

AN UNDERGRADUET THESIS

**HEDGING IN WRITINGS BY THE STUDENTS OF GRADE 11 AT THE
PUBLIC SENIOR HIGH SCHOOL (SMAN) 1 SEPUTIH RAMAN,
CENTRAL LAMPUNG PROVINCE**

By:

**ANGGRAINI SILVIA PUTRI
STUDENT NUMBER : 1601070065**

English Language Education Study Program



**TARBIYAH AND TEACHING TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**

1443 H / 2022 M

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CENTRAL LAMPUNG PROVINCE**

Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd.)
in English Education Department

By:

ANGGRAINI SILVIA PUTRI
Student Number: 1601070065

Tarbiyah and Teachers Training Faculty
English Education Department

Sponsor : Ervan Nurtawab Ph. D.
Co-Sponsor : Trisna Dinillah Harya M.pd

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1443 H / 2022 M**



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FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iaimetro@metrouniv.ac.id

NOTA DINAS

Nomor :
Lampiran : -
Perihal : **Pengajuan Munasabah**

Kepada Yth,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Metro
Di-
tempat

Assalamualaikum Wr.Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka skripsi yang disusun oleh:

Nama : ANGGRAINI SILVIA PUTRI
NPM : 1601070065
Jurusan : Tadris Bahasa Inggris (TBI)
Fakultas : Tarbiyah dan Ilmu Keguruan (FTIK)
JudulSkripsi : HEDGING IN WRITINGS BY THE STUDENTS OF GRADE 11 AT THE PUBLIC SENIOR HIGH SCHOOL (SMAN) 1 SEPUTIH RAMAN, CENTRAL LAMPUNG PROVINCE.

Sudah kami setuju dan dapat dimunaqosahkan, demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

Wassalmu'alaikum Wr.Wb

Pembimbing I

Ervan Nurtawab Ph.D
NIP. 19801104 200901 008

Metro, 03 Januari 2022

Pembimbing II

Trisna Dinilah Harva, M.Pd
NIP. 19830511 2009112 2 004

The Head of English Education Department

Andianto, M.Pd
NIP. 198711022015031004



**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iaimetro@metrouniv.ac.id

NOTIFICATION LETTER

Number :
Appendix : -
Matter : **In order to hold the munaqosah of Anggraini Silvia Putri**

To:
The Honorable the Head of Tarbiyah Department
of State Institute For Islamic Studies of Metro

Assalamu'alaikum, Wr. Wb


We have given guidance and enough improvement to undergraduate thesis script which is written by:

Name : ANGGRAINI SILVIA PUTRI
Students Number : 1601070065
Faculty : Tarbiyah and Teacher Training Faculty
Department : English Education
Title : HEDGING IN WRITINGS BY THE STUDENTS OF GRADE
11 AT THE PUBLIC SENIOR HIGH SCHOOL (SMAN) 1
SEPUTIH RAMAN, CENTRAL LAMPUNG PROVINCE.


It has been agreed so it can be continued to the Faculty of Tarbiyah and Teachers Training in order to be examined on the munaqosah. Thank you very much.

Wassalmu'alaikum Wr.Wb


Sponsor,


Ervan Nurtawab Ph.D
NIP. 19801104 200901 008

Metro, 3 January 2022
Co-Sponsor,


Trisna Dinilah Harva, M.Pd
NIP. 19830511 200912 2 004

The Head of English Education Department


Andianto, M.Pd
NIP. 198711022015031004

APPROVAL PAGE

Title : HEDGING IN WRITINGS BY THE STUDENTS OF GRADE 11 AT
THE PUBLIC SENIOR HIGH SCHOOL (SMAN) 1 SEPUTIH
RAMAN, CENTRAL LAMPUNG PROVINCE.

Name : ANGGRAINI SILVIA PUTRI
Students Number : 1601070065
Department : English Education
Faculty : Tarbiyah and Teacher Training

APPROVED BY:

To be examined in *munaqosah* in Tarbiyah Faculty and Teachers Training of State
Institute of Islamic Studies (IAIN) of Metro.

Sponsor,



Ervan Nurtawab Ph.D
NIP. 19801104 200901 008

Metro, ~~3 January~~ 3 January 2022
Co-Sponsor,



Trisna Dinilah Harva, M.Pd
NIP. 19830511 2009112 2 004



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INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metroia.ac.id; e-mail:
iaimetro@metroia.ac.id

RATIFICATION PAGE

No. B.1205/In.2B.1/D/PP.009/04/2022

The Undergraduate Thesis entitled: HEDGING IN WRITINGS BY THE STUDENTS OF GRADE 11 AT THE PUBLIC SENIOR HIGH SCHOOL (SMAN) 1 SEPUTIH RAMAN, CENTRAL LAMPUNG PROVINCE. written by: ANGGRAINI SILVIA PUTRI, Student Number 1601070065, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Friday, February 18th, 2022 at 13.30-15.30 a.m.

BOARD OF EXAMINERS

Chairperson	: Ervan Nurtawab P.hD)
Examiner I	: Dr. Dedi Irwansyah, M.Hum)
Examiner II	: Trisna Dinillah Harya, M.Pd)
Secretary	: Eka Yuniasih, M.Pd)



The Dean of Tarbiyah and Teachers Training Faculty



Dr. Zuhairi, M.Pd

NIP. 196206121989031 006

**HEDGING IN WRITINGS BY THE STUDENTS OF GRADE 11 AT THE
PUBLIC SENIOR HIGH SCHOOL (SMAN) 1 SEPUTIH RAMAN,
CENTRAL LAMPUNG PROVINCE**

ABSTRACT

**By:
ANGGRAINI SILVIA PUTRI**

The purposes of this research were to know the most dominant type of hedging and to find difficulties in using hedging in writing skill in letter text writing of the eleventh graders at SMA N 1 Seputih Raman Central Lampung. Therefore, it is expected that this research is beneficial in informing the phenomena of hedging order interference in studying the writing skill.

The method of this research was qualitative research in the form of a case study carried out at SMA Negeri 1 Seputih Raman Central Lampung. The primary source of this research is the eleventh graders students' at SMA Negeri 1 Seputih Raman Central Lampung that consists of 10 students. The researcher used observation, documentation and interview in collecting the data.

The results of this research proved that the the type of hedging in text writing is modal verbs 50%, lexical verb 37,5%, and adverbs 12,5%. The most dominant type of hedging is Modal verbs because 50%. Furthermore, another research result is about the difficulties of hedging in academic writing of student SMAN 1 Seputih Raman including of lack of ability to understand vocabulary, In writing the student feel have no choice to using hedging word our writing, Less students to do exercises with verbs and tenses, The ability of grammatical strategy is still low.

Key word: *purpose, hedging, Writing, dominant*

HEDGING PADA TULISAN SISWA KELAS SEBELAS SMA NEGERI 1 SEPUTIH RAMAN KABUPATEN LAMPUNG TENGAH

ABSTRAK

**Oleh:
ANGGRAINI SILVIA PUTRI**

Tujuan penelitian ini adalah untuk mengetahui interferensi susunan kata bahasa Indonesia dalam menulis text eksposisi dan menemukan solusinya dalam mengatasi interferensi susunan kata bahasa Indonesia dalam menulis teks eksposisi pada siswa kelas sebelas SMA N 1 Seputih Raman Lampung Tengah. Oleh karena itu, penelitian ini diharapkan bermanfaat dalam menginformasikan fenomena interferensi susunan kata bahasa Indonesia dalam mempelajari keterampilan menulis.

Metode penelitian ini adalah penelitian kualitatif dalam bentuk studi kasus yang dilaksanakan di SMA Negeri 1 Seputih Raman Lampung Tengah. Sumber utama penelitian ini adalah siswa kelas XI SMA Negeri 1 Seputih Raman Lampung Tengah yang berjumlah 10 siswa. Peneliti menggunakan observasi, dokumentasi, dan wawancara dalam mengumpulkan data.

Hasil penelitian ini membuktikan tipe hedging dalam penulisan teks adalah modal verbs 50%, lexical verb 37,5%, dan adverb 12,5%. Jenis urutan kata yang paling dominan digunakan adalah kata kerja Modal karena 50% dari jenis itu mengganggu teks tulisan siswa. Selanjutnya, hasil penelitian lainnya adalah kesulitan hedging dalam penulisan akademik siswa SMAN 1 Seputih Raman diantaranya kurangnya kemampuan dalam memahami kosakata. Dalam menulis siswa merasa tidak punya pilihan untuk menggunakan kata hedging tulisan kita, Siswa kurang melakukan latihan dengan verb dan tenses, Kemampuan strategi tata bahasa masih rendah.

Kata kunci: *Interferensi, , Menulis, dominant*

STATEMENT OF RESEARCH ORIGINALITY

The Undersigned:

Name : Anggraini Silvia Putri
Student Id : 1601070065
Study Program : English Education Department (TBI)
Faculty : Tarbiyah and Teacher Training Faculty

States that this undergraduate thesis is originally the result of the researcher's research, in exception of certain parts which are excerpted from the bibliography mentioned.

Metro, 18 February 2022
The Researcher




Anggraini Silvia Putri
1601070065

ORISINALITAS PENELITIAN

Yang bertandatangan dibawah ini :

Nama : Anggraini Silvia Putri

NPM : 1601070065

Jurusan : Tadris Bahasa Inggris (TBI)

Fakultas : Tarbiyah dan Ilmu Keguruan (FTIK)

Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 18 Februari 2022
Yang membuat pernyataan,



Anggraini Silvia Putri
1601070065

MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا. إِنَّ مَعَ الْعُسْرِ يُسْرًا

For verily after hardship there is ease, verily after hardship there is ease."

(Q.S. Al-Insyirah: 5-6)

DEDICATION PAGE

I highly dedicate this undergraduate thesis to:

1. The first is dedicated of Almighty Allah Subhanahu Wa Ta'alla, thanks God all about the precious gifts that have been given to me.
2. My beloved parents (Mr. Frihartanto and Mrs. Kasmini) who have sincerely done everything for their children. Who always pray and support with endless love. Thank you so much for everything. I love you so much.
3. My beloved brothers (Frengky Asmar Ardiansyah and Muhammad Dwi Anton) . Thanks for your support, love, help, and motivation.
4. My Sponsor (Mr. Ervan Nurtawab Ph.D.) and co-sponsor (Mrs. Trisna Dinillah Harya, M.Pd.), who have guided me patiently to complete this undergraduate thesis. Thank you for guiding.
5. All my beloved friends.
6. My beloved Almamater State Institute for Islamic Studies of Metro.
7. The big family at SMA N 1 Seputih Raman, thanks for help.

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Praise to Allah the Almighty and the most merciful who has given his blessings and guidance so that the writer can complete an undergraduate thesis entitled “Hedging In Writings By The Students Of Grade 11 At The Public Senior High School (Sman) 1 Seputih Raman, Central Lampung Province”.

Considering the limitations of knowledge, got and writing ability of the writer, this undergraduate thesis is inseparable from deficiencies and is not perfect, but the writer hope that this undergraduate thesis can be useful for writer in particular and for all those who wish to use it.

The writer would like to express gratitude to the sponsor, Ervan Nurtawab Ph.D. and the co-sponsor Trisna Dinnilah Harya, M.Pd. who have sincerely guide the writer to accomplish this undergraduate thesis in time.

Thanks to various parties who have helped the process of preparing this undergraduate thesis, who have provided assistance, advice and encouragement, which the writer cannot mention one by one. May the deeds of worship and encouragement and prayer given to the writer sincerely get the Grace of Allah Subhanahu Wa Ta’alla, Aamiin.

Metro, 18 Februari 2022
The researcher,



ANGGRAINI SILVIA PUTRI
1601070065

TABLE OF CONTENT

COVER	i
TITLE PAGE	ii
APPROVAL PAGE	iii
NOTIFICATION LATTER	iv
NOTA DINAS	v
RATIFICATION PAGE.....	vi
ABSTRACT	vii
ABSTRAK	viii
STATEMENT OF RESEARCH ORIGINALITY	ix
ORISINALITAS PENELITIAN	x
MOTTO	xi
DEDICATION PAGE	xii
ACKNOWLEDGEMENT	xiii
TABLE OF CONTENTS	xiv
LIST OF TABLES	xvii
LIST OF FIGURE	xviii
LIST OF APPENDICES	xix
 CHAPTER I INTRODUCTION.....	 1
A. Background of The Study	1
B. Research Question.....	4
C. Objective of The Study	4
D. Benefits of The Study.....	4
E. Prior Research	5
 CHAPTER II REVIEW OF LITERATURE	 9
A. The Concept of Writing	9
1. The Nature of Writing Skill	9
2. Type of Writing	10
3. Writing assessmen.....	12

B. The concept of hedging	14
1. The Nature of hedging	14
2. The purpose of hedging.....	16
3. Types of hedging.....	17
CHAPTER III RESEARCH METHOD	19
A. The Types and Characteristics of Research	19
B. Data Resources.....	20
1. Primary Resources	20
2. Secondary Resources	20
C. Data Collection Technique.....	21
1. Interview	22
2. Documentation	22
D. Data Analysis Technique.....	23
E. Research Approach	24
CHAPTER IV RESULT AND DISCUSTION	26
A. Research Result	26
1. Description of Research Setting	26
2. The most dominant type of hedging used by the eleventh grade at SMAN 1 Seputih Rama	32
3. What are the students' difficulties in using hedging in writing skill at SMAN 1 Seputih Raman	36
A. Discustion.....	38
CHAPTER V CONCLUTION AND SUGGESTION	47
A. Conclution	41
B. Suggestion	41
BIBLIOGRAPHY	44
APPENDICES	
CURICULUM VITAE	

LIST OF TABLES

Table 2.1 The Measurement Rubric of Writing Score	12
Table 4.1 The Condition of Teachers and Official Employers	27
Table 4.2 The Total of Classroom	29
Table 4.3 The type of Hedging..	36
Table 4.3 The Percentage of Hedging	39

LIST OF FIGURE

Figure 3.1 Components of Data Analysis: Interactive Model	24
Figure 4.1 The Students Quantity at SMA Negeri 1 Seputih Raman in the Academic Year of 2020/2021	29
Figure 4.2 The Location Sketch at SMA Negeri 1 Seputih Raman in the Academic Year of 2020/2021	31
Figure 4.3 The Percentage of Hedging	40

LIST OF APPENDICES

APPENDICES

1. Blue Print of Writing Test
2. Syllabus
3. Lesson Plan
4. Pre-Test Question
5. Post-Test Question
6. Documentation Sheet
7. Observation Sheet
8. Documentation
9. Surat Izin Survey
10. Surat Balasan Survey
11. Sk Bimbingan Skripsi
12. Surat Tugas
13. Surat Izin Research
14. Surat Balasan Research
15. Surat Keterangan Bebas Kaprodi
16. Surat Keterangan Bebas Pustaka
17. Kartu Konsultasi Bimbingan Skripsi
18. Curriculum Vitae

CHAPTER I

INTRODUCTION

A. Background of study

English is one of the maximum fascinating, controversial, and hard issue subject of the school curriculum. Mastery of English provides significant or extraordinary benefits in the communication process both through poetry and oral. The people beings all around the global talk English after they meet one another in every international meeting, workshop, or conference.

