maksim lindung nilai kualitas, 7 data lindung nilai maksim kuantitas, 6 data lindung nilai maksim hubungan dan 3 data termasuk maksim lindung nilai cara.

Kata Kunci: Percakapan, Prinsip Kerja Sama

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CHAPTER I

INTRODUCTION

1. **BACKGROUND OF STUDY**

In this chapter, the researcher presents some points related to this research. These points cover the background of the research, formulation of the research problems, the research objectives, the significance of the research, scope, and limitation of the research, and definition of key terms.

1.1. Background of The Research

Language is becoming increasingly crucial in human life. It is how people communicate and engage with one another. It refers to what people say and wants to say in a conversation. It is a method of communicating with others (Bloomer et al., 2005:79). Language, in particular, is used to achieve some goals. It's used to socialize, express feelings, share knowledge and ideas, build positive connections, and do other things that require human interaction. The conversation has become the most extensively used form of human communication. It also functions as a part of the language. To accomplish those roles, the participants in a conversation should follow a few guidelines.

Two or more people must cooperate as conversation participants to avoid misunderstandings when communicating through conversation. The speaker can help the listener understand the conversation's messages, and the listener can understand the meaning of the speaker's statement, even if

it is hidden. According to Grice (in Yule, 1996: 37), people have a fruitful discourse, provided they follow the Cooperative Principle, broken down into four sub-principles or maxims. Quantity, quality, relevance, and manner are the four maxims. Those maxims make a conversation go smoothly and effectively to achieve its aims.

People who create communication based on the Cooperative Principle, on the other hand, occasionally run into problems. Due to a lack of information, people may convey many issues to others or doubt what they are saying. In other words, they only have a rudimentary comprehension of the subject. They try to speak exclusively based on what they believe or know. According to the Cooperative Principle, they use words to describe what they say to persuade others that they are seeking to communicate. In this context, those words are referred to as hedging maxims.

According to Yule (1996), pragmatics is the study of interpreting a person's intent when speaking in a specific context and how context greatly influences what was discussed; a hedge is a mitigating word, sound, or construction used to lessen the impact of an utterance due to constraints on the speaker-addressee interaction. It may be used in spoken and written language, whether purposefully or unintentionally because both are fundamental in communication. It assists presenters and writers in indicating how the Cooperative Principle (expectations of quantity, quality, method, and relevance) is observed in evaluation. When people

are involved in conversations, they want to convey information and are eager to show that they are aware of and follow the maxims.

Furthermore, there will always be a communication gap in the conversation. This happens because the addresser and the addressee are unfamiliar with the conversational concept. They do it because the addresser thinks what they've said is dubious and could harm the addressee's reputation. Hedges are employed to protect the addresser from expressing something inaccurate. Conversation hedges are essential for prudence in expressing oneself, not just the concept of conversation. Hedges concentrate on people's reactions when unsure whether they will follow the maxims (Yule, 1996). Hedges cautious notes about how an utterance should be taken when giving information. Yule added that the addresser must obey four types of a maxim. Types of hedges are hedges of the quantity maxim, hedges of the quality maxim, hedges of relation maxim, and hedges of manner maxim (1996).

There is a discussion of pragmatics in oral and written language, particularly hedges. A writer uses Hedges to provide written information to their readers. Hedges can occur when two or more people communicate in an oral language. In classroom discourse, there are also hedges in the statements of the class communities, such as lecturer lectures, lecturer-student communication, and student-student communication, to name a few.

Previous studies must be evaluated to keep the study from becoming bogged down in content and explanation. Here are some previous hedging research studies. The first study was done by Mita Alfira Rosalita, with the enlisted "Pragmatic Analysis of Hedging on English Teacher's Talk In MA Nurul Islam Tengaran" in 2017/2018. This thesis studies the most dominant use of hedging by English teachers in the learning process and the reason for the teacher's use of hedging. The researcher used the teacher as a sample and the learning process in the classroom as a situation. The suggest to other researchers from this research to make with different samples and situations.

The second study was done by LIU Jixin[a]; LI Xiaoting[b] with the, entitled *"The Clausal Realization of Hedges in Teacher Talk."* This research is focused on the definition, classification, and research domain of hedges. This research aims to apply hedges by teachers in the spoken English class context through classroom observation and transcription from the teacher-student interaction. In this research, the analysis suggests that interpersonal metafunction is the predominant determinant in applying the hedge by the teacher, so the tenor, or rather, the classroom environment or teacher-student relationship, becomes a concern for the registrar features of teacher talk in EFL classroom.

The third study was done by Vicky Margareta Purnamasari, Syamsul Anam, Agung Tri Wahyuningsih, with the entitled *"Hedging in George W. Bush 2003 Press Conferences as the Reflection of his Evasion*

on his Policy of Iraq War". This research focuses on what George W. Bush frequently used dominant hedging in the selected press conferences and how the dominant hedging can reflect avoidance through selected press conferences. In this article, the writer suggests that the study contributes to a better concept and understanding of hedging and be used as a reference for those interested in studying hedging.

Shortly, those previous studies are different from this research. The difference lies in the object of study. This study used a movie as a symbolic expression of a human being. It can be the most suitable medium for understanding human conversation since it resembles the real-world of humans. It is inspired by humans, made by humans, and played by humans (Fatmawati, 2015:3). At its best value, a movie or film can record people and their events (Graham, 2005: 117). It differs from a novel that only provides narrations and conversations without performing them in reality. As a result, analyzing hedges used in a movie can somehow represent an analysis of hedges used by people in their daily lives. It is just like Hollywood movies. One of them is Divergent, directed by Neil Burger, and based on the novel by Veronica Roth. It was released in March 2014. After that, the Divergent two movie (Insurgent) was released in March 2015, and the Divergent three movie (Allegiant) was released in 2016.

