

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the research findings and discussion based on the data collected that related to the research problems the discussion section will globally be explained after presenting the data based on the Yule theoretical framework.

A. Research Findings

In this chapter, the researcher presents about the research findings organized according to the presentation of research problems. The first question concerns with classification of the hedges are used by the lecturer in the classroom. The second also concerns with classification of the hedges are used by students in the classroom. And the third problem focuses on why particularly hedges are employed more than others by lecturer and students.

1. Types of hedges are used by the lecturers in ELT classroom discourse.

a) Hedges of Quality Maxim

In this research, hedges are those kinds of cooperative principles that used by speakers when they are not sure to observe cooperative principles. The first kind of hedges is hedges of quality maxim that is cooperative principles that used by the addresser when the addresser has the limited information and the addresser does not fully obey the information. Those are some utterances that contained hedges of quality maxim;

[1] L: No. System of school. *Jadi menggunakan bahasa Inggris*

sebagai pengantar dalam mengajar.

- T1: This is the policy of the school. That is the interaction is English, except *bahasa Indonesia* and *Jawa* language. So, **I ask you**, it is international school? (1)
 L: No.

Description of Context	:
Setting and scene	: Discussion in the classroom
Participants	: T1: The first lecturer L: The first student
Act sequence	: T1 asked L to make sure about T1 understanding of the L information.

Data (1) contains in hedges of quality maxim because the addresser has the limited information and does not fully obey the information that has been shared by the addressee. In the utterance (1) the addresser trying not to violate the cooperative principle by using the word “*So, I ask you,*”. It contains to hedges of quality maxim because the addresser is making strong question *it is international school?*. The addresser is fully responsible with the quantity of the information she shared. But by prefacing it with, “*So, I ask you,*”. The addresser simultaneously eliminates the quantity of question being conveyed and advises the addressee to measure how much she observes the maxim of quality.

Besides being realized by using “*So, I ask you,*”, a hedge of the quality maxim has delivered by the English lecturer can also be realized in another utterances. See the following data:

- [2] T1: Have you proved it?
 L: Not yet.
 T1: Not yet. **I think**, it is the time to start investigate the teachers of teach on English..... (2)

Description of Context :
 Setting and scene : Discussion in the classroom
 Participants : T1: The first lecturer
 L: The first lecturer
 Act sequence : T1 gave her idea to L.

Data (2) contains in hedges of quality maxim because the addresser has the limited information and does not fully obey the information that has been shared by the addressee. In the utterance (2) the addresser trying not to violate the cooperative principle by using the word “*I think,.....*”. It contains to hedges of quality maxim because the addresser is making strong statement *it is the time to start investigate the teachers of teach on English*. The addresser is fully responsible with the quantity of the information she shared. But by prefacing it with, “*I think,*”. The addresser simultaneously eliminates the quantity of statement being conveyed and advises the addressee to measure how much she observes the maxim of quality.

Besides being realized by using “*I think,.....*”, a hedge of the quality maxim has delivered by the English lecturer can also be realized in another utterances. See the following data:

[3] T1: Have you proved it?
 L: Not yet.
 T1: Not yet. I think, it is the time to start investigate the teachers of teach on English. If, it is, it is, what we call as classroom teacher who should teach all subject except Javanese language maybe or *bahasa Indonesia* in English, **I believe** that the teachers English in that school should be very good..... (3)

Description of Context :
 Setting and scene : Discussion in the classroom
 Participants : T1: The first lecturer
 L: The first student
 Act sequence : T1 gave her idea to L.

Data (3) contains in hedges of quality maxim because the addresser has the limited information and does not fully obey the information that has been shared by the addressee. In the utterance (3) the addresser trying not to violate the cooperative principle by using the word “*I believe,*”. It contains to hedges of quality maxim because the addresser is making strong statement *that the teachers English in that school should be very good*. The addresser is fully responsible with the quantity of the information she shared. But by prefacing it with, “*I believe,*”. The addresser simultaneously eliminates the quantity of statement being conveyed and advises the addressee to measure how much she observes the maxim of quality.

Besides being realized by using “*I believe,*”, a hedge of the quality maxim has delivered by the English lecturer can also be realized in another utterances. See the following data:

[4] T1: Have you proved it?
 L: Not yet.
 T1: **I believe** that you will get difficult for the researcher to get the data, because elementary school student of non native speaker are very difficult to use English..... (4)

Description of Context :
 Setting and scene : Discussion in the classroom
 Participants : T1: The first lecturer
 L: The first student
 Act sequence : T1 gave her idea to L.

Data (4) contains in hedges of quality maxim because the addresser has the limited information and does not fully obey the information that has been shared by the addressee. In the utterance (4) the addresser trying not to violate the cooperative principle by using the word “*I believe,*”. It contains to hedges of quality maxim because the addresser is making strong statement *that you will get difficult for the researcher to get the data, because elementary school student of non native speaker are very difficult to use English*. The addresser is fully responsible with the quantity of the information she shared. But by prefacing it with, “*I believe,*”. The addresser simultaneously eliminates the quantity of statement being conveyed and advises the addressee to measure how much she observes the maxim of quality.

Besides being realized by using “*I believe,*”, a hedge of the quality maxim has delivered by the English lecturer can also be realized in another utterances. See the following data:

- [5] T1: Okay, among this four skills should be investigated. If the language, I mean if the English use in seminar instruction, so the focus must be speaking. So, not all English skill needs to be investigated, focus only on speaking. It is clear?
- L: Yes
- T1: If the teacher has good English, so how they can teach content courses in English? And what about the students? **I believe** that both teachers and students get nothing, except training, training himself. Teacher only train himself to speak English. And the students will get nothing..... (5)

Description of Context :

Setting and scene : Discussion in the classroom

Participants : T1: The first lecturer

L: The first student

Act sequence : T1 gave her idea to L.

Data (5) contains in hedges of quality maxim because the addresser has the limited information and does not fully obey the information that has been shared by the addressee. In the utterance (5) the addresser trying not to violate the cooperative principle by using the word “*I believe,*”. It contains to hedges of quality maxim because the addresser is making strong statement *that both teachers and students get nothing, except training, training himself*. The addresser is fully responsible with the quantity of the information she shared. But by prefacing it with, “*I believe,*”. The addresser simultaneously eliminates the quantity of statement being conveyed and advises the addressee to measure how much she observes the maxim of quality.

Besides being realized by using “*I believe,*”, a hedge of the quality maxim has delivered by the English lecturer can also be realized in another utterances. See the following data:

[6] L: I get information from SDI Miftahul Huda

T1: SDI Miftahul Huda, the school name is SDI Miftahul Huda. So, observe. Do preliminary research about SDI Miftahul Huda, concerning with the instruction. How is the instruction of there? What’s language use? You are the graduate of IAIN Tulungagung and the one who ask, the one who want you ask about the instruction use at that school is also at the same collage from with you and the interviewee graduated from. You can measure your friend’s

competences, because **I believe** he or she is your formal collage, formal classmate. *Dulu teman kelas mungkin ya, berarti sudah ketahuan kemampuan bahasa Inggrisnya seperti apa..... (6)*

Description of Context :
 Setting and scene : Discussion in the classroom
 Participants : T1: The first lecturer
 L: The first student
 Act sequence : T1 gave her idea to L.

Data (6) contains in hedges of quality maxim because the addresser has the limited information and does not fully obey the information that has been shared by the addressee. In the utterance (6) the addresser trying not to violate the cooperative principle by using the word “*I believe,.....*”. It contains to hedges of quality maxim because the addresser is making strong statement *he or she is your formal collage, formal classmate*. The addresser is fully responsible with the quantity of the information she shared. But by prefacing it with, “*I believe,*”. The addresser simultaneously eliminates the quantity of statement being conveyed and advises the addressee to measure how much she observes the maxim of quality.