Language is a specialized skill which develops in the child spontaneously, without conscious effort or formal instruction is advance without awareness of its underlying logic is qualitatively the same in every individual, and is distinct from more general abilities to process information or behave intelligently.¹

Many of technology products use English of their system. That is why, gaining knowledge of English is necessity. Therefore, many nations on this world set an academic curriculum to include English subject, both in Indonesia. English language in Indonesia is a overseas language so english teaching an important role in both formal and informal institutions. Teaching English includes 4 language skills, which include reading, writing, listening, and speaking,

Writing is one of the important skills which is taught in the school.

Writing is language skill that be used to communicate and to explicit with

¹ H. Douglas Brown, *Princip les of Language Learning and Teaching*, 4th ed., [8. Nachdr.] (White Plains, NY: Longman, 2005), P.4.

others in written form. So it is the basic skill that very important for the student. Mastery of writing skills, has exceptional benefits. Writing will add to someone's knowledge and insight. Writing method developing a bridge to communicate with your self and others. Writing conduct will hone and sharpen one's own abilities in written language. However, writing skills are not easy things to master in a short time. There were many problems experienced by students in the process of writing an English text.

Writing problems are caused by the weakening contribution of linguistic and linguistic aspects. Various writing problems caused by the weak support of linguistic aspects include the limitations of English vocabulary, weak grammar mastery, inability to develop writing ideas into good writing and the inability of the concept of writing mechanisms. Whereas, the form of writing process caused by the weak contribution of nonlinguistic aspects, among others, the inaccuracy of learning media selection, the non-conformity of teaching in the teaching environment, the lack of motivation to write in English.

In reference to about problem writing researcher is do pre survey to know about problem writing brazes eleven deep write. The writer successfully conducted pre-survey on 20th of March 2020 at Senior High School 01 Seputih Raman where the result is indicated in the following table.

Table 1.1
The result of pra-survey of writing ability

No	Grade	Frequency	Percentage	Criteria
1	< 70	9	80%	Incomplete
2	≥ 70	6	20%	Complete

Based on the table, we find that the percentage of students whose writing ability is more than MMC is 20%. Whereas abilities less than MMC are 80%. it means that the percentage of students who reach MMC is smaller than the percentage of students who are less than MMC. Therefore, it can be concluded that the class eleven high school students of Senior high school (SMAN) 01 Seputih Raman have limited writing skills.

Related to the writing problems above, it is evident that students or other have difficulty writing English texts because of the limited English vocabulary they have. In addition, the inability to master grammar is also an obstacle. Which affects the quality of student writing. Students 'problems in writing are also caused by students inability in writing mechanism. Students also experience difficulty in developing written ideas. Problems writing students are weak writing motivation and low writing habits.

Based on the problems found above, the researchers consider an attempt to examine the phenomenon of understanding and use of hedging in writing. In this case, researchers will do qualitative research with case study type to analyze the understanding and use of hedging in writing. Therefore, researchers are conduct of a research proposal titled: Hedging in Writings by

The Students of Grade 11 at The Public Senior High School (SMAN) 1 Seputih Raman, Central Lampung Province.

B. Research Question

1. What is the most dominant type of hedging used by the eleventh grade at SMAN 1 Seputih Raman in the academic of 2019/2020?
2. What are the students' difficulties in using hedging in writing skill at SMAN 1 Seputih Raman in the academic of 2019/2020?

C. Objective of The Study

Based on the research questions, the researcher determines the research question as follows.

- a. To analyze the most dominant type of hedging used by the eleventh grade at SMAN 1 Seputih Raman in the academic of 2019/2020.
- b. To investigate the students difficulties in using hedging in writing skill at SMAN 1 Seputih Raman in the academic of 2019/2020.

D. Benefits of The Study

It is expected to provide benefits not only for researchers but also for students, teachers and subsequent researchers.

- a. For the student

This research is expected to get student benefit with gives information about ability they in utilize hedging. This in writing After knows aught weakness expected by student can forms that necessarily or

ideal of hedging's purpose. Besides, the students can also take anticipation and alternative solution divides writing quality step-up them.

b. For The Teacher

Research is expected to provide benefits for teachers in the form of providing a clear picture and evidence of the phenomenon of lack of hedging accuracy in student writing. By knowing this the teacher can emphasize the teaching of hedging in the learning process of writing.

c. For The Next Researcher

This research will be useful for the researcher who will conduct the same ditopik research namely hedging in writing. This research will provide clear information for future researchers regarding hedging analysis procedures in writing. Related to the research objectives, research procedures and data collection methods. Therefore, this research can be a reference for future research.

E. Prior research

This research is conducted based on some previous studies. The first study was conducted by Rida Asfina, A Effendi Kadarisman and Utari Praba Astuti With the title Hedges Used By Indonesian ELT students in written and spoken discourses. The research method used in the first prior research is qualitative research method. the subject of the first prior research is Indonesia ELT student in written and spoken discourses. The result of the first prior

research is to indicate that the discourse mode can be factor that affects the use of hedges.²

This research has similarities and differences with the first prior research. The equation includes the similarity of research topics and research methods. The research topic of these two studies is the equality of using hedging in writing. Another similarity is about the research method because both of these studies use the same research method, namely the qualitative method.

The difference among prior research and this research is located of the research objectives and research samples. The purpose of this study is to determine whether hedging can be used to improve students' writing abilities. The purpose of the research from the first prior research is to find out whether hedging can improve writing skills. The different sample is because the sample in this study is the students academic writing of Senior High School in Seputih Raman, while the sample from the first prior research is indonesian ELT students in written and spoken discourses.

The second prior research was done by Ika Kartikasari with the title of the comparison of hedging devices in published article by Indonesian and English native writer: A corpus based study. The research method used in the second prior research is qualitative research method. the subject of the second prior research is hedging devices in published article and this study aim to

² Asfina Rida, A. Effendi Kadarisman, dan Utari Praba Astuti, "HEDGES USED BY INDONESIAN ELT STUDENTS IN WRITTEN AND SPOKEN DISCOURSES," *Indonesian Journal of Applied Linguistics* 7, no. 3 (31 Januari 2018): 650, <https://doi.org/10.17509/ijal.v7i3.9815>.

compare how Indonesian and English native writer use hedges in their published research article. The result of the second prior research provides the implication that Indonesian scholars need a special instruction especially which focus on hedges proposition.³

This research has similarities and differences with the second prior research. The equation includes the similarity of research topics and research methods. The research topic of these two studies is the equality of using hedging in writing. Another similarity is about the research method namely the qualitative method. The difference between this research and prior research is located in the research objectives and research samples. The purpose of this study is to determine whether hedging can be used to improve students writing skill.

The purpose of the research from the second prior research is to identifying pattern, themes or biases and focus on detailed systematic examination on how Indonesian and English native author used hedges in their published research articles. The different sample is because the sample in this study is the students of Senior High School 01 Seputih Raman while the sample from the second prior research is published research article by Indonesian and English native writer.

The other difference can also be seen from the method used and the focus of the study. The previous studies generally used comparative analysis and focus on the form and the frequency of the hedging. This present study

³ ika kartikasari, "Comparison of Hedging Devices in Published Research Articles by Indonesian and English Narative Writer: A Corpus Based Study," *jurnal pendidikan humaniora* 7 (Juni 2019): 38.

focuses on identifying the types or kinds of hedging used by the students the eleventh grade at SMA N 1 Seputih Raman in the academic of 2019/2020 in their research proposals. In addition, all the previous studies did the research only limited to the document, while this present study also elaborate the participant. In this case is the Students, to be interview in order to know their purposes of using hedging.

CHAPTER 2

THEORICAL REVIEW

A. Concept of writing skill

1. The nature of writing skill

Writing is the interest of writing, in assessment to reading, speaking etc or a group of particular of writing, especially by particular person or on precise subject. According to Peha, writing is the relate of content for a reason to an audience.⁴ Writing is a manner of sharing personal connotation and writing guides emphasize the power of the character to construct his or her own perspectives on a topic. Because Writing is an act of coming across meaning, a willingness to interact with students' assertions is crucial, and response is a central means to provoke and guide ideas.⁵ It's means that writing is skill of the author or writer to expose his or her feeling or thought with easy language which optimistically the readers understand about his or her minds.

Another definition about writing is Raimes states that writing is skill in which we express ideas, feelings, and thought which to arrange in words, sentences and paragraph using eyes, brains and hand .⁶ Writing is the art of performing an sentence perfectly naturally through the perfectly unnaturally process of make every phrase and word again, cutting here and

⁴ Steve Peha, *The Writing Teacher's Strategy Guide, Teaching That Makes Sense*, vol. 140, 1995.

⁵ Ken Hyland, *Second Language Writing* (Cambridge; New York: Cambridge University Press, 2003), <http://hdl.handle.net/2027/heb.31742>.

⁶ Raimes.1983. *Techniques in Teaching Writing* . New York: Oxford University Press, p.

adding there, until clearly.⁷ Mark A. Runco state that writing is best term as a process rather than a product, and give benefits the writer.⁸ Writing is process to produce utterance that involve the writer's brain and feeling. The writer will explore the idea to written text.

Based on statement above, it infers that during writing a someone can arrange letters, words, sentences, and paragraph through the use of the understanding of structure in written types and hopes the reader understand what the writer means. Writing consists of words and these words are put together in particular formations to make sentences. Sentences are then organize together into make a paragraphs. However, even at this point things begin to get complex if we think of all writing as being the same. It is quite possible to communicate what we need to add in writing with an incomplete sentence.

2. Types of writing

a. Description

Description helps the reader completed her/his imagination to visualize a scene or to understand an emotion.⁹ It means that description writing involves visualization of thing or person to be integrated with reader's interest.

⁷ Mark Tredinnick.2006.*The Little Red Writing Book*. Australia: University of New South Wales Press Ltd,p19

⁸ Scott Barry Kaufman and James C.Kaufman.2009.*The Psychology of Creative Writing*.New york:Cambrige University Press,p188

⁹ George E.wishon and Julia M.Burks, *Let's Write English*, Van Reinhold Ltd.,Canada,1980,P.128

b. Argumentation

The writer takes a strong position on an issue (often a controversial issue) and provides supporting evidence and logic.¹⁰ I reasons to defend that positions. It illustrates that argumentation consists of several statements to have the point of view.

c. Narration

Narration is a form of writing used to relate story of acts. Narration places occurrences in time and tells what happened according to natural time arrangement.¹¹ It means that chronological time is needed to form narration writing based on story of facts or imagination.

d. Exposition

Expository writing is writing that is designed to convey information or explain what is difficult to understand. It illustrates that exposition writing includes informative material and instructional meaning to be interpreted.