Amity, Abnegation, Candor, Erudite, and Dauntless. The divergent movie about the city's founders in a futuristic Chicago divided their

society into five different factions. Whenever a child turns 16, they get to decide whether they want to stay with their family or abandon them. Therefore, Tris Prior discovers that she's Divergent does not fit into one faction. If she is found, she will be killed.

Hence, the researcher desires to conduct the research entitled "The Analysis of Hedges Used in Dauntless Faction in Divergent Movie." This research aims to develop an understanding of the hedges, especially in English Students of speaking and writing class; when they study speaking and writing, it is recommended to use the hedges if they realize that they are not entirely sure of the information their conveyed when they are speaking or writing about their arguments, and also the students can implement the communication with the hedges in real communicating after the students observed the film that they watch. This research will help people be more sensitive in interpreting someone's utterances in any situation.

1.2. Research Question

Based on the background of the study explained in the previous section, this study is conducted to answer the research questions formulated as:

1. What type of hedges are used by Dauntless Faction in Divergent Movie?

2. What is the dominant type of Hedges used by the Dauntless Faction in Divergent Movie?

1.3. Purpose of Study

Regarding the research problems above, the objectives of the study are formulated as follows:

1. To identify the type of hedges used by the Dauntless Faction in Divergent Movie.

2. To identify Dauntless Faction uses the dominant type of hedges in Divergent Movie

1.4. Significance of Study

This research aims to carry out the hedging maxim Cooperative Principle in Divergent movie. Theoretically, this study is hoped to give an additional source to the study of pragmatics. Practically, this study has some contributions. First, it can be used as a reference for the teacher or lecturer to teach about the Cooperative Principle. Second, it can be used to conduct the next research.

1.5. Scope of the Study

The scope of this study is only to carry out the types of hedges in the cooperative line principle used by the Dauntless Faction in Divergent movie, the maxim that the Dauntless Faction in Divergent Movie aware in using hedges, what the factor(s) that influence the occurrence of hedges by Dauntless Faction in Divergent Movie.

1.6. Definition of key terms

To make the readers understand the words that are provided in this research, the researcher provides some definitions of key terms as follows:

1. Hedge

    The hedge is an expression speakers use when they are not sure to observe cooperative principles (Yule, 1996).

2. Divergent (Dauntless faction) Movie

    Is a movie directed by Neil Burger, based on the novel by Veronica Roth. It was released in March 2014

3. Types of Hedges

    a. Hedges of the Quantity maxim

        The degree of informativeness of messages can be eliminated by using some phrases as far as I know...; I may be mistaken...; but...; I guess...; and many others.

    b. Hedges of the Quality maxim

        The well foundedness of utterances can be hedged with phrases such as, they say, as you probably know, I can't say more, I probably do not need to say this, but..., and many others.

    c. Hedges of the Relation maxim

        The hedges of the relation maxim are used to show that what the speaker says is irrelevant. Some expressions are oh, by the way...; I don't want to change the subject, but... ; many others.

    d. Hedges of the Manner maxim

        It shows that a speaker delivers messages in a perspicuous way. It means that the messages might be obscure, ambiguous, not brief, or not in a good order. Some expressions of the hedges

adhering to the manner maxim are I am not sure if this is clear, but...; this may be a bit confused/ tedious, but...; if you see what I mean...; and many others.

4. Utterances are a group of words that have a pragmatic meaning. The meaning does not always depend on the literal meaning, but also on the context (meaning of the utterances based on the situation while it is delivered).
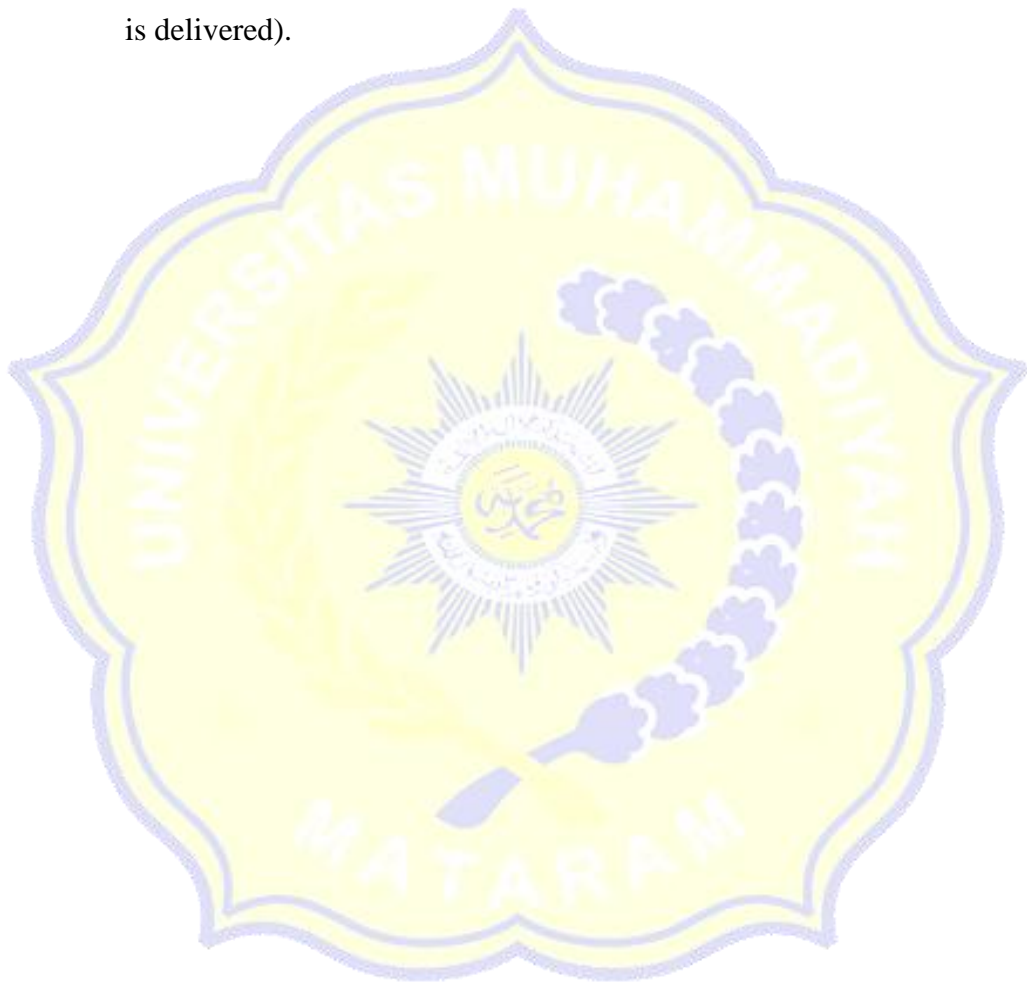
CHAPTER II