Besides being realized by using “*I believe,.....*”, a hedge of the quality maxim has delivered by the English lecturer can also be realized in another utterances. See the following data:

[7] T1: Yeah, different standard. Can be different objective, can be. What, **I think**, what we need to do is equipping our students with some supplementary material, supplementary instructions that can be done observe the classroom in

Act sequence : Ss: All of the students
: T gave her idea to Ss.

Data (8) contains in hedges of quality maxim because the addresser has the limited information and does not fully obey the information that has been shared by the addressee. In the utterance (8) the addresser trying not to violate the cooperative principle by using the word “*I saw myself,.....*”. It contains to hedges of quality maxim because the addresser is making strong statement *Sometimes, I find the students, I mean the teacher, the students taking PPL, when they teach the students in the classroom they were playing football.* The addresser is fully responsible with the quantity of the information she shared. But by prefacing it with, “*I saw myself,*”. The addresser simultaneously eliminates the quantity of statement being conveyed and advises the addressee to measure how much she observes the maxim of quality.

Besides being realized by using “*I saw myself,.....*”, a hedge of the quality maxim has delivered by the English lecturer can also be realized in another utterances. See the following data:

[9] T1: **You know**, how can the researcher, should the researcher stop collecting the data, after the researcher cannot find new data or we call as if the data saturated?
Sudah gak ada data baru. (9)

Description of Context :
Setting and scene : Discussion in the classroom
Participants : T1: The first lecturer
Ss: All of the students
Act sequence : T1 asked Ss.

Data (9) contains in hedges of quality maxim because the addresser has the limited information and does not fully obey the information that has been shared by the addressee. In the utterance (9) the addresser trying not to violate the cooperative principle by using the word “*You know, ...*”. It contains to hedges of quality maxim because the addresser is making strong statement *should the researcher stop collecting the data, after the researcher cannot find new data or we call as if the data saturated?*. The addresser is fully responsible with the quantity of the information she shared. But by prefacing it with, “*You know, ...*”. The addresser simultaneously eliminates the quantity of statement being conveyed and advises the addressee to measure how much she observes the maxim of quality.

Besides being realized by using “*You know, ...*”, a hedge of the quality maxim has delivered by the English lecturer can also be realized in another utterances. See the following data:

[10] J: Secondly, the next statement is like from Davies & Parse, 1998, until the last sentence, came do the verbal use of language to communicate bla bla bla statement by Fulcher, 2003. Actually, based on my review, it is okay to insert theories a lot as long as as writer can (not clear) to simply size from what they have got from the theories coming from the previous researchers or previous writers.

T1: **Because you know**, talking about main idea is supported by the theory and then next sentence is also supported by the theory..... **(10)**

Description of Context :
 Setting and scene : Discussion in the classroom
 Participants : T1: The first lecturer
 Ss: All of the students
 Act sequence : T1 gave her idea to Ss.

Data (10) contains in hedges of quality maxim because the addresser has the limited information and does not fully obey the information that has been shared by the addressee. In the utterance (10) the addresser trying not to violate the cooperative principle by using the word “*Because you know,.....*”. It contains to hedges of quality maxim because the addresser is making strong statement *talking about main idea is supported by the theory and then next sentence is also supported by the theory*. The addresser is fully responsible with the quantity of the information she shared. But by prefacing it with, “*Because you know,*”. The addresser simultaneously eliminates the quantity of statement being conveyed and advises the addressee to measure how much she observes the maxim of quality.

Besides being realized by using “*Because you know,.....*”, a hedge of the quality maxim has delivered by the English lecturer can also be realized in another utterances. See the following data:

[11] T2: *Bisa jadi, jadi bisa dikatakan sebagai direct speech act. Bentuknya adalah ‘ah’*
 Ss: ‘Nah’
 T2: ‘Nah’. *Kemudian fungsinya, the fuction maybe for making direction. As long as there is verbal language, in my view, there must be action and it can be included into speech act. (11)*

Description of Context :

Setting and scene : Discussion in the classroom

Participants : T2: The second lecturer
Ss: All of the students

Act sequence : T2 gave her idea to Ss.

Data (11) contains in hedges of quality maxim because the addresser has the limited information and does not fully obey the information that has been shared by the addressee. In the utterance (11) the addresser trying not to violate the cooperative principle by using the word “*as long as there is verbal language, in my view,.....*”. It contains to hedges of quality maxim because the addresser is making strong statement *there must be action and it can be included into speech act*. The addresser is fully responsible with the quantity of the information she shared. But by prefacing it with, “*as long as there is verbal language, in my view,.....*”. The addresser simultaneously eliminates the quantity of statement being conveyed and advises the addressee to measure how much she observes the maxim of quality.

Besides being realized by using “*as long as there is verbal language, in my view,.....*”, a hedge of the quality maxim has delivered by the English lecturer can also be realized in another utterances. See the following data:

[12] T2: Okay, **I think** enought today and see you next week,
insyaallah (12)
Wassalamu’alaikum warahmatullahi wabarakatuh

Ss: *Wa’alaikum salam warahmatullahi wabarakatuh.*

Description of Context :

Setting and scene : Discussion in the classroom

Participants : T2: The second lecturer
Ss: All of the students

Act sequence : T2 gave her idea to Ss.

Data (12) contains in hedges of quality maxim because the addresser has the limited information and does not fully obey the information that has been shared by the addressee. In the utterance (12) the addresser trying not to violate the cooperative principle by using the word “*I think,.....*”. It contains to hedges of quality maxim because the addresser is making strong statement *enough today and see you next week*. The addresser is fully responsible with the quantity of the information she shared. But by prefacing it with, “*I think,*”. The addresser simultaneously eliminates the quantity of statement being conveyed and advises the addressee to measure how much she observes the maxim of quality.

Besides being realized by using “*I think,.....*”, a hedge of the quality maxim has delivered by the English lecturer can also be realized in another utterances. See the following data:

[13] T4: Okay, this is the time for me to give comments. Okey ee.. ya, well. The discussion is go out of the topic. Yeah I **think** it’s not become a problem, because we are going to beyond of the topic. But ee.. let me try to clarify the concepts from the topic we are discussed today. (13)

Description of Context :
Setting and scene : Discussion in the classroom
Participants : T4: The fourth lecturer
Ss: All of the students
Act sequence : T4 gave her idea to Ss.

“*I think,.....*”. It contains to hedges of quality maxim because the addresser is making strong statement *everybody is familiar with curriculum*. The addresser is fully responsible with the quantity of the information she shared. But by prefacing it with, “*I think,*”. The addresser simultaneously eliminates the quantity of statement being conveyed and advises the addressee to measure how much she observes the maxim of quality.

Besides being realized by using “*I think,.....*”, a hedge of the quality maxim has delivered by the English lecturer can also be realized in another utterances. See the following data:

[15] T4: It is very kind of it. It changes from time to time along with the development of the technology, along with the development of industry, and **you know** that one of a kind issue is revolution industry, 4.0, and I know that not everybody understand by its name 4.0. Why it is 4? This is the question, so, revolution of the industry. You know that in Japan right now they are using revolution of industry 5.0. We are now started in 4.0 but in Japan already achieve 5.0. (15)

Description of Context :

Setting and scene : Discussion in the classroom

Participants : T4: The fourth lecturer
Ss: All of the students

Act sequence : T explained the material to Ss.