¹⁰ Vivian M.Rosenberg., *Op.Cit.* P.79

¹¹ James M.Mc Crimmon, *Writing with a Purpose*, Houghton Mifflin Company,boston,1984,P.382

3. Writing assessment

Table 2.1

The Measurement Rubric of Writing Score¹²

Writing	Score	Criteria	Criteria
Content	30 – 27	EXCELLENT TO VERY GOOD	Knowledge able – substantive – etc.
	26 – 22	GOOD TO AVERAGE	Some knowledge of subject – adequate range – etc.
	21 – 17	FAIR TO POOR	Limited knowledge of subject - little substance – etc.
	16 – 13	VERY POOR	Does not show knowledge of subject – non- substantive – etc.
Organization	20 – 18	EXCELLENT TO VERY GOOD	Fluent expression – ideas clearly stated – etc.
	17 – 14	GOOD TO AVERAGE	Some what choppy – loosely organized but main ideas stand out – etc.
	13 – 10	FAIR TO POOR	Non-fluent – ideas confused or disconnected – etc.
	9 – 7	VERY POOR	Does not communicate – no organization – etc.
Vocabulary	20 – 18	EXCELLENT TO VERY GOOD	Sophisticated range – effective word/idiom form, choice and usage – etc.
	17 – 14	GOOD TO AVERAGE	Adequate range – occasional errors

¹² J. B. Heaton, *Writing English language tests*, New ed, Longman handbooks for language teachers (London ; New York: Longman, 1988).

			of word/idiom form, choice, usage but meaning not obscured.
	13 – 10	FAIR TO POOR	Limited range – frequent errors or word/idiom form, choice, usage – etc.
	9 – 7	VERY POOR	Essentially translation – little knowledge of English vocabulary.
Language use	25 – 22	EXCELLENT TO VERY GOOD	Effective complex constructions – etc.
	21 – 19	GOOD TO AVERAGE	Effective but simple constructions – etc.
	17 – 11	FAIR TO POOR	Major problems in simple/complex constructions – etc.
	10 – 5	VERY POOR	Virtually no mastery of sentence construction rules – etc.
Mechanics	5	EXCELLENT TO VERY GOOD	Demonstrates mastery of conventions – etc.
	4	GOOD TO AVERAGE	Occasional errors of spelling, punctuation, capitalization – etc.
	3	FAIR TO POOR	No mastery of conventions – dominated by errors of spelling, punctuation, capitalization – etc.
	2	VERY POOR	No mastery of conventions – dominated by

			errors of spelling, punctuation, capitalization, paragraphing – etc.
--	--	--	--

B. The Concept of Hedging

1. The Nature of Hedging

Lakoff defines the words whose job is to make things more or less flossy is hedging.¹³ Similar to Lakoff, Hyland defined the hedging is expression of ambiguity in language use which the function to reduce the strength of statement and claim.¹⁴ Swales from his book expressed that hedging is a linguistic device that express modesty, honesty, and appropriate caution in self-repor.¹⁵

Hedging is a multi-objective linguistic accessory the learning of which may help a researcher to properly specific his scientific claims.¹⁶ In student context, hedging is the one of the features of communication style.¹⁷ It means that hedging may result both in writing and speaking. In speaking supporting happens when the speakers lean toward to avoid making a strong explanation in which many people need to make their speaking unclear because articulations may be unseemly to be spoken. In

¹³ lakoff George, *Hedges : A Study in Meaning Creteria and The Logic of Fuzzy Concept*, 1973.

¹⁴ Ken Hyland, "The author in the text : Hedging seientific writing," *Hong Kong Papers in Linguistics and Language* 18 (September 1995): 32.

¹⁵ John M. Swales dan Christine B. Feak, *Academic writing for graduate students: essential tasks and skills: a course for nonnative speakers of English*, English for specific purposes (Ann Arbor: University of Michigan Press, 1994).

¹⁶ Biook Behnam, Amin Naeimi, dan Ali Darvishzade, "A Comparative Genre Analysis of Hedging Expressions in Research Articles: Is Fuzziness Forever Wicked?," *English Language and Literature Studies* 2, no. 2 (28 Mei 2012), <https://doi.org/10.5539/ells.v2n2p20>.

¹⁷ Ken Hyland, "Hedging In Academic Writing and EAP Textbooks," *The American University* 13 (1994).

any case, the use of hedging more frequently disturbed to the writing, especially academic writing. As state by Hinkel that in writing, hedging means to the syntactic of decreasing the responsibility of the writers proportions in claims on the reader.¹⁸

The use of hedging in academic writings shows an important role. Hyland, say that hedging is grammatical strategies which enable categorical commitment, expressing probability rather than certainty. In academic writing hedging is central to effective argument or comunication and the rhetorical means of obtain reader acknowledgment of claims, allowing writers to convey their attitude to the truth of their statements and anticipate possible some objections.¹⁹ Hedging by Hyland is used in academic writing because, first hedges allow claims to be made with due modesty, and humility, caution. Second, the popularity of claims is diplomatically negotiated while relating to the work of companion advert competitors.²⁰

In writing, the student often attempt to choose an appropriate language to make what they write acceptable in readers' view. Hedging can be used to reach that purpose based on what Fraser claimed that hedging is a rhetorical method that includes how can to choose a particular

¹⁸ Eli Hinkel, *Teaching academic ESL writing: practical techniques in vocabulary and grammar* (Mahwah, N.J: L. Erlbaum Associates, 2004).

¹⁹ Ken Hyland, "Talking to the academy: forms of hedging in science research articles," 1996.

²⁰ Hyland, "Hedging In Academic Writing and EAP Textbooks."

structure or decide a selected form at the pronouncement.²¹ It is also confirmed by Salager-Meyer who extended the definition of hedging into 3 concept dimensions that are hedging is the determined of fuzziness and vagueness, hedging reflects the author's modesty for their achievements and avoidance of private involvement and hedging is related to the impossibility or unwillingness of reaching complete accuracy and quantifying all of the phenomena below observation.

Based on the definition of the hedging that is proposed by some experts hedging can be defined as the expression of vagueness which is shown by the use of certain word or phrase which has the function to make the statement softer. The student usually applies hedging in the academic writing to protect their claims and arguments and to avoid their claims and arguments from criticism which may come later.

2. The purposes of hedging

Using of Hedging by some experts have the different thought about the purposes of the writers in using hedging in their writing. Salager-Meyer specified two main purposes for using hedge words as follow:²²

- a. Increase the precision in the authors claim. Using hedging according to Salager-Meyer may present the most powerful claim a careful researcher can create. Using hedging in the writing can be a powerful persuasive factor in gaining acceptance for claims. The writer can

²¹ Bruce Fraser. "Hedged Performatives". <http://www.saber.ula.ve/bitstream/123456789/27713/1/hedges.pdf>. Accessed on July 24, 2020

²² F. Meyer Salager, "Hedges and Textual Communicative Function in Medical English Written Discourse," *Venezuela*, 1994.

show that something is not 100% proven, but rather than it is indicated and subsequently assumed.

- b. To create the difficulty fuzzy explicit expression of a claim will make it simple for others to criticize the authors' claim. By using hedging, the authors will be avoided from the criticism which may come later. Beside, explicit expression of a claim may reflect his lack of humility and his ignorance of the others in that research area.

While Hyland argues that three main purposes of using hedge. Using hedge can allow some express of the writer on their arguments with a greater precision. Also, the usage of hedge can anticipate the potential negative consequences of being tasted that writers arguments or claims are wrong. The last, the employment of hedge might contribute to development between writer and reader relationship.

3. Types of hedging

Hyland stated that the use of modal in reliability hedge is not used passive voice but on active voice and. That consist of :

- a. Modal verbs such as, would, will, should, can may might, could
Example: It could be that human expansion of the greenhouse effect is the cause of global warming.
- b. Modal adjectives such as: Possible, probable, likely, unlikely
Example: The study's results are likely due to chance.
- c. Adverbs such as: Conceivably, perhaps, possibly, probably, usually
Example: We could conceivably finish the design outline by Friday.

- d. Nouns such as: Assumption,likelihood, possibility,probability

Example: There is a strong possibility, therefore, that we will have another economic recession within the next five years.

- e. Lexical verbs such as: assume ,believe, indicate, interpret ,seem ,suggest.

Example: I suggest that we wait another week.

CHAPTER III

RESEARCH METHOD

A. Type and Characteristic of Research

The Researcher will explore phenomena of hedging in writing skill. Therefore, the researcher decides to choose qualitative method to know the hedging phenomenon used by the eleventh grade at SMAN 1 Seputih Raman in the academic of 2019/2020. Qualitative research is that it allows you to conduct in-depth research about a wide array of topics, as well as your favorites, in plain and everyday terms.²³ It is qualitative research is investigate and understanding some problem of people or social by groups or individual.

Qualitative research means a research that aimed to describe and explain the phenomenon. The understanding of phenomenon can be reached by exploring and describing that narration. It means, that the research procedure that the result of descriptive data written or spoken from the participants or students and the behavior that is observed. It also belongs to descriptive study that proposes to collect current information, to identify problem, to make comparison or evaluation and to learn from others experiences to establish decision.

The characteristic in this research are focuses on the descriptive qualitative research. The researcher will take a survey that it can be used to describe phenomona and summarize. The writer analyzed and described every

²³ Robert K. Yin, *Qualitative research from start to finish* (New York: Guilford Press, 2011).

individual within their life and mind. The writer must be able to describe the phenomenon by clear explanation.

In addition with the explanation above, the purpose of this researcher to know what are the students' error using of hedging in writing skill of the students eleventh grade of SMAN 01 Seputih Raman .

B. Data Resources

In this case the researcher divides the sources into two items they are primary resource and secondary resource

1. Primary sources

Primary source are naturally substance on which research is primarily based totally. They are testimony or direct evidence concerning a subject below consideration. They present information in its original form, neither interpreted nor condensed nor evaluated by other writers. The primary source of this research will be the test result writing of the eleventh grade at SMA Negeri 01 Seputih Raman in the academic of 2019/2020. The overall numbers of the students are 15 students.

2. Secondary sources

Secondary source gives interpretation or analysis based on primary sources. They may also give an explant primary sources and often make use of them to guide a specific thesis or argument or to persuade the reader to accept a certain point of view. The secondary source in this research is from documentation, interview, the books, journals, e-books and articles that are related to the research.

C. Data Collection Technique

Qualitative research typically follows an inductive process.²⁴ It means that the data collection taken from process analyzing information become concept or interpretations. Creswell stated that “in many qualitative studies, inquiries collect more than one forms of data or information and spend a substantial time in the natural setting collecting information”²⁵ The data collection is the accumulation of specific evidence to be able to enable the researcher to properly analyse the results of all activities by his research design and procedures.

The data are needed in a research work to serve the raw material that is used in the production of data. It presents a definite direction and definite answer to a research inquiry. Whatever inquiry has to give a present answer to an investigation. Data are very important for a scientific research. In addition, the data are had to substantiate the various arguments in research findings.²⁶

Qualitative researchers actually have a toolbox of data-collecting techniques, such as indepth interviewing, participant observation, and document analysis.²⁷ The researcher on this research make use of document to collect the data. The researcher takes documents from the result of using hedging on academic writing. In the technique of collecting the data, the

²⁴ Linda Kalof, Amy Dan, dan Thomas Dietz, *Essentials of Social Research* (Maidenhead; New York: McGraw Hill/Open University Press, 2008), <http://site.ebrary.com/id/10274049>.

²⁵ John W. Creswell, *Research design: qualitative, quantitative, and mixed methods approaches*, 3rd ed (Thousand Oaks, Calif: Sage Publications, 2009).

²⁶ Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics* (New Delhi: New Age International, 2006), <http://site.ebrary.com/id/10323377>.

²⁷ Donald Ary dkk., *Introduction to research in education*, 8th ed (Belmont, CA: Wadsworth, 2010).

researcher collects the results of writing students to investigate and to identify the using of hedging on academic writing.

In this research the writer uses three techniques in data collection, i.e. interview, observation and documentation.

1. Interview

Interview occurs when the researchers ask one or more participants general, open-ended questions and record their answers.²⁸ It means that by interviewing the participants can best voice their experiences unconstrained by any perspectives of the researcher or past research findings. Interview provides useful information when the researcher cannot directly observe participants, and the researcher permits participants to describe detailed personal information. Therefore, in this research the researcher will use interview to collect the data from the students.

2. Documentation

Qualitative researchers may use written documents or other artifacts to advantage and know of the phenomenon under study. In this research, the researcher makes use of documents technique to collect the data. Documents can be a treasured source of data in qualitative research. Creswell stated that documents represent public and personal documents. Public documents provide in the form of minutes from official meetings, and newspaper. Example of private documents is personal journal

²⁸ John W. Creswell, *Educational research: planning, conducting, and evaluating quantitative and qualitative research*, 4th ed (Boston: Pearson, 2012).

and diaries, letters, and private notes.²⁹ Accordingly, the secondary data wanted are documented as data resource in the form of documentation. Furthermore, the researcher were given the data form the result of students' writing test.

D. Data Analysis Technique

The important part in research study is analyzing data, because the result will become a conclusion from all of the research. Analysis of data means studying the tabulated material to be able to determine character facts or meanings. It includes breaking down existing complex factors into simple parts and putting the parts together in new preparations for the reason of interpretation. Qualitative data usually take the form of words (descriptions, observations, recordings, impressions, and the like). The researcher need to prepare and categorize or code the large mass of the data so that they can be described and interpreted. In qualitative research, data analysis consists of two aspects, the aspects consists of text analysis and contain developing a description and themes.

The researcher would apply Miles and Huberman model to analyze the data.³⁰ The componets of this analysis model are pictured by this figure.

²⁹ Creswell, *Research design*.

³⁰ Matthew B. Miles, A. M. Huberman, dan Johnny Saldaña, *Qualitative data analysis: a methods sourcebook*, Third edition (Thousand Oaks, California: SAGE Publications, Inc, 2014).