REVIEW OF RELATED LITERATURE

The researcher needs theories to collect and analyze the data in this chapter. The researcher divided this chapter into two parts. The first part reviews the underlying theory, and the second is the previous study.

2.1 Review of Previous Studies

Many studies have been done related to the matter of hedges types in ELT classroom discourse. The study used hedges by the tertiary students when addressing questions in a discussion session of a presentation to the presenters and the lecturer. Nine Language students were using a master of English education course at a State University in Bandung. Introductory phrases were the most frequently-used forms used to hedge, and hedges function mostly to attenuate epistemic commitment in addressing questions. Although hedges were used when addressing questions in a discussion session of a presentation, some findings indicated that the hedges were not entirely in line with academic conventions. Then, the researcher used qualitative research, and the data was conducted by transcribing and coding the hedges types used by tertiary students (Faris, 2015).

Hedging devices are also used in Kurdish spoken of 35 people discourse to indicate a lack of complete commitment to the truth of the proposition and a desire not to express the commitment categorically or to lessen the impact of an utterance. The research showed that hedging as a

mitigating device is extensively employed in different conversations. The study has demonstrated that hedging devices have the same roles in Kurdish as in English. They used hedges to reduce the certainty and sureness of the utterances. It indicated that some pragmatics devices modify the epistemic strength of the statement in the Kurdish Language just as they do in English and Arabic. The researchers used applied observation, tape recording, and interviews (Behnam & Khaliliaqdam, 2012).

Hedges of the speeches of King Abdullah II of Jordan and examine the pragmatics functions of these devices. Twenty-five political speeches of King Abdullah II, randomly selected from the official website of The researchers applied a mixed-method with a quantitative and qualitative approach (Rabab'ah & Rumman, 2015). King Abdullah was analyzed by adopting Salager-Meyer's taxonomy. The study revealed that the most frequently used hedging device in King Abdullah's speech is modal auxiliaries, and the most commonly used hedging device subcategory is the modal auxiliary "can." The findings suggest that these hedging devices fulfill several pragmatic functions. These findings contribute to the understanding that speaking a second language (Arabic, in the case of King Abdullah II) neither affects the hedging devices nor the functions these devices perform. Moreover, contrary to scientific discourse (e.g., medicine), the research concludes that political discourse as a non-scientific genre resort to hedging devices to express indirectness, politeness, lack of commitment, and probability.

China English lecturers often use interpersonal meta function when teaching English in their classrooms. The method in this study is qualitative research by applied classroom observation and transcription from the teacher-student interaction (Jixin & Xiaoting, 2017). It aims is the classroom environment or teacher-student relationship becomes a concern for the registries features of teacher talk in EFL classroom, and the application of hedges can contribute to the positive emotional response in learning. The contextual variables determine this study, enabling learners to move beyond their current interlanguage receptive and productive capacities.

Not only in China, but a study in Iranian also showed a significant difference in using hedges between female and male English lecturers' spoken. Their teaching experience varied from 15-19 years, ranging from 41 to 50 years old. This study shows that male lecturers use hedges more often than female lecturers, with a difference in the female corpus of 35,54 compared to 41,93 in male lecturers. The researchers used a mixed-method in this study. The first approach in this study is qualitative. In other words, they are carefully analyzed in their functioning as hedges. One teaching session of each instructor was videotaped, and the instructors were asked to view their video and recollect their reasons for resorting to different activities for teaching. Their recollections were recorded and transcribed. And the second is the quantitative approach, which is also presented to identify the frequency of various devices and to produce comparable data across the genders (Tajik & Ramezani, 2018).

A study has also been conducted on hedges and boosters in Turkish students' L1 and L2 argumentative paragraphs. This study showed that the participants often expressed an appropriate degree of certainty and pragmatics vagueness while writing in L1 and L2. The findings further indicate parallelism between the teaching materials used in academic writing classes and the types, frequencies, and functions of hedges and boosters produced in L2 paragraphs. This research showed that the frequency of hedges in L2 is higher than in L1. It happened because of differences in their language and culture (Sedef, 2012).

Those previous studies stated how to use hedges in spoken and written utterances. However, it is only focused on teachers' and students' presentation analyzed by qualitative research (transcribed and coded the hedges' type), the king's speech applied observation, tape recording, and interviews (qualitative research), English teacher's talk analyzed by qualitative research involving classroom observation and transcription, even the differences of using hedges by male and female researched by using mix method namely qualitative and quantitative, and students' written analyzed by descriptive statistics qualitative approach.