Data (15) contains in hedges of quality maxim because the addresser has the limited information and does not fully obey the information that has been shared by the addressee. In the utterance (15) the addresser trying not to violate the cooperative principle by using the word

“*I know that,.....*”. It contains to hedges of quality maxim because the addresser is making strong statement *not everybody understand by its name 4.0*. The addresser is fully responsible with the quantity of the information she shared. But by prefacing it with, “*I know that,*”. The addresser simultaneously eliminates the quantity of statement being conveyed and advises the addressee to measure how much she observes the maxim of quality.

Besides being realized by using “*I know that,.....*”, a hedge of the quality maxim has delivered by the English lecturer can also be realized in another utterances. See the following data:

[17] T4: It is very kind of it. It changes from time to time along with the development of the technology, along with the development of industry, and you know that one of a kind issue is revolution industry, 4.0, and I know that not everybody understand by its name 4.0. Why it is 4? This is the question, so, revolution of the industry. **You know that** in Japan right now they are using revolution of industry 5.0. We are now started in 4.0 but in Japan already achieve 5.0. (17)

Description of Context :

Setting and scene : Discussion in the classroom

Participants : T4: The fourth lecturer
Ss: All of the students

Act sequence : T4 explained the material to Ss.

Data (17) contains in hedges of quality maxim because the addresser has the limited information and does not fully obey the information that has been shared by the addressee. In the utterance (17) the addresser trying not to violate the cooperative principle by using the word

addresser is making strong statement *every time we communicate either spoken or written we bring social purpose*. The addresser is fully responsible with the quantity of the information she shared. But by prefacing it with, “*We know that,*”. The addresser simultaneously eliminates the quantity of statement being conveyed and advises the addressee to measure how much she observes the maxim of quality.

Besides being realized by using “*We know that,.....*”, a hedge of the quality maxim has delivered by the English lecturer can also be realized in another utterances. See the following data:

[19] T4: When 2013 it is based on task, how the students can complete the task. That is why ee.. the use of scientific approach. And **I think** this is something that we just need the all level elaborate. We try to level it eventhough actually the dream of scientific approach is usually used by the scientist. (19)

Description of Context :

Setting and scene : Discussion in the classroom

Participants : T4: The fourth lecturer

Ss: All of the students

Act sequence : T4 explained the material to Ss.

Data (19) contains in hedges of quality maxim because the addresser has the limited information and does not fully obey the information that has been shared by the addressee. In the utterance (19) the addresser trying not to violate the cooperative principle by using the word “*I think,.....*”. It contains to hedges of quality maxim because the addresser is making strong statement *this is something that we just need the all level elaborate*. The addresser is fully responsible with the quantity

of the information she shared. But by prefacing it with, “*I think,*”. The addresser simultaneously eliminates the quantity of statement being conveyed and advises the addressee to measure how much she observes the maxim of quality.

Besides being realized by using “*I think,.....*”, a hedge of the quality maxim has delivered by the English lecturer can also be realized in another utterances. See the following data:

- [20] T4: *Misalkan menyebut oo.. bagus KTSP wah itu tidak bisa. Because we have to develop the education purpose and I think almost in every year there is evaluation of curriculum conducted by the government it means that still need evaluation and need innovation. Because all of curriculum is flexible, we need to cooperate with any changes. (20)*

Description of Context :

Setting and scene : Discussion in the classroom

Participants : T4: The fourth lecturer
Ss: All of the students

Act sequence : T4 explained the material to Ss.

Data (20) contains in hedges of quality maxim because the addresser has the limited information and does not fully obey the information that has been shared by the addressee. In the utterance (20) the addresser trying not to violate the cooperative principle by using the word “*I think,.....*”. It contains to hedges of quality maxim because the addresser is making strong statement *almost in every year there is evaluation of curriculum conducted by the government it means that still need evaluation and need innovation*. The addresser is fully responsible

with the quantity of the information she shared. But by prefacing it with, “*I think,*”. The addresser simultaneously eliminates the quantity of statement being conveyed and advises the addressee to measure how much she observes the maxim of quality.

b) Hedges of Quantity Maxim

Hedges of quantity maxim focuses on the phrases that used by addresser when the addresser does not truthful as normally expected. Below, some utterances that contained hedges of quantity maxim;

[21] T1: **If the researcher has more than one subject, maybe** the data concerning with the problems can be more than three. Because each subject may have different problems, may have different problems..... (1)

Description of Context :

Setting and scene : Discussion in the classroom

Participants : T1: The first lecturer
Ss: All of the students

Act sequence : T1 gave her idea to Ss.

Prefacing the utterance (1) with “*If the researcher has more than one subject, maybe*”, the addresser suggests that her addressee needs to gauge how much she abides by the maxim of quantity. Those phrases suggest that the message may not be as well founded as would normally be expected. So, *If the researcher has more than one subject, maybe* serve a comment on the extent to which the addresser is abiding by the maxim of quantity because the addresser does not as truthful as normally expected by using statement *the data concerning with the problems can be more than three*.

Besides being realized by using “*If the researcher has more than one subject, maybe*”, a hedge of the quantity maxim has delivered by the English lecturer can also be realized in another utterances. See the following data:

[22] T1: If the researcher only take randomly one Javanese people, then it is not sufficient to collect the data, because Java consists of many parts. Like this case, like this case, ESL students learning in Australia, can be from Indonesia, can be from Thailand, Philippine, and some other countries of non English speaking countries, **maybe**. (2)

Description of Context :

Setting and scene : Discussion in the classroom

Participants : T1: The first lecturer

Ss: All of the students

Act sequence : T1 gave her idea to Ss.

Prefacing the utterance (2) with “..... *maybe*”, the addresser suggests that her addressee needs to gauge how much she abides by the maxim of quantity. Those phrases suggest that the message may not be as well founded as would normally be expected. So, *maybe* serve a comment on the extent to which the addresser is abiding by the maxim of quantity because the addresser does not as truthful as normally expected by using statement *like this case, like this case, ESL students learning in Australia, can be from Indonesia, can be from Thailand, Philippine, and some other countries of non English speaking countries.*

c) Hedges of Relation Maxim

Sometimes, the addressers also used hedges of relation maxim in their utterances. The hedges of relation maxim will be used by the addresser if they do not obey that their say is relevant. Below are some utterances that contain hedges of relation maxim;

[23] T3: What is performing (not clear) related to performance? **I don't know whether you are competence in English or not, I will ask you question**, what is your name? (1)

BV: (Not clear)

T3: Purdon!

Description of Context :
 Setting and scene : Discussion in the classroom
 Participants : T3: The third lecturer
 BV: the sixth student
 Act sequence : T3 asked BV

In this case, the addresser did not know more about the addressee, he used utterance (1) because he did not obey that his says is relevant. The addresser would like to change the current topic by using hedges of relation maxim by prefacing his utterance with "*I don't know whether you are competence in English or not, I will ask you question*" to signal his addressee. At that time, the addresser was explaining his subject, then he changed the topic with asking about addressee's personality with *what is your name?*.

2. Types of hedges are used by the students in ELT classroom discourse.

a) Hedges of Quality Maxim

In this research, not only English lecturer who used hedges of quality maxim, but also English students used hedges of quality maxim in their utterances. Those are some utterances that contained hedges of quality maxim used by English students;

[24] L: Okay my friends, after I present my critical review, any question?

J: Sorry!

Based on the article that have you criticized, there is no the session of, I mean a part of literature; introduction is directed goes to methodology. And then I find a (not clear) to analyze whether the literature was combine with introduction, she has mention before. But, I didn't find it. And reviewer, could you please add your journal, the original journal, and about literature. (1)

Description of Context :

Setting and scene : Discussion in the classroom

Participants : L: The first student

J: The second student

Act sequence : J gave explanation before ask to L.