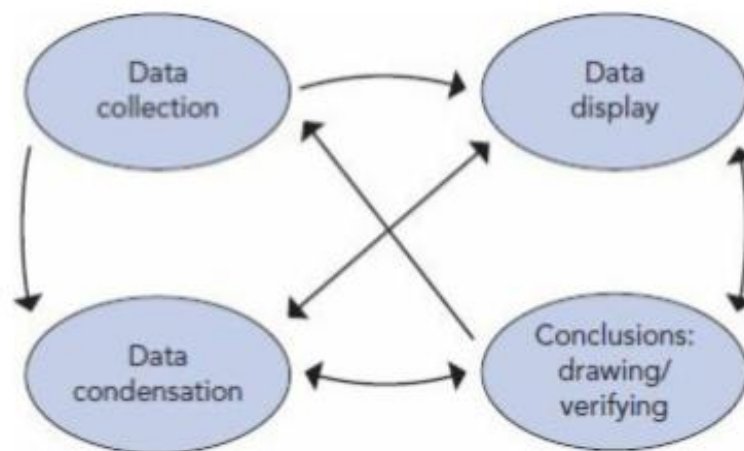


Figure 3.1. Analysis Components of Miles and Huberman Model

Data analysis by Miles and Huberman model includes of the following steps:³¹

1. Data collection is the step while the researcher collect all data which can be used to complete the research.
2. The researcher reduces the data he had gotten by summarizing and selecting specific things.
3. To display the data, the researcher usually make use of graphics, figures, or charts. The display should be able to describe the content whole the data.
4. Lastly, the researcher verifies his research by making conclusion of data findings.

E. Research Approach

In this case, the writer use six steps of qualitative approach in the process of research related to the writer related will analysis of hedging in students' writing document among the eleventh graders of SMA Negeri 01

³¹ *Ibid*,

Seputih Raman. The following are several steps to conduct this approach in the research :

1. Organize and prepare the data for analysis. This is done by transcribing interviews. optically scanning material, typing up subject notes, or sorting and arranging the information into different types depending at the sources of information.
2. Read through all of the data. A first step is to achieve a general sense of the data and to reflect on its generall meaning. From this steps the researcher got the data or information from the students.
3. Begin detailed analysis with a coding process. Coding is the process to organizing the segments of text before take it a meaning the information. The writer taking text and labeling those categories with a term, often a term based in the actual language of the students.
4. The writer generates a description of the students as well as categories for analysis. Description ³²created detailed rendering of information and categorized the content to analysis.
5. The writer will analyze and interpreter the data from the student. In this case, researcher will analysis of hedging in students' writing document among the eleventh graders of SMA Negeri 01 Seputih Raman.
6. Making an interpretation or meaning of the data of this final step. The data can be obtained easily, then the writer will interpret and description of category of the word after the procedure is done.

³² Jhon W. Creswell, *Research Design*, p. 185

CHAPTER IV

RESULT AND DISCUSSION

A. Description of Research Setting

1. Profile at SMA Negeri 1 Seputih Raman

a. The Historical Background at SMA Negeri 1 Seputih Raman

SMA Negeri 1 Seputih Raman is the only public high school in the sub-district of Seputih Raman, regency Central Lampung, Lampung. This school is located in the village of Rama Murti 1, Seputih Raman district. Established since 2001 or rather, it has been around for 20 years. In its history, SMA Negeri 1 Seputih Raman has experienced 5 changes of school principals including:

- 1) Drs. H. Wibowo, M.Pd. (2001-2008)
- 2) Drs. H. Suwoko, M.Pd. (2008-2009)
- 3) Drs. H. Maksum Yusuf (2009-2012)
- 4) Drs. Stepanus Warsito, M.Pd. (2012-2017)
- 5) Drs. Nyoman Suarmo, M.M. (2017-now)

b. The Condition of the Teachers and Official Employees at SMA Negeri 1 Seputih Raman

The numbers of the teacher and official employers in SMA Negeri 1 Seputih Raman in the academic year of 2020/2021 can be seen on the table below:

Table 4.1

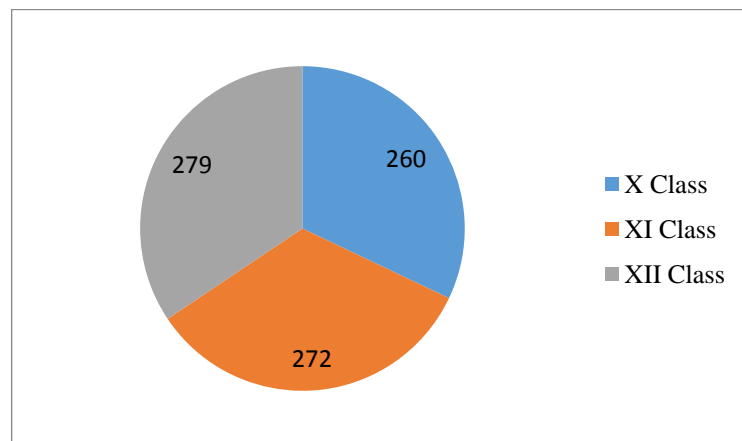
**The Condition of Teachers and Official Employers in
SMA Negeri 1 Seputih Raman in the Academic Year
of 2020/2021**

No	Name	Bidang Studi
1	Drs. Nyoman Suarmo, M.M.	Principal
2	I Wayan Dunia, S.Pd.	Indonesian Language
3	Drs. I Nengah Sudarma	Indonesian Language
4	Suwardi, S.Pd., M.Pd.	Civics
5	Yuliana Setyowati, S.Pd.,M.M.	Indonesian Language
6	Umi Zumroh, S.Pd.,M.Pd.	Hisrtory
7	Drs. Edi Susanto	Hisrtory
8	Drs. Syamsuri	Agama Islam
9	Sehnyoadi, S.Pd.	Economics
10	Dwi Andariyani, S.Pd.	English
11	I Made Sunarjaya, S.Pd.	Physics
12	Drs. Katno	Physics
13	Drs. Supardi	Mathematics
14	Dedy Kurniawan, S.Pd.	Indonesian Language
15	Efriyani, S.Pd.	English
16	Oriza Kurnia Widarti, S.E.	Sosiologi
17	Asfar, S.Ag.,M.Pd.I	Agama Islam
18	Ni Ketut Sunarmi, S.Ag.	Hisrtory
19	Dra. Sri Susilowati	Sociology
20	Drs. Budi Rahmanto	Indonesian Language
21	Drs. I Gusti Nyoman Alit Purwa	Economics
22	Sri Rahayu Agustina, S.Pd.	Pancasila
23	Endang Martilawati, S.Pd.	Chemical
24	Heriani, S.Sos	Indonesian Language
25	Eli Nurhidayati, S.Pd.	Mathematics
26	Suprapti, S.Pd.	Hisrtory
27	Susiani, S.Pd.	Sports Physical Education And Health
28	Atet Wiyana, S.Pd.	Sports Physical Education And Health
29	Fahrudin, S.Pd.	Indonesian Language
30	Rohmaneli, S.Pd.	Mathematics
31	Sukur, S.Pd.	Mathematics

32	Mochamad Muzayin, S.Ag.	Pendidikan Pancasila
33	I Wayan Sujaya, S.Pd.	Chemical
34	Ning Suropati, S.Pd.	Sociology
35	Ni Wayan Sri Kartini, S.Sn.	Art
36	Ni Nyoman Marianti, S.Pd.	Agama Hindu
37	Yuli Setiowati, S.Pd	Mathematics
38	Wiwik Fitri Handayani, S.Pd.	Pancasila
39	Dwi Amiyati, S.Pd.	Biology
40	Diah Arini, S.Pd.	Lampung Language
41	M. Reza Pahlevi, S.Pd.,M.S.Ak	Economics
42	Ni Made Lismawati, S.Sos.	Sociology
43	Dewiasti, S.Sos.	Kesenian
44	Ana Kristinaningsih, S.Pd.	Agama Kristen
45	Dedi Setyawan, S.Sn.	Art
46	Pipit Patria Ningsih, S.Ag.	Art
47	Yunita Ariyanti, S.Pd.	Biology
48	Charisma Ganda Mega Sari, S.Si.,M.Pd.	Kimia
49	Mahfud Sidiq, S.Pd.	Agama Islam
50	Kuswanto, S.Pd	Mathematics
51	Tumino, S.Pd.	Mathematics
52	I Nyoman Widastra, S.Ag.	Agama Hindu
53	Kunto Guritno, S.Sn.	Art
54	Dani Eka Setyawan, S.Pd.	Sports Physical Education And Health
55	Subardi, S.Pd.	Sosiology
56	Hariyati,S.Pd.,M.M	Hisrtory
57	I Ketut Sujana	Staf TU
58	Sutarji	Staf TU
59	Ni Wayan Supanti	Staf TU
60	Jayus	Staf TU

c. Students Quantity at SMA Negeri 1 Seputih Raman

The students quantity at SMA Negeri 1 Seputih Raman in the academic year of 2020/2021 is that can be seen on the figure below:



(Source: The Data of Students Quantity Got from the English Teacher at SMA N 1 Seputih Raman Central Lampung)

Figure 4.1 The Students Quantity at SMA Negeri 1 Seputih Raman in the Academic Year of 2020/2021

- d. The Condition of Infrastructure Facilities at SMA Negeri 1 Seputih Raman

Overall, the facilities and infrastructure in SMA Negeri 1 Seputih Raman are very adequate, it can be seen from the list of supporting infrastructure for the learning process below:

Electrical power : 6,000 volt

Surface area : 15,000 M²

Table 4.2

The Total of Classroom at SMA Negeri 1 Seputih Raman

No	Classroom
1.	X 1 (Theory Class/ Classroom)
2.	X 2 (Theory Class/ Classroom)
3.	X 3 (Theory Class/ Classroom)
4.	X 4 (Theory Class/ Classroom)
5.	X 5 (Theory Class/ Classroom)

6.	X 6 (Theory Class/ Classroom)
7.	X 7 (Theory Class/ Classroom)
8.	X 8 (Theory Class/ Classroom)
9.	X 9 (Theory Class/ Classroom)
10.	XI A1 (Theory Class/ Classroom)
11.	XI A2 (Theory Class/ Classroom)
12.	XI A3 (Theory Class/ Classroom)
13.	XI A4 (Theory Class/ Classroom)
14.	XI A5 (Theory Class/ Classroom)
15.	XI A6 (Theory Class/ Classroom)
16.	XI S1 (Theory Class/ Classroom)
17.	XI S2 (Theory Class/ Classroom)
18.	XI S3 (Theory Class/ Classroom)
19.	XI S4 (Theory Class/ Classroom)
20.	XII A1 (Theory Class/ Classroom)
21.	XII A2 (Theory Class/ Classroom)
22.	XII A3 (Theory Class/ Classroom)
23.	XII A4 (Theory Class/ Classroom)
24.	XII A5 (Theory Class/ Classroom)
25.	XII S1 (Theory Class/ Classroom)
26.	XII S2 (Theory Class/ Classroom)
27.	XII S3 (Theory Class/ Classroom)
28.	XII S4 (Theory Class/ Classroom)
29.	XII S5 (Theory Class/ Classroom)

Figure 4.2 The Location Sketch at SMA Negeri 1 Seputih Raman in the Academic Year of 2020/2021

2. Description of the Research Result

The researcher conducted a qualitative research to answer two research questions. The results of research that answer the research question are as follows:

a. The most dominant type of hedging used by the eleventh grade at SMAN 1 Seputih Raman.

To analyze the most dominant type of hedging used by the student, the researcher used the document of students' writing letter text assignment. The results of the students' writing assignment including the following:

1) Chapter I

It was analyzed that in the first data there are no epistemic lexical and semi auxiliary. In addition, there is modal auxiliary verb expressing opportunity. consist of one *will* and two *can*. The sentences that contains *will* and *would* and *can*.

The sentence are :

- a. You'*ll* learn more about your self,...
- b. You *will* develop soft skill.
- c. They *can* look for abilities and know their abilities.
- d. Sudentnts *can* choose a variety of organization according to ability.

2) Chapter II

It was analyzed that in the second data there are modal verbs.. consist of two can. The sentences that contains *can*.

The sentence are :

- a) Join the organization *can* develop talent, hobbies, practice, learn to solve problem.
- b) Working with the team *can* be share the talent of they are.

3) Chapter III

It was analyzed that in the Thrid data there is modal verb expresing opportunity. consist of two can and one will. The sentences that contains *can* and *will*. The sentence are :

- a) Student *can* hone and develop their talents in jon of organization.
- b) You *can* also get new experience.
- c) You *'ll* be able to use our skill in clas or in our of live.

4) Chapter IV

The type of hedging on the fourth data analized are found type of modal verbs and lexical verb. consist of two can and one will. The sentences that contains two *will,should* and *suggest*. The sentence are

- a) Student should not only study but they are have many experience.
- b) I sugest to learn more than today

- c) You will learn our your self.
- d) You will develop our soft skill.

5) Chapter V

In addition, there is modal verb and lexical verb consist of two can and will . The sentence are :

- a) I suggest to students follow and join a organization.
- b) Join a student organozation is a good choice through student orgabization **will** become know ledgeable individuals.
- c) You **can** learn from the other students to uderstend and the current knowledge.
- d) You **can** find out what you know.

6) Chapter VI

It was analyzed that in the sixth there is modal verb, adverbs. consist of usually can and will.

The sentence are :

- a) If the student join organization usually have many time to explore the experiment.
- b) Staying with the organization **can** provide opportuniies for better and easier.
- c) Students organization **will** help become individual on the future carier.

7) Chapter VII

It was analyzed that in the seventh data there is modal auxiliary verb expressing opportunity. consist of can and will.

The sentence are :

- a) You **will** learn the best way communicate with both individuals and groups.
- b) You **can** found more friends our your communities.

8) Chapter VIII

It was analyzed that in the eighth data there are no epistemic lexicaland sami auxalary. In addition, there is modal auxiliary verb expresing opportunity. consist of two can and suggest.