Shortly, those previous studies are different from this research. The difference lies on the object of study. This study used a movie, a form of symbolic expression of a human being. It can be the most suitable media for understanding human's conversation since it resembles the real world of humans. It is inspired by humans, made by humans, and played by humans.

In its best value, a movie or film can record people and their events (Graham, 2005: 117). It differs from a novel that only provides narrations and conversations without performing it in reality. As a result, analyzing of hedges used in a movie can somehow represent an analysis of hedges used in human life

2.2 Pragmatics

In pragmatic communication, the addresser carries out meaning so that the addressee develops the meaning (Yule, 1996). In this scenario, the addressee is doing more than merely studying the addresser's meaning; he or she also recognizes the addresser's meaning through his or her utterances (Yule, 2006). Peccei (1999) explains that understanding the meaning is based on linguistic knowledge and physical and social information.

Murcia, et al. (1989) provides a broader explanation that pragmatism studies the relationship between linguistics forms and humans as the users. Therefore, pragmatism is concerned with people's intentions, assumptions, beliefs, goals, and actions while using language. Pragmatics is concerned with using these tools in meaningful communication (Griffiths, 2006). Simply, pragmatics is the study of the addresser's meaning. It is about the interaction of semantic knowledge with our knowledge of the world, considering the context of use.

Pragmatics is the study of the meaning of the addresser and its surroundings. In this scenario, the addresser's meaning is more concerned with determining what people mean by their utterances than what the words

and phrases signify in and of themselves. For example, when an addresser states "I'm hungry" after returning from school at midday, the semantic view of this utterance is that the addresser is hungry. However, from a pragmatic standpoint, this is likely to be interpreted as a request for lunch. On the other hand, if the addresser states, "I'm hungry," after having finished lunch, pragmatically, this utterance most likely acts as a complaint expression. Perhaps the sender makes a dessert request. According to the description above, context must be considered to understand what the addresser is saying. According to Murcia et al. (1989), each statement can have many meanings depending on who made it and under what circumstances. As a result of the foregoing explanation, pragmatics can be defined as a study of addresser meaning about context.

The addresser not only conveys what it says but also what it indicates in communication. It also considers how the addressee intends to communicate to conclude the user's intended meaning. It has to do with the contexts and situations in which such Language uses occur and how to use language socioculturally in suitable ways, considering the communicative interaction participants.

Pragmatics enables us to comprehend meaning based not only on the meaning of the phrases but also on the situation and our prior knowledge; pragmatics is a broad study of how context influences how sentences carry information.

2.3 Context

Contextual elements are vital to point in pragmatism with discourse studies, as mentioned in the previous section. According to Nunan (1993), context refers to the situation that gives origin to the discourse and the context in which the discourse is entrenched. As stated in that phrase, context is described as the circumstance or situation that influences the discourse. As a result, it is a crucial aspect in interpreting utterances and expressions.

Nunan (1993) divides the context into linguistics and nonlinguistic context. The first is concerned with the language surrounding the conversation, while the second concerns the nonlinguistic or experimental setting in which the discourse occurs. The non-linguistics context includes:

a. The types of communicative events (e.g., joke, story, lecture, sermon, conversation, and greeting);

b. The topic.

c. The purpose (function, e.g., stating, describing, thanking, and praising);

d. The setting (physical aspects, such as location and time, and psychological aspects: emotional situation);

e. The participants and the relationship between them; and

f. The background knowledge and the assumption of the participants.

Dell Hymes uses the acronym speaking to introduce the context in the use of language, which is often associated with communicative competencies (Wardhaugh, 2006);

1) Setting and scene (S)

      The setting is the time, place, and physical state in which the dialogue takes place. On the other hand, Scene refers to an event's abstract, psychological setting, or cultural description.

2) Participant (P)

      Participants refer to various relationships of speaker-listener, address-addressee, or sender-receiver. It includes the specified social role in the choice of languages, such as the levels of formality and informality.

3) Ends (E)

      Ends refer to the expected outcomes or the purposes and the goals which are resulted in the conversation.

4) Act sequence (A)

      Act sequence refers to the actual form and content of what is said, the utterances used, and the relationship of what is said to the actual topic.

5) Key (K)

      Key refers to the tone, manner, or spirit where the particular message is conveyed. It is also related to nonverbal actions such as behavior, gesture, and posture.

6) Instrumentalities (I)

      The choice of the channel utilized in the communication, such as spoken or written, and the actual form of speech chosen by the speakers, such as register, dialect, or code, are all instrumentalities.

7) Norms of interaction and interpretation (N)

Interaction and interpretation norms refer to the specific behaviors and properties associated with conversational exchanges, such as how to begin a conversation in a particular language that is culturally relevant.

8) Genre (G)

Genre refers to the forms or the types of utterances, such as poems, proverbs, jokes, sermons, prayer, lectures, or editorials.

Holmes (2001) also proposes that a conversation occurs through social factors. Those social factors are commonly shortened as 5W (Who, Whom, Where, What, and Why).

a) The participants (Who or Whom)

'Who is speaking?' and 'To whom they are speaking?' refer to the participants of the conversation speaker and listener or addresser and addressee. It also includes the relationship occurring between the participants.

b) The setting or social context (Where)

'Where are they speaking?' refers to the settings, physical or psychological contexts around the conversation. The physical aspect includes the location, time, season, and year. Meanwhile, the psychological aspects involve the feeling of the speaker.

c) The topic (What)

'What is being talked about?' refers to the topic discussed in the conversational exchange. Understanding the topic by the participants is

necessary to maintain the conversation. Consequently, the same background knowledge and assumption is a must for both the speaker and the listener.

d) The function (Why)

'Why are they speaking?' refers to the purpose of the conversation, such as informing, commanding, inviting, suggesting, promising, greeting, congratulating, and thanking.