Data (1) contains in hedges of quality maxim because the addresser

has the limited information and does not fully obey the information that has been shared by the addressee. In the utterance (1) the addresser trying not to violate the cooperative principle by using the word "*Based on the article that have you criticized,.....*". It contains to hedges of quality maxim because the addresser is making strong statement *there is no the session of, I mean a part of literature; introduction is directed goes to*

methodology. The addresser is fully responsible with the quantity of the information she shared. But by prefacing it with, “*Based on the article that have you criticized,.....*”. The addresser simultaneously eliminates the quantity of question being conveyed and advises the addressee to measure how much he observes the maxim of quality.

Besides being realized by using “*Based on the article that have you criticized,.....*”, a hedge of the quality maxim has delivered by the English students can also be realized in another utterances. See the following data:

[25] T: You did not include?

Can you find theoretical framework in introduction session?

L: **Based on my understand**, I cannot find the theoretical framework in introduction. (2)

Description of Context :

Setting and scene : Discussion in the classroom

Participants : L: The first student

T: The first lecturer

Act sequence : L answer T question.

Data (2) contains in hedges of quality maxim because the addresser has the limited information and does not fully obey the information that has been shared by the addressee. In the utterance (2) the addresser trying not to violate the cooperative principle by using the word “*Based on my understand,.....*”. It contains to hedges of quality maxim because the addresser is making strong statement *I cannot find the theoretical framework in introduction*. The addresser is fully responsible with the quantity of the information she shared. But by prefacing it with, “*Based on my understand,.....*”. The addresser simultaneously eliminates the

quantity of question being conveyed and advises the addressee to measure how much he observes the maxim of quality.

Besides being realized by using “*Based on my understand,.....*”, a hedge of the quality maxim has delivered by the English students can also be realized in another utterances. See the following data:

[26] T: What is the gap of this research?

Can you find the gap of this research?

Can you find the gap of this research in part of introduction?

L: **I mean** this article is the result of international seminar. (3)

T: Do you know the mean by the gap?

The gap is (not clear) or in other say the underline based of this research.

What is the underline based of this research?

If it is the case study, the researcher should confide the readers with some unique cases or uniqueness. And the uniqueness there is in introduction session.

Description of Context :

Setting and scene : Discussion in the classroom

Participants : L: The first student

T: The first lecturer

Act sequence : L gave her idea to T.

Data (3) contains in hedges of quality maxim because the addresser has the limited information and does not fully obey the information that has been shared by the addressee. In the utterance (3) the addresser trying not to violate the cooperative principle by using the word “*I mean.....*”. It contains to hedges of quality maxim because the addresser is making strong statement *this article is the result of international seminar*. The

addresser is fully responsible with the quantity of the information she shared. But by prefacing it with, “*I mean.....*”. The addresser simultaneously eliminates the quantity of question being conveyed and advises the addressee to measure how much he observes the maxim of quality.

Besides being realized by using “*I mean.....*”, a hedge of the quality maxim has delivered by the English students can also be realized in another utterances. See the following data:

[27] J: Mom, can I help?

T: Yeah.

J: **Maybe**, the unique case that I get from the writer is Indonesian students who learn in university which is in a board, and then how can they learn and obtain English as their second language, because in their daily, lecturer is always do speaking in English. (4)

Description of Context :

Setting and scene : Discussion in the classroom

Participants : T: The first lecturer

J: The second student

Act sequence : J gave his idea to T.

Data (4) contains in hedges of quality maxim because the addresser has the limited information and does not fully obey the information that has been shared by the addressee. In the utterance (4) the addresser trying not to violate the cooperative principle by using the word “*Maybe,.....*”. It contains to hedges of quality maxim because the addresser is making strong statement *the unique case that I get from the writer is Indonesian students who learn in university which is in a board, and then how can*

they learn and obtain English as their second language, because in their daily, lecturer is always do speaking in English. The addresser is fully responsible with the quantity of the information she shared. But by prefacing it with, “*Maybe,.....*”. The addresser simultaneously eliminates the quantity of question being conveyed and advises the addressee to measure how much he observes the maxim of quality.

Besides being realized by using “*Maybe,.....*”, a hedge of the quality maxim has delivered by the English students can also be realized in another utterances. See the following data:

[28] T: Is this another question?

F: Yes

T: Why you did not try to answer the first question?

You want to add and answer?

Okay

P: **In my opinion**, when we (not clear) case study by international students who have like English as the second language (not clear). (5)

Description of Context :

Setting and scene : Discussion in the classroom

Participants : P: The third student

T: The first lecturer

Act sequence : P tried to answer T question.

Data (5) contains in hedges of quality maxim because the addresser

has the limited information and does not fully obey the information that has been shared by the addressee. In the utterance (5) the addresser trying not to violate the cooperative principle by using the word “*In my opinion,.....*”. It contains to hedges of quality maxim because the

addresser is making strong statement *when we (not clear) case study by international students who have like English as the second language (not clear)*. The addresser is fully responsible with the quantity of the information she shared. But by prefacing it with, “*In my opinion,.....*”. The addresser simultaneously eliminates the quantity of question being conveyed and advises the addressee to measure how much he observes the maxim of quality.

Besides being realized by using “*In my opinion,.....*”, a hedge of the quality maxim has delivered by the English students can also be realized in another utterances. See the following data:

[29] T: Should they take *martikulasi*? Is it like the indicators that the English interaction is not successful? What do you think? What do you think?

F: **Maybe** the standard of English Indonesia in Australia. (6)

Description of Context :
 Setting and scene : Discussion in the classroom
 Participants : T: The first lecturer
 F: The fourth student
 Act sequence : F tried to answer T question.

Data (6) contains in hedges of quality maxim because the addresser has the limited information and does not fully obey the information that has been shared by the addressee. In the utterance (6) the addresser trying not to violate the cooperative principle by using the word “*Maybe,.....*”. It contains to hedges of quality maxim because the addresser is making strong statement *the standard of English Indonesia in Australia*. The addresser is fully responsible with the quantity of the information she

shared. But by prefacing it with, “*Maybe,.....*”. The addresser simultaneously eliminates the quantity of question being conveyed and advises the addressee to measure how much he observes the maxim of quality.

Besides being realized by using “*Maybe,.....*”, a hedge of the quality maxim has delivered by the English students can also be realized in another utterances. See the following data:

[30] F: Okay, next question. Is the interview only one?

T: This question is mine. How to curious if the subject is only one?

F: **As I know in qualitative**, if we ask only to one person, it cannot be bias. (7)

Description of Context :

Setting and scene : Discussion in the classroom

Participants : F: The fourth student
T: The first lecturer

Act sequence : F tried to give her explanation to T.

Data (7) contains in hedges of quality maxim because the addresser has the limited information and does not fully obey the information that has been shared by the addressee. In the utterance (7) the addresser trying not to violate the cooperative principle by using the word “*As I know in qualitative,.....*”. It contains to hedges of quality maxim because the addresser is making strong statement *if we ask only to one person, it cannot be bias*. The addresser is fully responsible with the quantity of the information she shared. But by prefacing it with, “*As I know in qualitative,.....*”. The addresser simultaneously eliminates the quantity of

question being conveyed and advises the addressee to measure how much he observes the maxim of quality.

Besides being realized by using “*As I know in qualitative,.....*”, a hedge of the quality maxim has delivered by the English students can also be realized in another utterances. See the following data:

[31] J: **I think**, this one is common out when we are in front of the public places and then we speak up..... (8)

Description of Context :

Setting and scene : Discussion in the classroom

Participants : J: The second student

Ss: All students

Act sequence : J gave explanation to Ss.