The sentence are :

- a) Students **can** chose the organization acording to their abilities.
- b) The student usually join organization is to get a new friends.
- c) The skill **can** used when in the organization.

9) Chapter IX

It was analyzed that in the ninth data there are modal verbs. consist of can and will.

The sentence are :

- a) Join the organization **can** practice to organization a team an it **will** train your mentally to be better.

10) Chapter XI

It was analyzed that in the tenth data there is modal auxiliary verb expressing opportunity. consist of two will.

The sentence are :

- a) Join a student organization is a good chooice because that you *will* learn resposibility and get more experience.
- b) You *will* develop soft skill.

Tabel 4.3
Type of Hedging by student of Senior High School 1
Seputih Raman

No	Name	Hedging			
		Modal verbs		Lexical verbs	Adverbs
1	NMNW	Will	Can	-	-
2	SY	Can	-	-	-
3	NDW	Can	Will	-	-
4	DDS	should	Will	Suggest	-
5	NMRA	Can	Will	Suggest	-
6	MS	Can	Will	-	Usually
7	SM	Can	Will	-	-
8	NKLU	Can	-	Suggest	Usually
9	NGAPR	-	Will	-	-
10	DK	-	Will	-	-

3. What are the students' difficulties in using hedging in writing skill at SMAN 1 Seputih Raman in the academic of 2019/2020

To analyze the difficulties in using hedging in writing skill the researcher used interview with English teacher. The result of interview including the following:

a. Lack of ability to understand vocabulary.

Based on the results of interviews with English teachers, it was found that students had difficulties in writing exposition texts in the form of lack of vocabulary and ideas because they were interrelated. In addition, the teacher also explained that there was little experience of students in finding out a development in a vocabulary that was obtained at this time and students often looked for opportunities to use Google translate.

In addition, from the results of interviews with teachers, students have never trained and also tried to practice more with the results obtained in class. this is due to lack of time and also the current pandemic.

b. In writing the student feel have no choice to using hedging word our writing.

Depending on what you're writing, sometimes you have no choice but to use hedging words – to hedge – for example, in academic writing, legal documents and news reports. In general, using hedging words and phrases should be a conscious choice with a purpose, and not a habitual feature of your writing that runs the risk of you sounding like you don't have confidence in your thoughts, ideas, and opinions.

- c. Less students to do exercises with verbs and tenses.

Based on the results of the interview, the English teacher explained that it is important to stimulate students to do exercises with verbs and tenses to minimize hedging difficulties in writing. This is because before writing students are asked to observe a text, then first look for the object of the subject predicate, especially hedging, then if the predicate leads to the tense form. but what happens is that students lack in doing exercises to develop their ability in understanding Hedging.

- d. The ability of grammatical strategy is still low.

The results of interviews with teachers who asked students to do grammar strategies, which turned out to be still getting errors, namely racing on Indonesian which was interpreted in English without knowing grammatical writing. In addition, the student's difficulty factor is not paying attention to the objects and predicates used.

B. Discussion

The discussion of the research result is presented in the following explanation:

1. The most dominant type of hedging used by the eleventh grade at SMAN 1 Seputih Raman in the academic of 2019/2020.

An analysis type of Hedging in text writing was conducted by asking the students' writing assignment given by the English teacher. It

was adopted from the theory taken from Hayland about type of Hedging including of Modal verbs, Modal adverbs, Adverbs, Nouns, Lexical Verb.

Based on the observations result each percentage type of Hedging including of 50% of Modal verbs, 37,5% of Lexical Verbs, and 12,5% Adverbs. It is known that the type of hedging in wrting text of student English, appears in the sentences containing the Hedging Modal Verbs, Adverbs, Lexical Verbs. Hedging that does not often appear in student writing text are nouns and modal adverbs. This proves that the type of hedging that appears the least in children's writing is not very interesting and difficult for students to understand in the text. It can be concluded that the results of type of Hedging analysis was explained in the table and diagram as following:

Table 4.4

The Percentage type of Hedging in Students Writing Text

No.	Hegding	Frequency	Percentage
1.	Modal verbs	8	50 %
2.	Modal adjective	-	-
3.	Adverbs	2	12,5 %
4.	Nouns	-	-
5.	Lexical verb	6	37,5%
Total		16	100%

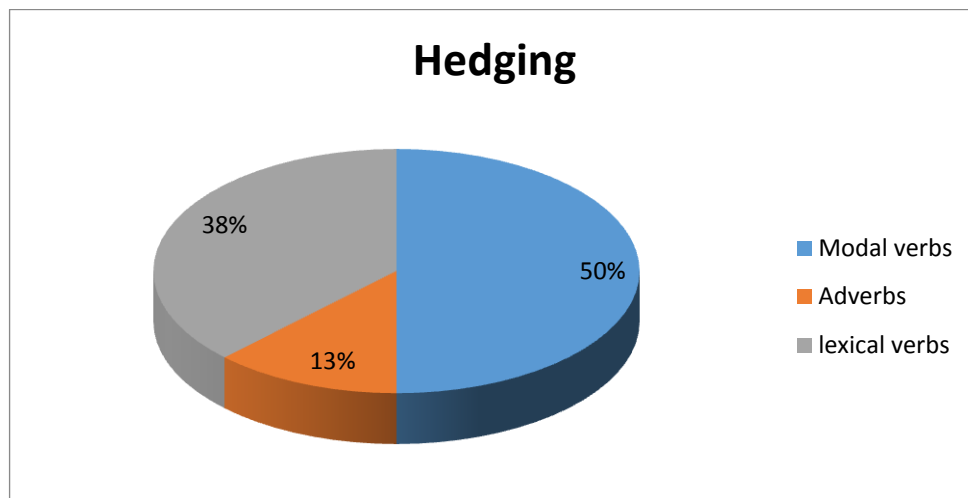


Figure 4.3 The Percentage type of Hedging in Students Writing Text

2. The students' difficulties in using hedging in writing skill at SMAN 1 Seputih Raman in the academic of 2019/2020
 - a. lack of ability to understand vocabulary.
 - b. In writing the student feel have no choice to using hedging word our writing.
 - c. Less students to do exercises with verbs and tenses.
 - d. The ability of grammatical strategy is still low.

In conclusion, the difficultie of hedging in academic writing of student SMAN 1 Seputih Raman are lack of ability to understand vocabulary, In writing the student feel have no choice to using hedging word our writing, Less students to do exercises with verbs and tenses, The ability of grammatical strategy is still low.

CHAPTER V

CONCLUSION AND SUGGETION

A. Conclusion

Based on the analysis result of hedging in writings by the students of grade 11 at the public senior high school (SMAN) 1 Seputih Raman, Central Lampung Province the researcher would like to describe the conclusion of this research. The conclusion is related with the research results that the most dominant type of hedging used by the eleventh grade at SMAN 1 Seputih Raman and the students' difficulties in using hedging in writing skill at SMAN 1 Seputih Raman. The results of the analysis can be seen as follows:

1. the types of hedging in text writing are modal verbs 50%, lexical verb 37.5%, and adverb 12.5%. Hedging that does not often appear in student writing text are nouns and modal adverbs. The most dominant type of hedging that appears in student writing text is Modal verbs because 50% of these types are more oblique and appear a lot in student writing texts. This proves that the type of hedging that appears the least in children's writing is not very interesting and difficult for students to understand in the text.
2. To know the difficulties of hedging in academic writing of student SMAN 1 Seputih Raman including of lack of ability to understand vocabulary, In writing the student feel have no choice to using hedging word our writing, Less students to do exercises with verbs and tenses, The ability of grammatical strategy is still low.

B. Suggestions

Based on the conclusion above, some suggestions are intended for the students, the teacher, and the other researchers:

1. For the Students

The researcher hopes that the students will understand about the type of Hedging. It is suggested that the students to practice more in English writing, to produce correct compositions based on good English. In addition, it is recommended that the students to increase their English vocabulary to master English as well as possible.

2. For the Teacher

It is recommended that the teacher to use the appropriate method when teaching of hedging in writing skill. The teacher should not only explain the structure of the target language being studied, but also use the mistakes made by the students as a medium for learning hedging while comparing the structure of the target language with the structure of the native language. This will minimize the possibility of the students will be affected by their native language disorder. The use of an appropriate method can also prevent students from getting bored so that they have higher motivation and awareness to learn.

3. For the Headmaster

It is suggested that the headmaster to provide the complete learning media that support the students in learning English such as complete English dictionary, and English literature. In addition, it is recommended

that the headmaster motivate the students to habituate using English both through writing and speaking.

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APPENDICES

The blue print of observation sheet

NO	RESEARCH INSTRUMENT	REFERENCES
1	What is the most dominant type of hedging used by the eleventh grade at SMAN 1 Seputih Raman in the academic of 2019/2020?	Ken Hyland, <i>Second Language Writing</i> (Cambridge; New York: Cambridge University Press, 2003), http://hdl.handle.net/2027/heb.31742 .
2	What are the students' difficulties in using hedging in writing skill at SMAN 1 Seputih Raman in the academic of 2019/2020?	

Instrument blue print of observation
Type of Hedging by student of Senior High School 1 Seputih Raman

No	Name	Hedging			
		Modal verbs		Lexical verbs	Adverbs
1	Chapter I	Will	Can	-	-
2	Chapter II	Can	-	-	-
3	Chapter III	Can	Will	-	-
4	Chapter IV	should	Will	Suggest	-
5	Chapter V	Can	Will	Suggest	-
6	Chapter VI	Can	Will	-	Usually
7	Chapter VII	Can	Will	-	-
8	Chapter VIII	Can	-	Suggest	Usually
9	Chapter IX	-	Will	-	-
10	Chapter X	-	Will	-	-

Documentation of reserach

The reseracher intviw the teacher



The data of the students writing assignment

Date : _____

Dwi Krisianto

Activity 21.

Why you should join a student Organization.

- Thesis

- Joining a student organization is a good choice.
- It's means that you will learn to be responsible and get more experience.

6th argument.

- You'll gain leadership skills
- It's can train mentality, like dare to speak in public

2nd Argument.

- You'll will develop soft skills
- It's like respecting the elders, for example greeting when meeting on the street or in the organisation.

Dwi Krisianto

Thesis :

Joining a student organization is a good choice. By joining an organization you can practice to organize a team and it will train your mentality to be better, dare to appear in front of many people.

Argument I

You'll learn more about yourself, your goals, and your strengths. Joining a student organization presents many opportunities to learn more about yourself, your goals, and your strengths. You can also find out what you're good at, whether that's multitasking, staying organized, generating ideas. This self awareness will be beneficial in your future career.

Argument II

You will develop soft skills:

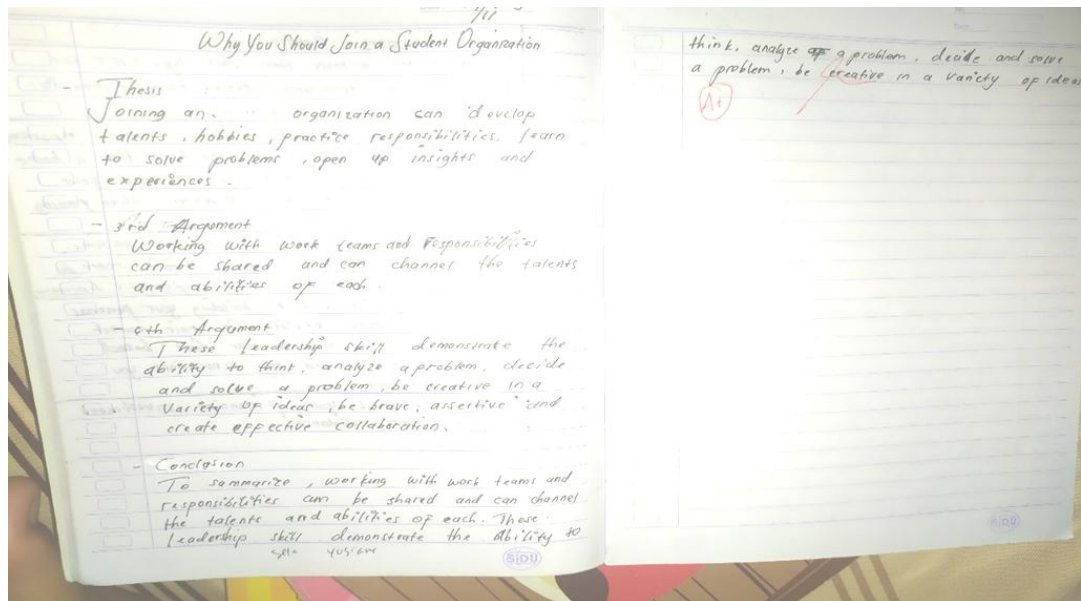
The skill that allow us to effectively interact with others. Like communication, attitude, and work ethic. Participating in a student organization not only teaches you these skills, but also helps you broaden and improve those you already have. You'll learn the best way to communicate with both individuals.