2.4 The Roles of pragmatics in ELT

Listening, speaking, reading, and writing is the four English skills used to learn and teach English. Each ability correlates with the others. For example, before students can speak English fluently as a second language, they must first learn perfect pronunciation, good vocabulary, and even the use and construction of sentences by listening to their teacher speak.

They can also get it all from reading a text. This is called listening. Using and compiling of its sentences does not occur freely. Some rules should they convey through English can be understood correctly and pragmatically. These are the rules in forming well and correct pragmatic competencies in English language teaching (Deda MA, 2013).

a) Language's goals and objectives must be designed to match the needs of learners to acquire and increase their communicative competence. This is because the primary purpose of second language acquisition is to improve communication fluency and accuracy in both written and spoken modes. The first step language teachers and learners must take is to focus on

designing communicative communication to acquire communicative competence.

Stern (1983) summarized 'competence' in language teaching as:

1. The intuitive mastery of the forms of language.

2. The intuitive mastery of the linguistic, cognitive, affective, and sociocultural meanings expressed by the language forms.

3. The capacity to use the language with maximum attention to communication and minimum attention to form.

4. The creativity of language use.

The term competency encourages teachers and students to improve their linguistic and sociolinguistic abilities to achieve comprehensive and accurate communication.

b) The language teacher should create course materials that encourage students to utilize language for communicative objectives pragmatically, coherently, and functionally. According to Erton (1997:7), "The study of how language is used is called functional language study. Finding out what precise goals Linguistic serves for us and how members of a language community achieve and react to these objectives through speaking, reading, writing, and listening, for example."

The competencies of pragmatic learners must be adequately developed to communicate accurately. A high degree of functional competence will be demonstrated by developing coherence and the ability to react in various settings. The target language's grammar should not be

taught separately from how to use it. The student must be able to put their language skills into practice.

c) There are several activities useful for the development of pragmatic competence. Moreover, they should raise the learners' awareness of the importance of such competence in acquiring the target language. Mey (1993) stated that Linguistic behavior is social behavior. People talk because they want to socialize, in the broadest possible sense of the world: either for fun, to express themselves to other humans, or for some 'serious' purposes, such as building a house, closing a deal, solving a problem, giving information and so on.

According to Mey (1993), language is a means for humans to express themselves as social creatures, and the language employed in specific settings is significant in terms of linguistic relationships. Such a setting necessitates the presence of certain societies, complete with implicit and explicit values, conventions, rules, and laws, as well as all economic, social, political, and cultural conditions.

4. Cooperative Principles

The cooperative principle describes how people engage in numerous activities while employing diverse engagement methods (Grice, 1975). The addresser shapes their words so that the addressee understands them. When X makes an utterance, for example, Y will answer appropriately. In the cooperative principle, Grice divides the

principle into four maxims: the maxim of quality, the maxim of quantity, the maxim of relevance, and the maxim of manner.

2.5 Hedges

a) Definition of Hedges

Hedges are to protect the addresser that what he/she says is not totally accurate. With hedges, the utterances get neutral and plain. With this, Yule states that hedge an expression used by speakers when they are not sure to observe cooperative principles (1996).

The quantity maxim hedges will apply when the addresser has limited information and does not fully obey the information. The quality maxim's hedges will be used when the addresser is not as honest as one may expect. The hedges of relation maxim will be used if the addresser does not obey what they state is relevant. Finally, the addresser employs the hedges of manner maxim to make messages stand out. Because the messages may be cryptic, confusing, brief, and out of sequence, the addresser delivers them (Chojimah, 2015).

As in the following statement: "As far as I know, she is married." The addressee makes it clear that she is married in this sentence. It indicates that the addressee is solely liable for data they share. However, by prefacing it with, as far as I know, the addresser simultaneously reduces the amount of information being transmitted while also advising the addressee to measure how much they observe the quantity maxim's hedges.

"This may sound like a silly inquiry, but it has wonderful eyes, right?" is another example. When a student reads and discusses a reading narrative text of fable with a gorgeous picture of white bunnies with blue eyes, they make the assertion. The statement informs the addressee that they wish to shift the current topic. The addresser begins their statement with this may seem like a silly query, but it means that the addresser uses the hedges of relation maxim.

The addresser should not only follow maxims to avoid violations, but also comprehend how languages work. When the addresser speaks, he or she must know who is speaking and where they are speaking. The language used to communicate with a friend differs from that used with a professor or director. When conversing with an adult vs an older person, the addresser chooses a different linguistic function.

Could you lend me a ballpoint? is sandwiched between two statements. "Could you lend me a ballpoint?" and "I want to borrow your ballpoint!" are two statements made by a student to their lecturer. *I'd like to borrow your ballpoint because it's more courteous and suitable!* This occurs because when the addresser wants to say something, he or she must first grasp with whom he or she is speaking or know to whom his or her speech is addressed. *I'd like to borrow your ballpoint, though! Could you lend me a ballpoint* if the grammar structure is correct? Has a grammatical error (it should be "would you like to lend me ballpoint?" instead of "would you like to lend me ballpoint?") but *could you want to lend me a*

ballpoint? is still more appropriate to use than *I want to borrow your ballpoint!* Because grammatical errors will not cause social conflicts, even the correct grammar arrangement will not guarantee avoiding social disputes.

Because of his or her lack of understanding of hedges and capacity to utilize hedges varieties, the addresser's language will be affected appropriately and respectfully because the quantity of hedge information received by the addresser influences the amount of variation used in the addresser's communication output.