Data (8) contains in hedges of quality maxim because the addresser has the limited information and does not fully obey the information that has been shared by the addressee. In the utterance (8) the addresser trying not to violate the cooperative principle by using the word “*I think,.....*”. It contains to hedges of quality maxim because the addresser is making strong statement *this one is common out when we are in front of the public places and then we speak up*. The addresser is fully responsible with the quantity of the information she shared. But by prefacing it with, “*I think,.....*”. The addresser simultaneously eliminates the quantity of question being conveyed and advises the addressee to measure how much he observes the maxim of quality.

Besides being realized by using “*I think,.....*”, a hedge of the quality maxim has delivered by the English students can also be realized in another utterances. See the following data:

[32] J: **You know, I think**, speaking like many levels, right, intermediate, and others. Therefore, this one like purposive sampling, I don't know but just getting operand, just like my mind, why the writer want to choose sampling, because of those indicators. One of the indicator is, the student have been task speaking English more than three semesters. And then in fourth semester, they are trial; I mean they are studied by discussing. (9)

Description of Context :

Setting and scene : Discussion in the classroom

Participants : J: The second student
Ss: All students

Act sequence : J gave explanation to Ss.

Data (9) contains in hedges of quality maxim because the addresser has the limited information and does not fully obey the information that has been shared by the addressee. In the utterance (9) the addresser trying not to violate the cooperative principle by using the word "*You know, I think,.....*". It contains to hedges of quality maxim because the addresser is making strong statement *speaking like many levels, right, intermediate, and others*. The addresser is fully responsible with the quantity of the information she shared. But by prefacing it with, "*You know, I think,.....*". The addresser simultaneously eliminates the quantity of question being conveyed and advises the addressee to measure how much he observes the maxim of quality.

Besides being realized by using "*You know, I think,.....*", a hedge of the quality maxim has delivered by the English students can also be realized in another utterances. See the following data:

[33] J: You may take a look on the method, method, the method, there are sub point of, second, many students are not interested in speaking subjects. So, you may have, **you know that** in this case the writer directly said that many students, many students are not interested in speaking subjects. Whereas they have been teach by speaking English for three semesters. But the writer not... (10)

Description of Context :

Setting and scene : Discussion in the classroom

Participants : J: The second student
Ss: All students

Act sequence : J gave explanation to Ss.

Data (10) contains in hedges of quality maxim because the addresser has the limited information and does not fully obey the information that has been shared by the addressee. In the utterance (10) the addresser trying not to violate the cooperative principle by using the word “*You know that,.....*”. It contains to hedges of quality maxim because the addresser is making strong statement *in this case the writer directly said that many students, many students are not interested in speaking subjects*. The addresser is fully responsible with the quantity of the information she shared. But by prefacing it with, “*You know that,.....*”. The addresser simultaneously eliminates the quantity of question being conveyed and advises the addressee to measure how much he observes the maxim of quality.

Besides being realized by using “*You know that,.....*”, a hedge of the quality maxim has delivered by the English students can also be realized in another utterances. See the following data:

[34] J:Therefore, **I say that** this one is a bit of statement without any scientific research as kind as preliminary study..

(11)

Description of Context :

Setting and scene : Discussion in the classroom

Participants : J: The second student

Ss: All students

Act sequence : J gave explanation to Ss.

Data (11) contains in hedges of quality maxim because the addresser has the limited information and does not fully obey the information that has been shared by the addressee. In the utterance (11) the addresser trying not to violate the cooperative principle by using the word “*I say that,.....*”. It contains to hedges of quality maxim because the addresser is making strong statement *this one is a bit of statement without any scientific research as kind as preliminary study*. The addresser is fully responsible with the quantity of the information she shared. But by prefacing it with, “*I say that,.....*”. The addresser simultaneously eliminates the quantity of question being conveyed and advises the addressee to measure how much he observes the maxim of quality.

Besides being realized by using “*I say that,.....*”, a hedge of the quality maxim has delivered by the English students can also be realized in another utterances. See the following data:

[35] J: Okay, the major points or interpretations made by the author. Okay, actually the writer is pointed out that based what felt by students then as a teacher. **I mean** the reseacher here refers to like suggestion, I mean most of this article, the major point is about what actually factors that felt by

students, students reluctant to speak English..... (12)

Description of Context :
 Setting and scene : Discussion in the classroom
 Participants : J: The second student
 Ss: All tudents
 Act sequence : J gave explanation to Ss.

Data (12) contains in hedges of quality maxim because the addresser has the limited information and does not fully obey the information that has been shared by the addressee. In the utterance (12) the addresser trying not to violate the cooperative principle by using the word “*I mean,.....*”. It contains to hedges of quality maxim because the addresser is making strong statement *the reseacher here refers to like suggestion, I mean most of this article, the major point is about what actually factors that felt by students, students reluctant to speak English.* The addresser is fully responsible with the quantity of the information she shared. But by prefacing it with, “*I mean,.....*”. The addresser simultaneously eliminates the quantity of question being conveyed and advises the addressee to measure how much he observes the maxim of quality.

Besides being realized by using “*I mean,.....*”, a hedge of the quality maxim has delivered by the English students can also be realized in another utterances. See the following data:

[36] J: Secondly, the next statement is like from Davies & Parse, 1998, until the last sentence, came do the verbal use of language to communicate bla bla bla statement by Fulcher, 2003. **Actually, based on my review**, it is okay to insert

theories a lot as long as as writer can (not clear) to simply size from what they have got from the theories coming from the previous researchers or previous writers. (13)

Description of Context :

Setting and scene : Discussion in the classroom

Participants : J: The second student

Ss: All students

Act sequence : J gave explanation to Ss.

Data (13) contains in hedges of quality maxim because the addresser has the limited information and does not fully obey the information that has been shared by the addressee. In the utterance (13) the addresser trying not to violate the cooperative principle by using the word “*Actually, based on my review,.....*”. It contains to hedges of quality maxim because the addresser is making strong statement *it is okay to insert theories a lot as long as as writer can (not clear) to simply size from what they have got from the theories coming from the previous researchers or previous writers*. The addresser is fully responsible with the quantity of the information she shared. But by prefacing it with, “*Actually, based on my review,.....*”. The addresser simultaneously eliminates the quantity of question being conveyed and advises the addressee to measure how much he observes the maxim of quality.

Besides being realized by using “*Actually, based on my review,.....*”, a hedge of the quality maxim has delivered by the English students can also be realized in another utterances. See the following data:

[37] J: So, **I think** this one is good enough article.(14)

Description of Context	:
Setting and scene	: Discussion in the classroom
Participants	: J: The second student Ss: All students
Act sequence	: J gave explanation to Ss.

Data (14) contains in hedges of quality maxim because the addresser has the limited information and does not fully obey the information that has been shared by the addressee. In the utterance (14) the addresser trying not to violate the cooperative principle by using the word “*I think,.....*”. It contains to hedges of quality maxim because the addresser is making strong statement *this one is good enough article*. The addresser is fully responsible with the quantity of the information she shared. But by prefacing it with, “*I think,.....*”. The addresser simultaneously eliminates the quantity of question being conveyed and advises the addressee to measure how much he observes the maxim of quality.

Besides being realized by using “*I think,.....*”, a hedge of the quality maxim has delivered by the English students can also be realized in another utterances. See the following data:

[38] J: Yeah.

Thank you for the time and I open for questions and additions if you have any confusing.