A+

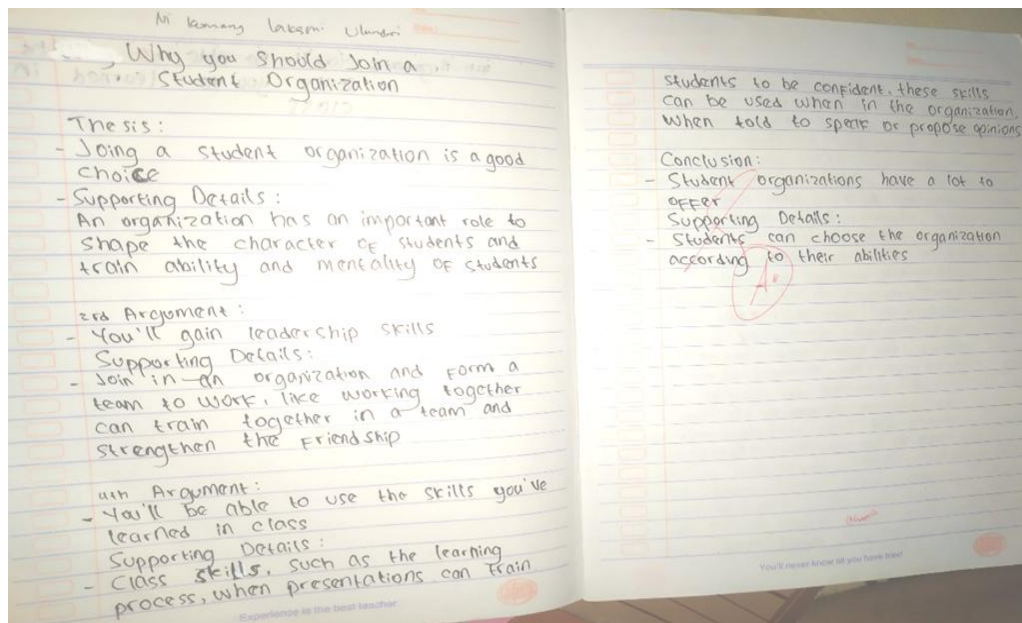
Ni Gisti Ayu Putu Regista Resmawati

SIDU

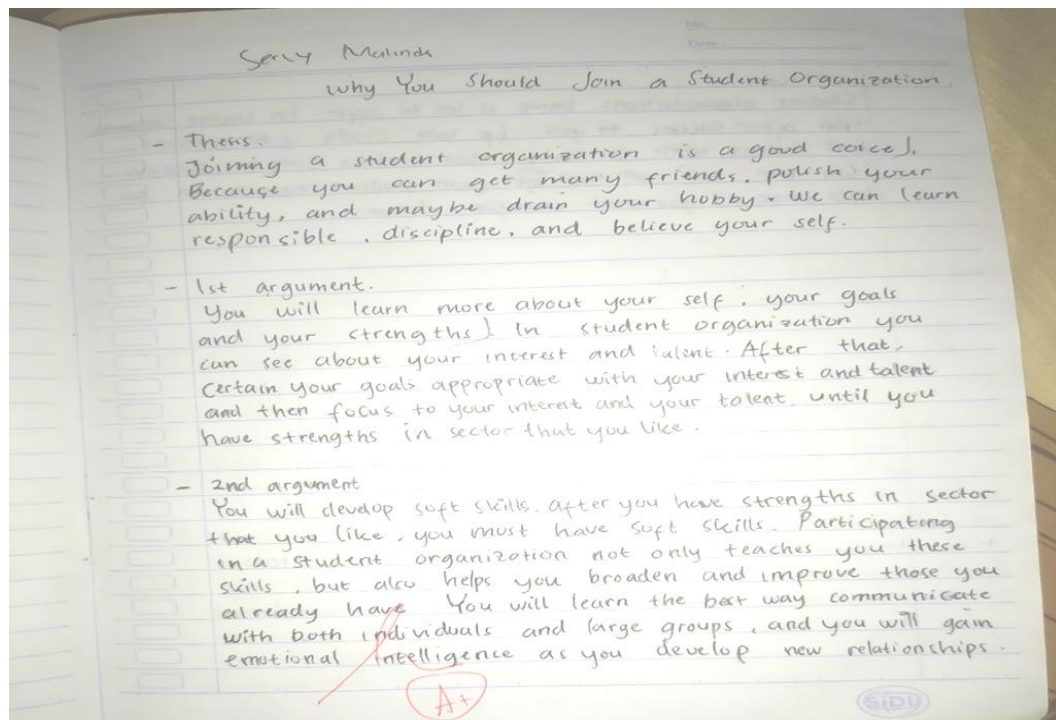
Ni Gisti Ayu Putu Regista Resmawari



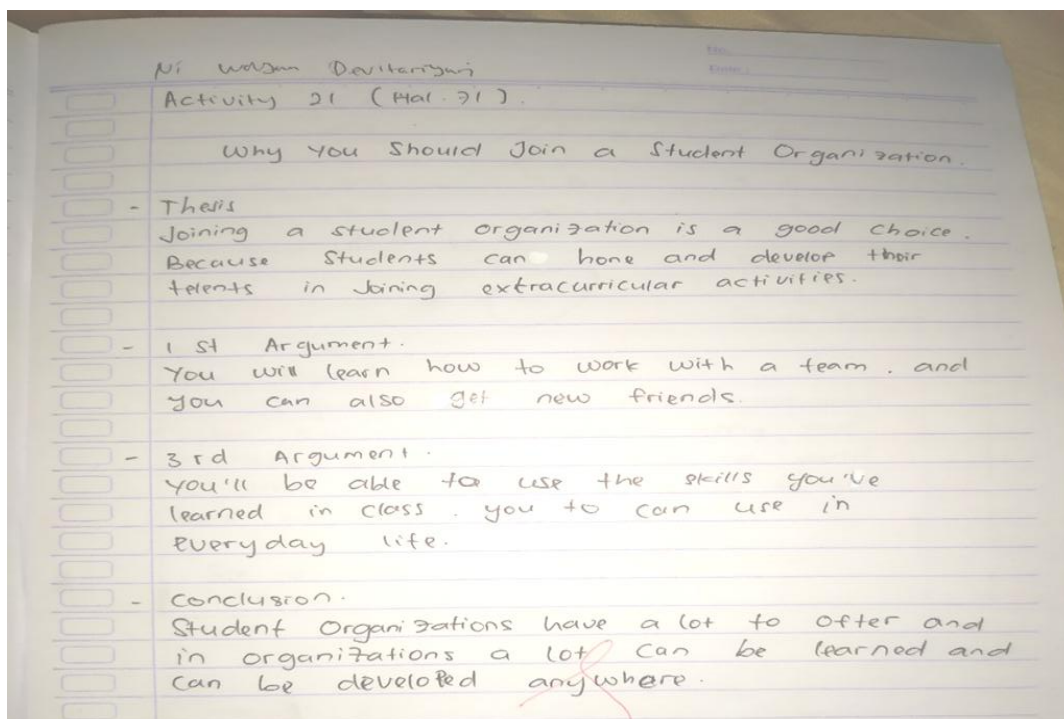
Sela Yusiana



Ni komang laksmi ulandari



Selly Melindari



Ni Wayan Deviyani

Date: _____

Ni Made Widhi Widihuni

Why you should join a student organization

Thesis : joining a student organization is a good choice

supporting Details : joining a organization is the best choice for teaching students to have a sense of responsibility and have high values of solidarity

1st Argument : you'll learn more about your-self, your goals, and your strengths

supporting Details : when students follow the organization at school students can achieve the goals or goals they want and can cheat students abilities

2nd Argument : you will develop soft skills

supporting Details : when students join the organization at school they can look for abilities and know their abilities

Conclusion : student organizations have a lot to offer

supporting Details : students can choose a variety of organizations according to ability

Ni Made Widhi Widihuni

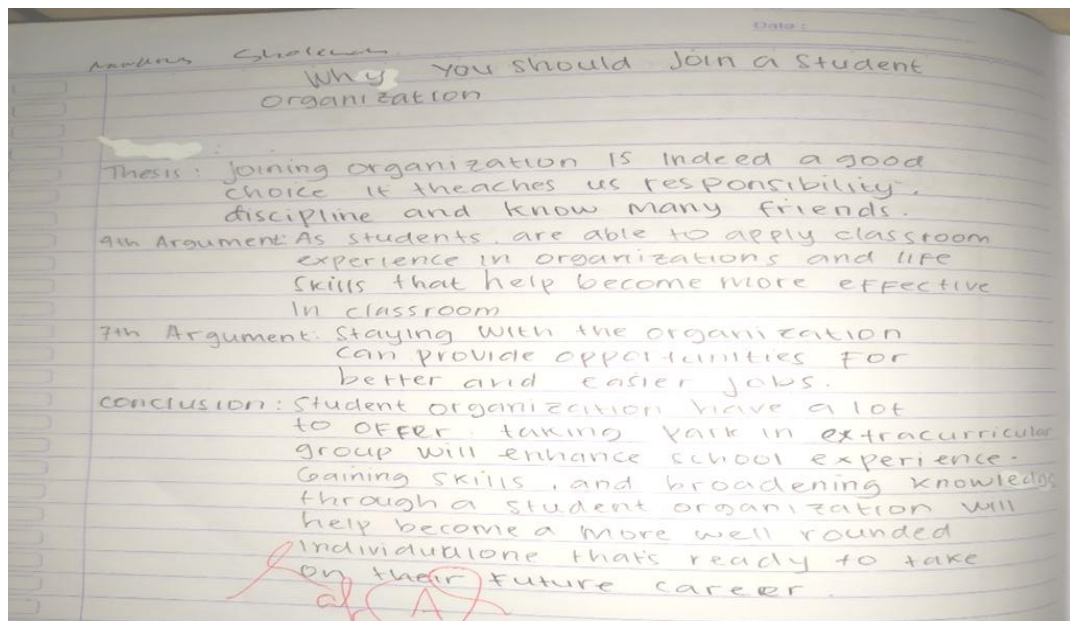
Ni Made Riska Anggraini

Thesis :
Joining a student organization is a good choice
Through student organization will become knowledgeable individuals
Actually there is nothing wrong if you join the school organization

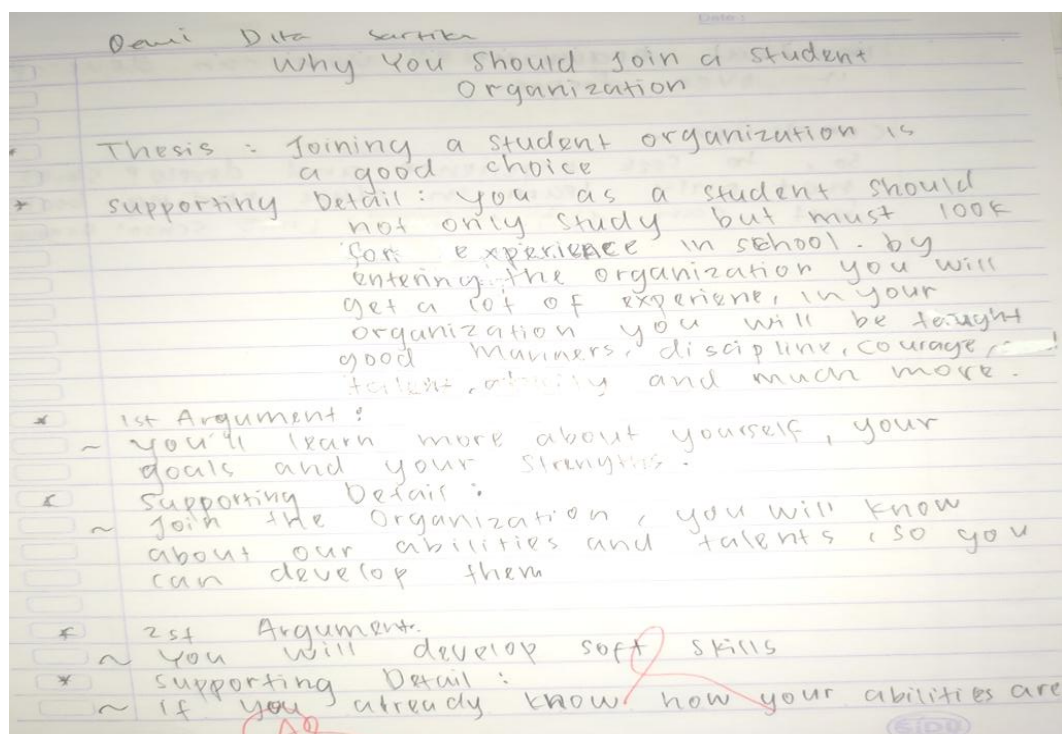
*** Argument 1st:**
You'll learn more about yourself, your goals and your strengths.
You can learn from the way other students to understand and the current knowledge.
You can find out what you know, whether it is multitasking, staying ready, generating ideas, or serving other.

*** Argument 2nd:**
You'll gain leadership skills
Being a leader or official in an organization will help you develop skills that will be invaluable in all areas of life. You will be given the opportunity to improve public speaking, and get confidence as an individual.

Ni Made Riska Anggraini



Maratus Sholehah



DEWI Dita Sartika

SILABUS PEMBELAJARAN

Mata Pelajaran : Bahasa Inggris

Satuan Pendidikan : SMA N. I SEPUTIH RAMAN

Kelas : XI (Sebelas)

Kompetensi Inti :

• **KI-1 dan KI-2: Menghayati dan mengamalkan** ajaran agama yang dianutnya.

Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.