There is a discussion of pragmatics, particularly hedges, in both oral and written language. Writers use Hedges to provide written information to their readers. Hedges can occur when two or more people communicate in an oral language. In classroom discourse, there are also hedges in the statements of the class communities, such as lecturer lectures, lecturer-student communication, and student-student communication, to name a few.

The maxim hedging is a well-known concept that has been studied for many years. Although they have been researched numerous times in various items, they are still eager to do so.

b) Types of Hedges

Yule divides hedges into four categories: quantity maxim hedges, quality maxim hedges, relation maxim hedges, and manner maxim hedges (1996).

1) Hedges of the quality maxim

Hedges of the quality maxim will apply when the addresser has limited information and does not fully obey the information. The degree of informativeness of messages can be eliminated by using some phrases *as far as I know……; I am not sure if this is true……; I may be wrong, but……; I may be mistaken, but……; I am not sure if this is right, but……; ……, I guess……;* and so on. **As far as I know**, *smoking damages your health.*

In this utterance, the addresser makes a very strong statement saying *smoking damages your health*. If this is the case, the addresser is fully responsible for the quantity of the information he/she shares. But by prefacing it with, *as far as I know*, the addresser simultaneously eliminates the quantity of information being conveyed and advises the addressee to measure how much he/she observes the maxim of quality.

2) Hedges of the quantity maxim

When the addresser is not as truthful as expected, he/she will practice the hedges of the quality maxim. The well-roundedness of utterances can be hedged with some phrases, among other things are *they say,…; as you probably know, ……; I can't stay more, ……; I probably do not need to say this, but……; so, to cut a long story short,……; I won't bore you with all the details, but……* and many others. ***I probably do not need to say this, but*** *I came across your boyfriend in Cineplex 21 with her former girlfriend.*

Prefacing the utterance with *I probably do not need to say this, but……*, the addresser suggests that his/her addressee needs to gauge how much he abides by the maxim of quantity. Those phrases suggest that the message may not be as well founded as would normally be expected. So, *I probably do not need to say this, but……* serve a comment on the extent to which the addresser is abiding by the maxim of quantity.

3) Hedges of the relation maxim

The addresser will use the hedges of relation maxim if he/she does not obey that his/her says is relevant. Phrases which can be used for showing the irrelevance are *oh, by the way,……; I am not sure if this is relevant, but……; I don't want to change the subject, but……; I don't know if this is important, but……; This may sound like a dumb question, but……; Well, anyway……* and others.

Oh, by the way, *have you seen my book?*

Consider how it would sound if one of your pals said it in the middle of a movie discussion. Those words indicate that the speaker wishes to change the subject. To signal his/her addressee that he/she violates the maxim of relation, he/she prefaces his/her utterances with *oh, by the way,……*

4) Hedges of the manner maxim

The addresser delivers the messages because the messages may be obscure, ambiguous, not brief, and not in good order. The addresser delivers messages in perspicuous ways by using hedges of manner maxim.

Expression that can be used to signal the perspicuous ways are *I am not sure if this is clear, but……; I don't know if this makes sense, but……; this may be a bit tedious, but……; if you see what I mean……; this may be a bit confused, but……* and so on.

I am not sure if this is clear, *but locution is the utterance and illocution is the act.*

Please imagine that the utterance is stated in front of engineering students unfamiliar with pragmatics concepts. Stating *locution is the utterance and the illocution is the act,* the addresser realizes that she presents an obscure topic. To signal the obscurity the addresser hedges the utterance by saying *I am not sure if this is clear, but……*

So simply the type of Heges can be seen in the table below!

Table 2.1 Types of Hedge Expressions   (Yule, 1996, p. 38-39)

No	Types of hedges expression	Criteria	Indicators
1.	Hedges of the quality maxim	Hedges of the quality maxim will apply when the addresser has the limited information, and the addresser does not fully obey the information.	1) *as far as I know…… I am* 2) *not sure if this is true……* 3) *I may be wrong, but……* 4) *I may be mistaken,* 5) *but…… I am not sure if this is right, but……* 6) *……, I guess……* 7) *soon.*

2.	Hedges of the quantity maxim	When the addresser does not as truthful as normally expected, he/she will practice the hedges of the quality maxim.	a. *they say,…* b. *as you probably know,* c. *……* d. *I can't stay more, …… I* e. *probably do not need to say this, but…… so, to cut a long story short,…* f. *I won't bore you with all the details, but……* g. *etc.*
3.	Hedges of the relation maxim	The addresser will use the hedges of relation maxim if he/she does not obey what his/her says is relevant.	i. *oh, by the way,…* ii. *I am not sure if this is relevant, but……* iii. *I don't want to change the subject, but……* iv. *I don't know if this is important, but……* v. *This may sound like a dumb question, but……* vi. *Well, anyway……* vii. *and many others.*
4.	Hedges of the manner maxim	The addresser delivers messages in perspicuous	1) *I am not sure if this is clear, but……*
		ways by using hedges of manner maxim. The addresser delivers the messages because the messages may be obscure, ambiguous, not brief, and not in good order.	2) *I don't know if this makes sense, but……* 3) *this may be a bit tedious, but……* 4) *if you see what I mean……* 5) *this may be a bit*

			confused, but……
			6) and so on.