L: Question, about sampling and subject. The subject is English student and got speaking for more than three semester. And then the subject is using purposive sampling. **In your statement**, the point is a bit of judgment without any scientific reason, then you suggested that it has a preliminary study. So, how to undertand for ministary this

case? (15)

Description of Context :
 Setting and scene : Discussion in the classroom
 Participants : J: The second student
 L: The fifth student
 Act sequence : L asked to J.

Data (15) contains in hedges of quality maxim because the addresser has the limited information and does not fully obey the information that has been shared by the addressee. In the utterance (15) the addresser trying not to violate the cooperative principle by using the word “*In your statement,.....*”. It contains to hedges of quality maxim because the addresser is making strong statement *the point is a bit of judgment without any scientific reason, then you suggested that it has a preliminary study*. The addresser is fully responsible with the quantity of the information she shared. But by prefacing it with, “*In your statement,.....*”. The addresser simultaneously eliminates the quantity of question being conveyed and advises the addressee to measure how much he observes the maxim of quality.

Besides being realized by using “*In your statement,.....*”, a hedge of the quality maxim has delivered by the English students can also be realized in another utterances. See the following data:

[39] L: Question, about sampling and subject. The subject is English student and got speaking for more than three semester. And then the subject is using purposive sampling. In your statement, the point is a bit of judgment without any scientific reason, then you suggested that it has a preliminary study. So, how to undertand for ministry this

case?

J: **I think**, I have said. I have said, right? The point, *tadikan saya sudah bilang, saya kan sudah* suggested, *lebih baik kan gini, kan bagaimana saya tau* preliminary study this case? *Tadi kan saya sudah bilang*, it is better if giving point like before stating many students are interested in ELT, before that it is better to state the point like based on previous study or based on (not clear) state as about preliminary study you need to state that explicitly. But it is better for reader to just like review the statement based on previous study. (16)

Description of Context :

Setting and scene : Discussion in the classroom

Participants : J: The second student
L: The fifth student

Act sequence : J tried to answer L question.

Data (16) contains in hedges of quality maxim because the addresser has the limited information and does not fully obey the information that has been shared by the addressee. In the utterance (16) the addresser trying not to violate the cooperative principle by using the word “*I think,.....*”. It contains to hedges of quality maxim because the addresser is making strong statement *I have said*. The addresser is fully responsible with the quantity of the information she shared. But by prefacing it with, “*I think,.....*”. The addresser simultaneously eliminates the quantity of question being conveyed and advises the addressee to measure how much he observes the maxim of quality.

Besides being realized by using “*I think,.....*”, a hedge of the quality maxim has delivered by the English students can also be realized in another utterances. See the following data:

[40] P: Okay, **we know that** there is the society must be change and how to change (not clear enough) change also in curriculum because students and curriculum is something important in education. Based on the background of the problem the improvement of curriculum is needed, it is the process of adopting the curriculum with improvement and progress of time in order to achieve the maximum result. It is caused by development change occur in society. (17)

Description of Context :

Setting and scene : Discussion in the classroom

Participants : P: The seventh student
Ss: All of the students

Act sequence : P explained her material to Ss

Data (17) contains in hedges of quality maxim because the addresser has the limited information and does not fully obey the information that has been shared by the addressee. In the utterance (17) the addresser trying not to violate the cooperative principle by using the word “*we know that,.....*”. It contains to hedges of quality maxim because the addresser is making strong statement *there is the society must be change and how to change (not clear enough) change also in curriculum because students and curriculum is something important in education*. The addresser is fully responsible with the quantity of the information she shared. But by prefacing it with, “*we know that,.....*”. The addresser simultaneously eliminates the quantity of question being conveyed and

advises the addressee to measure how much he observes the maxim of quality.

Besides being realized by using “*we know that,.....*”, a hedge of the quality maxim has delivered by the English students can also be realized in another utterances. See the following data:

[41] Z: Here, ten periods of ELT in Indonesia. The first is pre-independence started from 1800 until 1945. Here, the English material is not talking a formal. So, the teachers were native speaker. It means that, **as far as I know**, there is no English teacher at that time, so we get English daily from native speaker. (18)

Description of Context :

Setting and scene : Discussion in the classroom

Participants : Z: The eighth student
Ss: All of the students

Act sequence : Z explained the material to Ss

Data (18) contains in hedges of quality maxim because the addresser has the limited information and does not fully obey the information that has been shared by the addressee. In the utterance (18) the addresser trying not to violate the cooperative principle by using the word “*as far as I know,.....*”. It contains to hedges of quality maxim because the addresser is making strong statement *there is no English teacher at that time, so we get English daily from native speaker*. The addresser is fully responsible with the quantity of the information she shared. But by prefacing it with, “*as far as I know,.....*”. The addresser simultaneously eliminates the quantity of question being conveyed and advises the addressee to measure how much he observes the maxim of quality.

Besides being realized by using “*As far as I know,*”, a hedge of the quality maxim has delivered by the English students can also be realized in another utterances. See the following data:

[42] P: And then to minimize this problem it is very important to implement formative assessment. Formative assessment can be conducted by the teacher in the end of each unit maybe and then the teacher should assess the students all four skills. Nah, in assessing, for the government **I think** providing formal training continuity or development program for teachers just like workshop or seminar to introduce innovation in the educational system also to teach education teacher about how to assess the students or to teach based on the scientific approach. (19)

Description of Context :

Setting and scene : Discussion in the classroom

Participants : P: The seventh student

Ss: All of the students

Act sequence : P explained the material to Ss

Data (19) contains in hedges of quality maxim because the addresser has the limited information and does not fully obey the information that has been shared by the addressee. In the utterance (19) the addresser trying not to violate the cooperative principle by using the word “*I think,*”. It contains to hedges of quality maxim because the addresser is making strong statement *providing formal training continuity or development program for teachers just like workshop or seminar to introduce innovation in the educational system also to teach education teacher about how to assess the students or to teach based on the scientific approach*. The addresser is fully responsible with the quantity of the

information she shared. But by prefacing it with, “*I think,.....*”. The addresser simultaneously eliminates the quantity of question being conveyed and advises the addressee to measure how much he observes the maxim of quality.

Besides being realized by using “*I think,.....*”, a hedge of the quality maxim has delivered by the English students can also be realized in another utterances. See the following data:

[43] Z: **I know that** understanding curriculum itself is sometimes difficult for the teachers. (20)

Description of Context :

Setting and scene : Discussion in the classroom

Participants : Z: The eighth student

Ss: All of the students

Act sequence : Z explained the material to Ss

Data (20) contains in hedges of quality maxim because the addresser has the limited information and does not fully obey the information that has been shared by the addressee. In the utterance (20) the addresser trying not to violate the cooperative principle by using the word “*I know that,.....*”. It contains to hedges of quality maxim because the addresser is making strong statement *understanding curriculum itself is sometimes difficult for the teachers*. The addresser is fully responsible with the quantity of the information she shared. But by prefacing it with, “*I know that,.....*”. The addresser simultaneously eliminates the quantity of question being conveyed and advises the addressee to measure how much he observes the maxim of quality.

Besides being realized by using “*I know that,.....*”, a hedge of the quality maxim has delivered by the English students can also be realized in another utterances. See the following data:

[44] Tn: We discuss about innovation in secondary curriculum, **as you explain before** there are so many curriculum in the world in several countries. But in Indonesia, every rezim they will change. Why education need to be modification for every in ee.. in every era. Why ee.. they said that this not innovative they change this not enough they change. Why in education need to be more innovative or the curriculum. (21)

Description of Context :

Setting and scene : Discussion in the classroom

Participants : Tn: The ninth student
P & Z: The presenters

Act sequence : Tn asked P & Z

Data (21) contains in hedges of quality maxim because the addresser has the limited information and does not fully obey the information that has been shared by the addressee. In the utterance (21) the addresser trying not to violate the cooperative principle by using the word “*as you explain before,.....*”. It contains to hedges of quality maxim because the addresser is making strong statement *there are so many curriculum in the world in several countries*. The addresser is fully responsible with the quantity of the information she shared. But by prefacing it with, “*as you explain before,.....*”. The addresser simultaneously eliminates the quantity of question being conveyed and

advises the addressee to measure how much he observes the maxim of quality.