• **KI 3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

• **KI4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta	<ul style="list-style-type: none">• Fungsi Sosial Menjaga hubungan interpersonal dengan guru, teman, dan orang lain.• Struktur Teks<ul style="list-style-type: none">- Memulai- Menanggapi (diharapkan/di luar dugaan)	<ul style="list-style-type: none">- Menyimak, membaca, dan menirukan, guru membacakan beberapa teks pendek berisiran dan tawaran dengan ucapan dan tekanan kata yang benar- Menanyakan hal-hal yang tidak diketahui atau yang

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>should, can</i>)	<ul style="list-style-type: none"> • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan yang menunjukkan saran dan tawaran, dengan modal <i>should</i> dan <i>can</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Situasi yang memungkinkan pemberian saran dan tawaran melakukan tindakan yang dapat menumbuhkan perilaku yang termuat di KI 	berbeda <ul style="list-style-type: none"> - Menentukan modal yang tepat untuk diisikan ke dalam kalimat-kalimat rumpang - Diberikan beberapa situasi, membuat beberapa saran dan tawaran yang sesuai secara tertulis kemudian dibacakan ke kelas - Melakukan pengamatan di lingkungan sekolah dan sekitarnya untuk membuat serangkaian saran dan tawaran untuk memperbaikinya - Melakukan refleksi tentang proses dan hasil belajarnya
4.1 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks		
3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>I think, I suppose, in my opinion</i>)	<ul style="list-style-type: none"> • Fungsi Sosial Menjaga hubungan interpersonal dengan guru, teman, dan orang lain. • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan menyatakan pendapat <i>I think, I suppose, in my opinion</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, 	<ul style="list-style-type: none"> - Menyaksikan/menyimak beberapa interaksi dalam media visual (gambar atau video) yang melibatkan pernyataan pendapat dan pikiran - Mengidentifikasi dan menyebutkan situasi yang memunculkan pernyataan pendapat dan pikiran dan menyebutkan pernyataan yang dimaksud - Bertanya dan mempertanyakan tentang hal-hal yang tidak diketahui atau berbeda - Diberikan beberapa situasi peserta didik menyatakan

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
4.2 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Situasi yang memungkinkan munculnya pernyataan tentang pendapat dan pikiran yang dapat menumbuhkan perilaku yang termuat di KI	pendapat dan pikirannya yang sesuai secara tertulis kemudian dibacakan ke kelas - Melakukan pengamatan di lingkungan daerahnya dan sekitarnya dan kemudian menyatakan pendapat dan pikirannya terkait dengan upaya menjaga, memelihara dan memperbaikinya - Melakukan refleksi tentang proses dan hasil belajar
3.3 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk undangan resmi dengan memberi dan meminta informasi terkait kegiatan sekolah/tempat kerja sesuai dengan konteks penggunaannya	• Fungsi Sosial Menjaga hubungan interpersonal dalam konteks resmi • Struktur Teks Dapat mencakup: - Sapaan - Isi - Penutup • Unsur Kebahasaan - Ungkapan dan istilah yang digunakan dalam undangan resmi - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i> , dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan	- Mencermati dan menemukan perbedaan dan persamaan dari beberapa undangan resmi untuk beberapa acara yang berbeda - Mengidentifikasi dan menyebutkan bagian-bagian dari undangan dengan ucapan dan tekanan kata yang benar - Mencermati beberapa undangan resmi lainnya, dan mengidentifikasi bagian-bagiannya serta ungkapan-ungkapan yang digunakan - Diberikan beberapa undangan resmi yang tidak lengkap, dan kemudian melengkapinya dengan kata dan ungkapan yang sesuai - Diberikan deskripsi tentang acara yang akan dilaksanakan, dan kemudian membuat
4.3 Teks undangan resmi 4.3.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait	• Topik Acara formal yang terkait dengan sekolah, rumah, dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI	

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
kegiatan sekolah/tempat kerja 4.3.2 Menyusun teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	<ul style="list-style-type: none"> • Multimedia Layout yang membuat tampilan teks lebih menarik. 	undangan resminya - Menempelkan undangan di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajarnya
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> • Fungsi Sosial Menyatakan pendapat, mempengaruhi, dengan argumentasi analitis • Struktur Teks Dapat mencakup <ul style="list-style-type: none"> - Pendapat/pandangan - Argumentasi secara analitis - Kesimpulan • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan seperti <i>I believe, I think</i> - Adverbia <i>first, second, third ...</i> - Kata sambung <i>Therefore, consequently, based on the arguments</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Isu-isu aktual yang perlu 	<ul style="list-style-type: none"> - Membaca dua teks eksposisi analitis tentang isu-isu aktual yang berbeda. - Mencermati satu tabel yang menganalisis unsur-unsur eksposisi, bertanya jawab, dan kemudian menerapkannya untuk menganalisis satu teks lainnya - Mencermati rangkaian kalimat yang masing-masing merupakan bagian dari tiga teks eksposisi yang dicampur aduk secara acak, untuk kemudian bekerja sama mengelompokkan dan menyusun kembali menjadi tiga teks eksposisi analitis yang koheren, seperti aslinya - Membacakan teks-teks eksposisi tsb dengan suara lantang di depan kelas, dengan ucapan dan
4.4 Teks eksposisi analitis 4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu aktual 4.4.2 Menyusun teks eksposisi analitis tulis, terkait isu		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>dibahas yang menumbuhkan perilaku yang termuat di KI</p>	<p>tekanan kata yang benar</p> <ul style="list-style-type: none"> - Membuat teks eksposisi menyatakan pandangannya tentang satu hal di sekolah, desa, atau kotanya. - Menempelkan teks tsb di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajarnya
<p>3.5 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan /tindakan/ kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan passive voice)</p>	<ul style="list-style-type: none"> • Fungsi Sosial Mendeskripsikan, memaparkan secara obyektif • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Kalimat deklaratif dan interogatif dalam passive voice - Preposisi - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Benda, binatang, tumbuh-tumbuhan, yang terkait dengan mata pelajaran lain yang menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Membaca dan mencermati beberapa deskripsi tentang produk seni budaya dari beberapa negara dengan banyak menggunakan kalimat pasif - Membacakan deskripsi setiap produk budaya secara lisan di depan kelas secara bermakna dengan ucapan dan tekanan yang benar - Melengkapi teks tentang suatu produk yang kata kerjanya banyak yang dihilangkan dengan kata kerja yang makna tepat berbentuk pasif, dengan grammar dan ejaan yang benar - Membacakan deskripsi setiap produk budaya yang sudah lengkap di depan kelas secara bermakna dengan ucapan dan tekanan yang benar - Melakukan refleksi tentang proses dan hasil belajarnya
<p>4.5. Menyusun teks interaksi transaksional lisan dan tulis yang</p>		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>		
<p>3.6 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat pribadi dengan memberi dan menerima informasi terkait kegiatan diri sendiri dan orang sekitarnya, sesuai dengan konteks penggunaannya</p>	<ul style="list-style-type: none"> • Fungsi Sosial Menjalin kedekatan hubungan antar pribadi • Struktur Teks Dapat mencakup <ul style="list-style-type: none"> - Tempat dan tanggal - Penerima - Sapaan - Isi surat - Penutup • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan keakraban yang lazim digunakan dalam surat pribadi - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Pengalaman, informasi, hal lain yang terkait dengan sekolah, rumah, dan masyarakat yang dapat menumbuhkan 	<ul style="list-style-type: none"> - Menyimak dan menirukan guru membacakan beberapa contoh surat pribadi dengan ucapan, dan tekanan kata yang benar. - Membaca dengan suara lantang dan bermakna, dengan ucapan dan tekanan kata yang benar - Mencermati satu tabel yang menganalisis unsur-unsur eksposisi, bertanya jawab, dan kemudian menerapkannya untuk menganalisis dua surat pribadi lainnya - Mencermati rangkaian kalimat yang masing-masing merupakan bagian dari tiga surat pribadi yang dicampur aduk secara acak, untuk kemudian bekerja sama mengelompokkan dan menyusun kembali menjadi tiga surat pribadi

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
	perilaku yang termuat di KI	yang koheren, seperti aslinya - Membuat surat pribadi untuk satu orang teman di kelas tentang suatu hal yang relevan, dan kemudian membalasnya - Melakukan refleksi tentang proses dan hasil belajar
<p>4.6 Teks surat pribadi</p> <p>4.6.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya</p> <p>4.6.2 Menyusun teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya, lisan dan tulis, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>		
<p>3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, sesuai dengan konteks</p>	<ul style="list-style-type: none"> ● Fungsi Sosial Menjelaskan, memberikan alasan, mensyukuri, dsb. ● Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) ● Unsur Kebahasaan <ul style="list-style-type: none"> - Kata yang menyatakan hubungan sebab akibat: <i>because of ...</i>, <i>due to ...</i>, <i>thanks to ...</i> 	<ul style="list-style-type: none"> - Menyaksikan/menyimak beberapa interaksi dalam media visual (gambar atau video) yang melibatkan pernyataansebab akibat - Mengidentifikasi dan menyebutkan situasi yang memunculkan pernyataan sebab akibat dan menyebutkan pernyataan yang dimaksud - Bertanya dan mempertanyakan tentang

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>penggunaannya. (Perhatikan unsur kebahasaan because of ..., due to ..., thanks to ...)</p>	<ul style="list-style-type: none"> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Keadaan, perbuatan, tindakan di sekolah, rumah, dan sekitarnya yang layak dibahas melalui sebab akibat yang dapat menumbuhkan perilaku yang termuat di KI. 	<p>hal-hal yang tidak diketahui atau berbeda</p> <ul style="list-style-type: none"> - Diberikan beberapa situasi peserta didik menulis teks pendek yang melibatkan pemuatan sebab akibat dan kemudian dibacakan ke kelas - Melakukan pengamatan di lingkungan daerahnya dan sekitarnya dan kemudian membuat beberapa pandangan yang melibatkan sebab akibat terkait dalam upaya menjaga, memelihara dan memperbaikinya - Melakukan refleksi tentang proses dan hasil belajar
<p>4.7 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>		
<p>3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang terdapat dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya</p>	<ul style="list-style-type: none"> • Fungsi Sosial Menjelaskan, memberi gambaran alasan terjadinya suatu fenomena • Struktur Teks Dapat mencakup: <ul style="list-style-type: none"> - fenomena - identitas gejala - rangkaian penjelasan • Unsur Kebahasaan <ul style="list-style-type: none"> - Adverbia <i>first, then, following, finally</i> - Hubungan sebab-akibat (<i>if-then, so, as a consequence, since, due to, because of, thanks to</i>) - Kalimat pasif, dalam tenses yang <i>present</i> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan 	<ul style="list-style-type: none"> - Membaca beberapa teks information report terkait mata pelajaran lain di Kelas IX - Menggunakan alat analisis, mengidentifikasi bagian-bagian struktur teks report dan mengamati cara penggunaannya, seperti yang dicontohkan - Bertanya jawab tentang beberapa teks lain lagi dengan topik yang berbeda - Mengumpulkan informasi dari berbagai sumber untuk membuat teks-teks tentang fenomena alam pendek dan sederhana. - Menempelkan teks masing-masing di dinding kelas untuk dibaca temannya
<p>4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks</p>		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>explanation lisan dan tulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI</p>	<ul style="list-style-type: none"> • Topik Benda-benda non manusia, seperti air, penguapan, hujan dengan paparan yang menumbuhkan perilaku yang termuat dalam KI 	<ul style="list-style-type: none"> - Mempresentasikan teksnya kepada teman-teman yang datang membaca - Melakukan langkah yang sama dengan topik fenomena sosial - Melakukan refleksi tentang proses dan hasil belajarnya
<p>3.9 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</p>	<ul style="list-style-type: none"> • Fungsi sosial Mengembangkan nilai-nilai kehidupan dan karakter yang positif • Unsur kebahasaan <ul style="list-style-type: none"> - Kosakata dan tata bahasa dalam lirik lagu - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Membahas hal-hal yang terkait dengan tema lagu yang liriknya akan segera dibaca - Membaca dan mencermati isi lirik lagu terkait dengan pembahasan sebelumnya - Menyimak, dan menirukan guru membaca lirik lagu secara bermakna - Menyebutkan bagian-bagian yang terkait dengan pesan-pesan tertentu - Membahas pemilihan kata tertentu terkait dengan tema lagu - Melakukan refleksi tentang proses dan hasil belajarnya
<p>4.9 Menangkap makna secara kontekstual terkait fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</p>		



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Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iaimetro@metrouniv.ac.id

NOTA DINAS

Nomor :
Lampiran : -
Perihal : **Pengajuan Munaqosah**

Kepada Yth,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Metro
Di-
tempat

Assalamualaikum Wr.Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka skripsi yang disusun oleh:

Nama : ANGGRAINI SILVIA PUTRI
NPM : 1601070065
Jurusan : Tadris Bahasa Inggris (TBI)
Fakultas : Tarbiyah dan Ilmu Keguruan (FTIK)
JudulSkripsi : HEDGING IN WRITINGS BY THE STUDENTS OF GRADE
11 AT THE PUBLIC SENIOR HIGH SCHOOL (SMAN) 1
SEPUTIH RAMAN, CENTRAL LAMPUNG PROVINCE.