2.6 Conceptual Framework

The conceptual frameworks of hedges in Divergent Movie which can

be drawn in this present study are as follow:

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┌─────────────────────┐
│   Hedges in         │
│   Divergent         │
│   Movie             │
└─────────────────────┘

┌─────────────────────┐
│   Actors and        │
│   actrees utterance │
└─────────────────────┘

┌──────────────────┐  ┌──────────────────┐
│  Type of Hedges  │  │   The most       │
│                  │  │  Dominant type of│
│                  │  │   Hedges         │
└──────────────────┘  └──────────────────┘
```
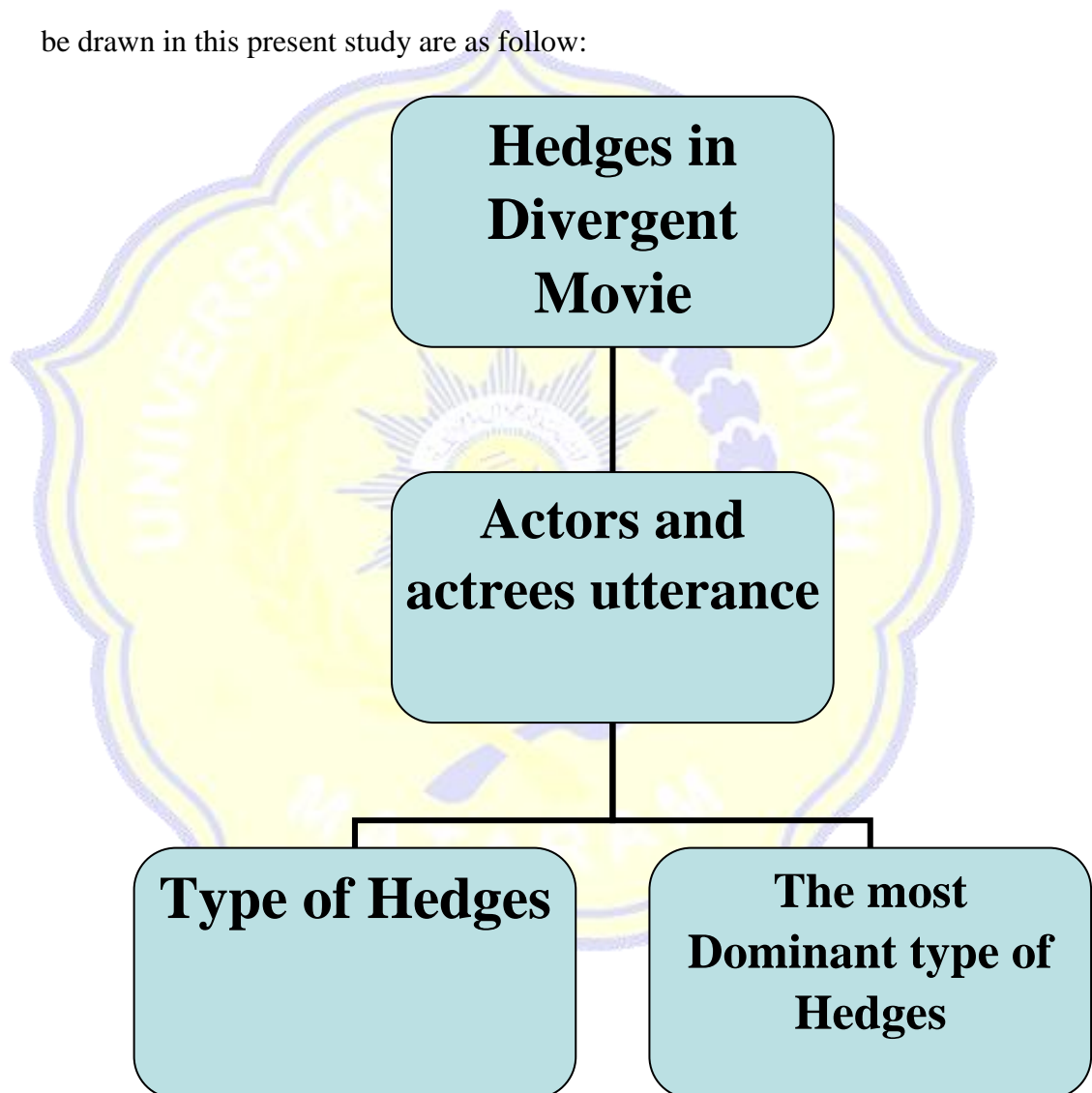
Diagram 2.1. Conceptual Framework

Hedges in ELT classroom discourse consist of actor and actreesutterances. The utterances get from lecturer lectures, the communication between lecturers and students, and between students and others. The appropriate oral languages can be obtained by analyzing the types of hedges used by teachers' and students' utterances with their contexts in the classroom. There are four types of hedges; hedges of the quality maxim, hedges of the quantity maxim, hedges of the relation maxim, and the last is hedges of the manner maxim.

Not only should students and lecturers be aware of the different types of hedges used in class, but they should also be aware of why certain hedges are utilized more frequently than others. This step's purpose is to ensure that they have employed hedges in their statements.

The last step is identifying the most dominant hedges used by the lecturer and the students in the class than others will help support the researcher's interpretation of hedge use by lecturers and students. It means that when addressers and addressees understand how to use hedges, the reasons for using hedges, and the goals of hedges, they will be better able to understand their communication context. It can also provide considerable insight into communication's pragmatic roles. As a result, the purpose of this study was to determine the different types of hedges employed in Grammar classroom discourse and the impact of hedges used by teachers and students on the classroom communication flow.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

In this study, the researchers made design as the guideline to carry out the research, which includes the method to be used what the data will be gathered, where, how, and whom. This research used qualitative approach. Denzin and Licoln (2003: 3) stated that in qualitative research, the researchers must practice and turn the world into a series of representations including field notes, interviews, conversations, photographs, recording and memos to the self. The report of qualitative research is often narratively and creatively presented in such a way that it is to be coherently structured, reflecting the focus of the research. The design of this study is content analysis. Holsti (1968: 608) said that content analysis is any technique for making inferences by systematically and objectively identifying social characteristics of messages. The aim of this design to make sense of the data collected and to highlight the important message, features, or findings.

From the definition above, this research provides types of hedges used by Dauntless Faction in Divergent Movie, the maxim that the Dauntless Faction aware in using hedges, the dominant hedges used by Dauntless Faction in Divergent Movie.

3.2 Data Source and Types

According to Lodico and Dean (2006: 66) data are any type of information collected for using in educational research or assessment. The

data obtained by researchers from the "Divergent" movie, and the data of this study were the utterances of Dauntless Factions in the" Divergent" movie in which personnel of Dauntless Faction were eight people consist of man and women. They are Beatrice "Trice" Prior, Tobias "Four" Eaton, Natalie, Marcus Eaton, Jeanine Mathews, Christina, Tori, Eric, Max, Edward, Will, All, and Peter. While the researchers get the data from "Divergent" movie based on the novel written by Veronica Roth and movie script as the data source. The data selected from the "Divergent" movie directly can conduct research by analyzing hedges used by Dauntless faction source of data was the transcript of "Divergent" movie.

The subjects were selected for the consideration that based on the preliminary observation has been done by the researcher, Beatrice "Trice" Prior and the other personnel of Dauntless Faction who become the focus actresses of "Divergent" movie. Besides, from the utterances they delivered, using English, they sometimes use Hedges when they are conversation with other. Hence, selecting these subjects as the source of data from the "Divergent" movie directly can conduct research by analyzing hedges used by Dauntless faction.

3.3 The Technique of Data Collection

There are several techniques in collecting data. Creswell (2012:239-240) explained that qualitative forms of data could be seen when they are placed into some categories: observations, interviews and questionnaires, documents, and audiovisual materials. Based on these classifications, the type

of data in this study belongs to documentation since the data source is taken from a movie transcript.