Besides being realized by using “*as you explain before,.....*”, a hedge of the quality maxim has delivered by the English students can also be realized in another utterances. See the following data:

[45] P: Yes... **I think** to minimize from difference on..... is by conducting development program. So the other curriculum problem is the curriculum can not.. can not be develop nationally. You know Indonesia is very big country. (22)

Description of Context :

Setting and scene : Discussion in the classroom

Participants : P: The seventh student
Ss: All of the students

Act sequence : P explained the material to Ss

Data (22) contains in hedges of quality maxim because the addresser has the limited information and does not fully obey the information that has been shared by the addressee. In the utterance (22) the addresser trying not to violate the cooperative principle by using the word “*I think,.....*”. It contains to hedges of quality maxim because the addresser is making strong statement *to minimize from difference on..... is by conducting development program*. The addresser is fully responsible with the quantity of the information she shared. But by prefacing it with, “*I think,.....*”. The addresser simultaneously eliminates the quantity of question being conveyed and advises the addressee to measure how much he observes the maxim of quality.

Besides being realized by using “*I think,.....*”, a hedge of the quality maxim has delivered by the English students can also be realized in another utterances. See the following data:

[46] Z: **I think** in most aspect we changed we make innovation to make it better than the previous or it can be ee.. what is it ... the development of technology. (23)

Description of Context :

Setting and scene : Discussion in the classroom

Participants : Z: The eighth student
Ss: All of the students

Act sequence : Z explained the material to Ss

Data (23) contains in hedges of quality maxim because the addresser has the limited information and does not fully obey the information that has been shared by the addressee. In the utterance (23) the addresser trying not to violate the cooperative principle by using the word “*I think,.....*”. It contains to hedges of quality maxim because the addresser is making strong statement *in most aspect we changed we make innovation to make it better than the previous or it can be ee.. what is it ... the development of technology*. The addresser is fully responsible with the quantity of the information she shared. But by prefacing it with, “*I think,.....*”. The addresser simultaneously eliminates the quantity of question being conveyed and advises the addressee to measure how much he observes the maxim of quality.

Besides being realized by using “*I think,.....*”, a hedge of the quality maxim has delivered by the English students can also be realized in another utterances. See the following data:

[47] Z: **It is in my opinion as far as I know that** the changed of curriculum itself is not effective if the teaching and learning process does not changed. (24)

Description of Context :

Setting and scene : Discussion in the classroom

Participants : Z: The eighth student

Ss: All of the students

Act sequence : Z explained the material to Ss

Data (24) contains in hedges of quality maxim because the addresser has the limited information and does not fully obey the information that has been shared by the addressee. In the utterance (24) the addresser trying not to violate the cooperative principle by using the word “*It is in my opinion as far as I know that,.....*”. It contains to hedges of quality maxim because the addresser is making strong statement *the changed of curriculum itself is not effective if the teaching and learning process does not changed*. The addresser is fully responsible with the quantity of the information she shared. But by prefacing it with, “*It is in my opinion as far as I know that,.....*”. The addresser simultaneously eliminates the quantity of question being conveyed and advises the addressee to measure how much he observes the maxim of quality.

Besides being realized by using “*It is in my opinion as far as I know that,.....*”, a hedge of the quality maxim has delivered by the English students can also be realized in another utterances. See the following data:

[48] Z: **As we discussed that** maybe the changed of curriculum is also from the problem in the curriculum before. *Jadi ketika*

ada masalah di kurikulum sebelumnya diperbaiki dan dibuatlah kurikulum selanjutnya. Tujuannya sama, seperti apa. scientific approach. High problem thinking skill. So, the students not only memorize but also be able to create.
(25)

Description of Context :

Setting and scene : Discussion in the classroom

Participants : Z: The eighth student
Ss: All of the students

Act sequence : Z explained the material to Ss

Data (25) contains in hedges of quality maxim because the addresser has the limited information and does not fully obey the information that has been shared by the addressee. In the utterance (25) the addresser trying not to violate the cooperative principle by using the word “*As we discussed that,.....*”. It contains to hedges of quality maxim because the addresser is making strong statement *maybe the changed of curriculum is also from the problem in the curriculum before*. The addresser is fully responsible with the quantity of the information she shared. But by prefacing it with, “*As we discussed that,.....*”. The addresser simultaneously eliminates the quantity of question being conveyed and advises the addressee to measure how much he observes the maxim of quality.

Besides being realized by using “*As we discussed that,.....*”, a hedge of the quality maxim has delivered by the English students can also be realized in another utterances. See the following data:

[49] R: **As a Mr. Jokowi said that, Mr. Nawan said that** if the next have a release new curriculum so, the K13 is not

by changing the curriculum. It is that we try to find the more effective ways. (27)

Description of Context :

Setting and scene : Discussion in the classroom

Participants : Z: The eighth student
Ss: All of the students

Act sequence : Z explained the material to Ss

Data (27) contains in hedges of quality maxim because the addresser has the limited information and does not fully obey the information that has been shared by the addressee. In the utterance (27) the addresser trying not to violate the cooperative principle by using the word “*as Mr. Dika said that, in secondary. As Mr. Dika said that,.....*”. It contains to hedges of quality maxim because the addresser is making strong statement *we always try to find the most effective way, so the decision in changing curriculum is we try to find to increase the effectiveness of teaching and learning by changing the curriculum.* The addresser is fully responsible with the quantity of the information she shared. But by prefacing it with, “*as Mr. Dika said that, in secondary. As Mr. Dika said that,.....*”. The addresser simultaneously eliminates the quantity of question being conveyed and advises the addressee to measure how much he observes the maxim of quality.

Besides being realized by using “*as Mr. Dika said that, in secondary. As Mr. Dika said that,.....*”, a hedge of the quality maxim has delivered by the English students can also be realized in another utterances. See the following data:

[51] P: Actually I don't get the point Pak Nawan, but ee.. some

courses that I learn about innovation in secondary itself is only talking about the change of method, the change of the goals, the change of what is its approach in teaching and learning process. Innovation is development, it's not always something new but development of the practice, the change.

B: Yes, **I think that** it's what we should talk about. (28)

Description of Context :

Setting and scene : Discussion in the classroom

Participants : B: The eleventh student

Ss: All of the students

Act sequence : B agreed with P statement

Data (28) contains in hedges of quality maxim because the addresser has the limited information and does not fully obey the information that has been shared by the addressee. In the utterance (28) the addresser trying not to violate the cooperative principle by using the word "*I think that,.....*". It contains to hedges of quality maxim because the addresser is making strong statement *it's what we should talk about*. The addresser is fully responsible with the quantity of the information she shared. But by prefacing it with, "*I think that,.....*". The addresser simultaneously eliminates the quantity of question being conveyed and advises the addressee to measure how much he observes the maxim of quality.