Sudah kami setuju dan dapat dimunaqosahkan, demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

Wassalmu'alaikum Wr.Wb

Pembimbing 1

Ervan Nurtawab Ph.D
NIP. 19801104 200901 008

Metro, 03 Januari 2022

Pembimbing II

Trisna Dinilah Harva, M.Pd
NIP. 19830511 2009112 2 004

The Head of English Education Department

Andianto, M.Pd
NIP. 198711022015031004



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Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iaimetro@metrouniv.ac.id

NOTIFICATION LETTER

Number :
Appendix : -
Matter : **In order to hold the munaqosah of Anggraini Silvia Putri**

To:
The Honorable the Head of Tarbiyah Department
of State Institute For Islamic Studies of Metro

Assalamu'alaikum, Wr. Wb


We have given guidance and enough improvement to undergraduate thesis script which is written by:

Name : ANGGRAINI SILVIA PUTRI
Students Number : 1601070065
Faculty : Tarbiyah and Teacher Training Faculty
Department : English Education
Title : HEDGING IN WRITINGS BY THE STUDENTS OF GRADE 11 AT THE PUBLIC SENIOR HIGH SCHOOL (SMAN) 1 SEPUTIH RAMAN, CENTRAL LAMPUNG PROVINCE.

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teachers Training in order to be examined on the munaqosah. Thank you very much.

Wassalmu'alaikum Wr.Wb


Sponsor,


Ervan Nurtawab Ph.D
NIP. 19801104 200901 008

Metro, 3 January 2022
Co-Sponsor,


Trisna Dinilah Harva, M.Pd
NIP. 19830511 2009112 2 004

The Head of English Education Department


Andianto, M.Pd
NIP. 198711022015031004



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Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iaimetro@metrouniv.ac.id

APPROVAL PAGE

Title : HEDGING IN WRITINGS BY THE STUDENTS OF GRADE 11 AT
THE PUBLIC SENIOR HIGH SCHOOL (SMAN) 1 SEPUTIH
RAMAN, CENTRAL LAMPUNG PROVINCE.

Name : ANGGRAINI SILVIA PUTRI
Students Number : 1601070065
Department : English Education
Faculty : Tarbiyah and Teacher Training

APPROVED BY:

To be examined in *munaqosah* in Tarbiyah Faculty and Teachers Training of State
Institute of Islamic Studies (IAIN) of Metro.

Sponsor,

Ervan Nurtawab Ph.D
NIP. 19801104 200901 008

Metro, 3 January 2022

Co-Sponsor,

Trisna Dinilah Harva, M.Pd
NIP. 19830511 2009112 2 004



PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
CABANG DINAS PENDIDIKAN WILAYAH VI
SMA NEGERI 1 SEPUTIH RAMAN



Jalan Raya Seputih Raman Kabupaten Lampung Tengah 34155 Email smn1seputihraman@yahoo.co.id

Nomor : 421.3/447/V.01/SMA /2019

Lampiran : -

Perihal : Balasan Izin Pra-Survey

Yth.

Dekan Institut Agama Islam Negeri Metro

Di Tempat

Dengan hormat,

Menindaklanjuti surat Nomor B-1694/In.28.1/J/TL.00/05/2019 tanggal 24 Mei 2019 perihal izin penelitian, bahwa saya selaku Kepala SMA Negeri 1 Seputih Raman Kabupaten Lampung Tengah memberikan izin untuk melakukan penelitian kepada mahasiswa :

No	NAMA MAHASISWA	NPM	PRODI
1	ANGGRAINI SILVIA PUTRI	1601070065	PENDIDIKAN BAHASA INGGRIS

Demikian surat balasan ini, atas perhatian saya ucapkan terima kasih.

Seputih Raman, 03 Oktober 2019

Kepala SMAN 1 Seputih Raman
Kabupaten Lampung Tengah



Drs. NYOMAN SUARMO, MM

NIP. 19660412 199103 1 014



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Telepon (0725) 41507, Faksimili (0725) 47295, Website: www.tarbiyah.metrouniv.ac.id, e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-1694/In.28.1/J/TL.00/05/2019
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
KEPALA SMA N 1 SEPUTIH RAMAN
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:


Nama	: ANGGRAINI SILVIA PUTRI
NPM	: 1601070065
Semester	: 6 (Enam)
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Pendidikan Bahasa Inggris
Judul	: AN ANALYSIS OF HEDGING ON ACADEMIC WRITING AMONG THE ELEVENTH GRADERS AT SMA N 1 SEPUTIH RAMAN

untuk melakukan *pra-survey* di SMA N 1 SEPUTIH RAMAN.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 24 Mei 2019
Ketua Jurusan
Tadris Bahasa Inggris


Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014



PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
CABANG DINAS PENDIDIKAN WILAYAH VI
SMA NEGERI 1 SEPUTIH RAMAN



Jalan Raya Seputih Raman Kabupaten Lampung Tengah 34155 Email smn1seputihraman@yahoo.co.id

Nomor : 421.3/100/V.01/SMA /2021

Lampiran : -

Perihal : Balasan Izin Research

Yth.

Dekan Institut Agama Islam Negeri Metro

Di Tempat

Dengan hormat,

Menindaklanjuti surat Nomor B-1772/In.28/D.1/TL.01/05/2021 tanggal 03 Mei 2021 perihal izin Research, bahwa saya selaku Kepala SMA Negeri 1 Seputih Raman Kabupaten Lampung Tengah memberikan izin untuk melakukan Research kepada mahasiswa :

No	NAMA MAHASISWA	NPM	PRODI
1	ANGGRAINI SILVIA PUTRI	1601070065	TADRIS BAHASA INGGRIS

Demikian surat balasan ini, atas perhatian saya ucapkan terima kasih.

Seputih Raman, 21 Juni 2021

Kepala SMAN 1 Seputih Raman

Kabupaten Lampung Tengah



AYOMAN SUARMO, MM

NIP. 19660412 199103 1 014



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SURAT TUGAS

Nomor: B-1772/In.28/D.1/TL.01/05/2021

Wakil Dekan Akademik dan Kelembagaan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : **ANGGRAINI SILVIA PUTRI**
NPM : 1601070065
Semester : 10 (Sepuluh)
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Melaksanakan observasi/survey di SMA NEGERI 1 SEPUTIH RAMAN, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "HEDGING IN WRITINGS BY THE STUDENTS OF GRADE 11 AT THE PUBLIC SENIOR HIGH SCHOOL (SMAN) 1 SEPUTIH RAMAN, CENTRAL LAMPUNG PROVINCE".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

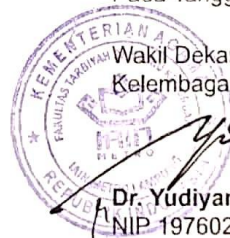
Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa tersebut.

Demikian surat tugas ini dikeluarkan untuk dilaksanakan dengan penuh rasa tanggung jawab.

Mengetahui,
Pejabat Setempat

Dikeluarkan di : Metro
Pada Tanggal : 03 Mei 2021

Wakil Dekan Akademik dan
Kelembagaan,



Dr. Yudiyanto S.Si., M.Si.
NIP. 19760222 200003 1 003



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FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Ki. Hajar Dewantara 15A Iringmulyo Metro Timur Kota Metro 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

Nomor : B-2868/In.28.1/J/TL.00/11/2020
Lampiran : -
Penihal : **BIMBINGAN SKRIPSI**

Metro, 04 November 2020

Kepada Yth.,

1. Dr. Ervan Nurtawab, MA, Ph.D (Pembimbing I)
2. Trisna Dinillah Harya, M.Pd (Pembimbing II)

Di-

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, maka kami mengharapkan kesediaan Bapak/Ibu untuk membimbing mahasiswa dibawah ini:

Nama : Anggraini Silvia putri
NPM : 1601070065
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : TBI
Judul : HEDGING IN WRITING BY THE STUDENTS OF GRADE 11 AT THE PUBLIC SENIOR HIGH SCHOOL (SMAN) SEPUTIH RAMAN, CENTRAL LAMPUNG PROVINCE

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
 - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing II.
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing I.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK Pembimbing Skripsi ditetapkan oleh Fakultas
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi yang ditetapkan oleh IAIN Metro
4. Banyaknya halaman skripsi antara 60 s.d 120 halaman dengan ketentuan sebagai berikut:
 - a. Pendahuluan \pm 1/6 bagian
 - b. Isi \pm 2/3 bagian
 - c. Penutup \pm 1/6 bagian

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih

Wassalamu'alaikum Wr. Wb

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 197506102008011014



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Nomor : B-1773/In.28/D.1/TL.00/05/2021
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMA NEGERI 1 SEPUTIH
RAMAN
di-

Tempat

Assalamu'alaikum Wr. Wb.

Berdasarkan dengan Surat Tugas Nomor: B-1772/In.28/D.1/TL.01/05/2021,
tanggal 03 Mei 2021 atas nama saudara:

Nama : **ANGGRAINI SILVIA PUTRI**
NPM : 1601070065
Semester : 10 (Sepuluh)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA NEGERI 1 SEPUTIH RAMAN, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "HEDGING IN WRITINGS BY THE STUDENTS OF GRADE 11 AT THE PUBLIC SENIOR HIGH SCHOOL (SMAN) 1 SEPUTIH RAMAN, CENTRAL LAMPUNG PROVINCE".

Kami mengharapkan bantuan Bapak/Ibu untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Demikian surat izin ini kami sampaikan, atas bantuan dan kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.



Metro, 03 Mei 2021
Wakil Dekan I,

Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Email: tarbiyah.iainmetro.ac.id website: www.tarbiyah.iainmetro.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : ANGGRAINI SILVIA PUTRI
NPM : 1601070065

Fakultas/Jurusan : TBI
Semester/TA : X / 2021

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	19 Juli 2021		✓	Diperjelas Hasil Penelitian BAB 4	
2	26 Juli 2021		✓	Revisi Chapter 4	
3	30 Jul 2021		✓	Revisi Chapter 4	
4	3 Agustus 2021		✓	Ace ch. V	
5	11 Oktober		✓	Acc ch. V	

Mengetahui :
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing II

Trisna Dinilah Harva, M.Pd
NIP. 19830511 2009112 2 004



KEMENTERIAN AGAMA REPUBLIK INDONESIA

INSTITUT AGAMA ISLAM NEGERI METRO

FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111

Telp. (0725) 41507 Fax. (0725) 47296 Email: tarbiyah.iain@metrouniv.ac.id website: www.tarbiyah.metrouniv.ac.id

**FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : ANGGRAINI SILVIA PUTRI

Fakultas/Jurusan : TBI

NPM : 1601070065

Semester/TA : VI / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1-	Selasa 5/5-2020		✓	Acc ch-I continue to ch-II.	
2	Kamis 19/5-2020		✓	Acc Ch.II Continue to ch. III	
	Selasa 20/05.2020		✓	Acc ch. III	

Mengetahui :

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Trisna Dinilah Harva, M.Pd
NIP. 19830511 200912 2 004



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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : ANGGRAINI SILVIA PUTRI

Fakultas/Jurusan : TBI

NPM : 1601070065


Semester/TA : X / 2021

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	24/11/2021	√		<ul style="list-style-type: none">Baca lagi skripsi Anda secara seksama agar tidak ada kesalahan teknis, berupa salah tulis, penggunaan font berbeda, nama orang ditulis salah, dll.ACC: Rapihkan keseluruhan dokumen skripsi sebagaimana saran di atas agar bisa segera disidangkan.	 

Mengetahui:
Ketua Jurusan TBI


Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing I


Ervan Nurtawab Ph.D
NIP. 19801104 200901 008



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Email: tarbiyah.iaim@metrouniv.ac.id website: www.tarbiyah.metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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Nama : ANGGRAINI SILVIA PUTRI Fakultas/Jurusan : TBI
NPM : 1601070065 Semester/TA : X / 2021

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	27/12/2021	√		ACC: bisa disidangkan	

Mengetahui :
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing I

Ervan Nurtawab Ph.D
NIP. 19801104 200901 008



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41307 Fax. (0725) 47296 Email: tarbiyah@iaimetro.ac.id website: www.tarbiyah.iaimetro.ac.id

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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : ANGGRAINI SILVIA PUTRI
NPM : 1601070065

Fakultas/Jurusan : TBI
Semester/TA : X/ 2021

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Selasa/27 APRIL 2021		✓	ACC APD	

Mengetahui :
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Trisna Dinilah Harva, M.Pd
NIP. 19830511 200912 2 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

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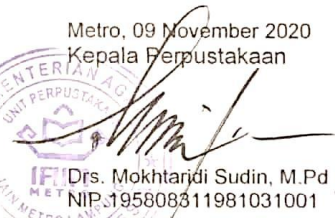
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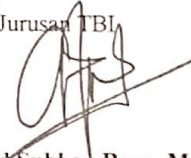
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SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa:

Nama : Anggraini Silvia Putri

NPM : 1601070065

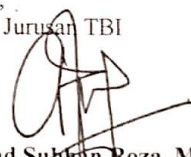
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Angkatan : 2016

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Individual Differences and Instructed Language Learning

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NIP. 19750610 200801 1 014

HEDGING IN WRITINGS BY THE STUDENTS OF GRADE 11 AT THE PUBLIC SENIOR HIGH SCHOOL (SMAN) 1 SEPUTIH RAMAN, CENTRAL LAMPUNG PROVINCE

by Anggraini Silvia Putri 1601070065

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CURICULUM VITAE



The name of a researcher is Anggraini Silvia Putri. She was born in Rejo Asri on December 4th, 1996. She is the trith child of happy couple Mr. frihartanto and Mrs. kasmini. She has graduated from Elementary school (SDN 3 Rejo Asri) on 2009. Then, she continued her study in Junior High School (SMP Negeri 02 Kotagajah) and graduated on 2012. After graduated from Junior High School, she continued to Senior high school (SMAN 1 Seputih Raman) and graduated on 2015. And on 2016 she continued her study as a student of S-1 English Education Department of State Institute for Islamic Studies Metro (IAIN Metro).