In collecting the data, the writer took some steps as follows:

1. The researcher downloaded the movie from https://dunia21.me/divergent-2014/ on November 15, 2018.

2. The researcher downloaded the English transcript of "Divergent" movie from https://www.scripts.com/script/divergent_7003> in March 07, 2021.

3. The researcher watched and analyzed the utterances of Dauntless Faction's personal in "Divergent" movie based on the classification as explained in the review of related literature (Chapter II).

4. The researcher interpreted the hidden meaning of utterances performed by personnel of the Dauntless Faction in "Divergent" movie containing the used hedges by analyzing the conversation in a situational context and the maxim behind them.

3.4 Research Instrument

The research instruments are divided into two groups; these will be the main instruments and supporting instruments. In this research, observation is the main instrument. The researcher's position becomes the main instrument because researchers are active respondents in the research process. In this case, researchers use their sensory organs to grasp the objects of this study. Then they are converted into phenomenological representations to be interpreted. Afterward, supporting instruments of this research include a movie video. Supporting instruments strengthened the data that has been done

using the primary tool.

3.5 Technique of Data Verifications

There are four techniques in verifying the data in qualitative research: credibility, transferability, dependability, and confirmability. The researchers employed credibility in the way of verifying the data. Shenton (2004: 6) argues that ensuring credibility is one of the most essential factors in establishing trustworthiness. The researchers applied the following provisions to promote confidence that they have accurately recorded the phenomena under scrutiny:

1. **Peer Debriefing**

   In peer debriefing, the researcher would provide the raw of data along with the researcher's interpretation and explanation. The discussions then determined whether the reviewers considered the interpretation to be reasonable or not. The reviewers whom researcher proposed were two students of English departments to examine the accuracy of the research findings of the first problem. They were chosen for some considerations; they were in the same grade with the researcher who have passed the pragmatics course in the sixth semester, and they have the same interest in researching linguistics

2. **Prolonged Engagement**

   The researchers decided to make the research longer by rereading the data. The data took from the sentences of conversation in the movie Divergent by Veronica Roth. The researchers read any longer while

analyzing them carefully to ensure that the data is more valid.

3. **Triangulation**

The researchers employed theoretical triangulation, which refers to using more than one theoretical framework to interpret data to check the data validity. Based on Denzin (1970:3), there are four types of triangulation: data, investigation, theoretical, and methodological. The researcher selected the theories of pragmatics by Grice, Yule (1996), and Leech, then meaning in language by Cruse.

3.6 Data Analysis

Data analysis was a process whereby researchers systematically search and arrange the data to increase their understanding of the data and to enable them to present what they learned to others. After the data have been collected, the researchers analyze the data as follows:

1. **Transcribing the dialogue**

The researchers conducted the step to watch the movie and compare it with the script in Divergent Movie to understand the context of the expression of hedges.

2. **Reading thoroughly and selecting utterances**

This step was used as the continuity of watching the movie and the script. The researcher selected the sentences of the conversation containing the expression of hedges.

3. **Identifying the expression of hedges**

This step was done to recognize the result of watching the movie.

The researchers identified whether the sentences of conversation included in the expression of hedges by basing on the parameter of hedging expressions as explained in the review of related literature (chapter II).

4. **Categorizing the expression of hedges**

   This was done to divide the result of identifying step into groups so that their conversations are similar to each other. Then, researcher categorized the conversation into the groups based on their types.

5. **Interpreting the categorized types of hedges**

   This step was used to examine the types of hedges, the maxims that the Dauntless faction is aware of, and the factors that influence the use of hedges by Dauntless utterances in the Divergent movie. The researchers interpret them to discover more about the types of hedges, the maxims that the Dauntless faction is aware of, and the factors that influence the use of hedges by Dauntless utterances in the Divergent movie.

6. **Drawing conclusion**

   The researchers conclude which one the hedges are found in the Divergent movie by Veronica Roth. This step was done as the continuity of data analysis. Then, made sure that the strategy was suitable to the theory.