Besides being realized by using "*I think that,.....*", a hedge of the quality maxim has delivered by the English students can also be realized in another utterances. See the following data:

[52] Z: Okay, **from our discussion** there is all of them was integrated so it means that what this curriculum is good the

teacher is good and is not good in their class it means that the curriculum cannot be applied effectively. Or the curriculum was good, the students is good but the teacher did not teach or ee.. convey the material effectively it would not reach the curriculum goal. But mostly the teacher is biggest effect in teaching and learning process. So, as we can see that when the curriculum is changed but the teacher does not change it will have no effect. The teacher as the ... of the curriculum. (29)

Description of Context :

Setting and scene : Discussion in the classroom

Participants : Z: The eighth student
Ss: All of the students

Act sequence : Z explained the material to Ss

Data (29) contains in hedges of quality maxim because the addresser has the limited information and does not fully obey the information that has been shared by the addressee. In the utterance (29) the addresser trying not to violate the cooperative principle by using the word “*from our discussion,.....*”. It contains to hedges of quality maxim because the addresser is making strong statement *there is all of them was integrated so it means that what this curriculum is good the teacher is good and is not good in their class it means that the curriculum cannot be applied effectively*. The addresser is fully responsible with the quantity of the information she shared. But by prefacing it with, “*from our discussion,.....*”. The addresser simultaneously eliminates the quantity of question being conveyed and advises the addressee to measure how much he observes the maxim of quality.

Besides being realized by using “*from our discussion,.....*”, a hedge of the quality maxim has delivered by the English students can also be realized in another utterances. See the following data:

[53] Z: It’s all depends on the, okay, it’s all depends on the school and the teacher itself **I think**. Not all of the K13, not all school which implemented K13 always better than the school which applying KTSP. It depends on the process of teaching and learning. Because we can see maybe in the school which Mrs. Nana’s teaching there is still implementing KTSP but I think we cannot say that the school is left behind. Because as we can see that those school have big achievements. (30)

Description of Context :

Setting and scene : Discussion in the classroom

Participants : Z: The eighth student
Ss: All of the students

Act sequence : Z explained the material to Ss

Data (30) contains in hedges of quality maxim because the addresser has the limited information and does not fully obey the information that has been shared by the addressee. In the utterance (30) the addresser trying not to violate the cooperative principle by using the word “*I think,.....*”. It contains to hedges of quality maxim because the addresser is making strong statement *It’s all depends on the, okay, it’s all depends on the school and the teacher itself*. The addresser is fully responsible with the quantity of the information she shared. But by prefacing it with, “*I think,.....*”. The addresser simultaneously eliminates the quantity of question being conveyed and advises the addressee to measure how much he observes the maxim of quality.

Besides being realized by using “*I think,.....*”, a hedge of the quality maxim has delivered by the English students can also be realized in another utterances. See the following data:

[54] Z: It’s all depends on the, okay, it’s all depends on the school and the teacher itself I think. Not all of the K13, not all school which implemented K13 always better than the school which applying KTSP. It depends on the process of teaching and learning. Because we can see maybe in the school which Mrs. Nana’s teaching there is still implementing KTSP but **I think** we cannot say that the school is left behind. Because as we can see that those school have big achievements. (31)

Description of Context :

Setting and scene : Discussion in the classroom

Participants : Z: The eighth student
Ss: All of the students

Act sequence : Z explained the material to Ss

Data (31) contains in hedges of quality maxim because the addresser has the limited information and does not fully obey the information that has been shared by the addressee. In the utterance (31) the addresser trying not to violate the cooperative principle by using the word “*I think,.....*”. It contains to hedges of quality maxim because the addresser is making strong statement *we cannot say that the school is left behind*. The addresser is fully responsible with the quantity of the information she shared. But by prefacing it with, “*I think,.....*”. The addresser simultaneously eliminates the quantity of question being conveyed and advises the addressee to measure how much he observes the maxim of quality.

b) Hedges of Quantity Maxim

Hedges of quantity maxim focuses on the phrases that used by addresser when the addresser does not truthful as normally expected.

Below, students' utterances that contained hedges of quantity maxim;

[55] F: **This one that I know that qualitative research, it has three kinds of collecting data; there are interview, observation and documentation. But,** what I found in this journal is only about from the researcher to the learners. But it is not (not clear) with observation and documentation. I just want to; it can be bias or complete data if it is not satisfy with what I mention? Or maybe you find another kind. (1)

L: It is that I found, the writer only collecting the data by interview. He did not use observation and also documentation.

Description on Context :
 Setting and scene : Discussion in the classroom
 Participants : F: The fourth student
 L: The first student
 Act sequence : F explained her idea before ask L.
 Prefacing the utterance (1) with "*This one that I know that*

qualitative research, it has three kinds of collecting data; there are interview, observation and documentation. But", the addresser suggests that her addressee needs to gauge how much she abides by the maxim of quantity. Those phrases suggest that the message may not be as well founded as would normally be expected. So, *This one that I know that qualitative research, it has three kinds of collecting data; there are interview, observation and documentation. But* serve a comment on

the extent to which the addresser is abiding by the maxim of quantity because the addresser does not as truthful as normally expected by using statement *what I found in this journal is only about from the researcher to the learners.*

c) Hedges of Relation Maxim

Sometimes, the addressers also used hedges of relation maxim in their utterances. The hedges of relation maxim will be used by the addresser if they do not obey that their say is relevant. Below are some utterances that contain hedges of relation maxim in students' utterances;

[56] S: Actually, **its maybe it should be a silly question, in previous explanation say that** there are five components in curriculum, right? (1)

P: Okay

Description of Context :
 Setting and scene : Discussion in the classroom
 Participants : S: The twelfth student
 P & Z: The presenter
 Act sequence : S asked P & Z

In this case, the addresser did not know more about the addressee, he used utterance (1) because he did not obey that his says is relevant. The addresser would like to change the current topic by using hedges of relation maxim by prefacing his utterance with "*its maybe it should be a silly question, in previous explanation say that*" to signal his addressee. At that time, the addresser was explaining his subject, then he changed the topic with asking about addressee's personality with *there are five components in curriculum, right?*

3. The Reason Why Particularly Hedges Employed More than Others by Lecturers and Students are.

The researcher determined who is the interviewee based on the addressers who most often use hedges in their utterances than others. The researcher got one interviewee from the lecturers and got one interviewee from the students. The reason why does the interviewees often use hedges in their statements in the process of teaching learning are come from different opinion, it can be seen by the result of interview both of them which is explained below.

- a) Data findings from first interviewee (lecturer whom often used hedges than others)

After conducting an interview with the first interviewee, the researcher gets some reason why she used those hedges. Those some reasons of using hedges by first interviewee;

[1] L: No. System of school. *Jadi menggunakan bahasa Inggris sebagai pengantar dalam mengajar.*

T1: This is the policy of the school. That is the interaction is English, except *bahasa Indonesia* and *Jawa* language. So, **I ask you**, it is international school? (1)

L: No.

Description of Context :

Setting and scene : Discussion in the classroom

Participants : T1: The first lecturer

L: The first student

Act sequence : T1 asked L to make sure about T1 understanding of the L information.

In the data (1) the first interviewee tries to give her opinion based on her real experiences by using word "*I ask you,*". The first interviewee tries to make sure about addressees' understanding of the topic

by making the strong statement *how can the researcher, should the researcher stop collecting the data, after the researcher cannot find new data or we call as if the data saturated?*

Besides providing an explanation of the use of word “*You know,*”, the interviewee also gives explanations of using another maxim.

See the following data:

[2] T1: Have you proved it?

L: Not yet.

T1: Not yet. **I think**, it is the time to start investigate the teachers of teach on English..... (2)

Description of Context :

Setting and scene : Discussion in the classroom

Participants : T1: The first lecturer
L: The first lecturer

Act sequence : T1 gave her idea to L.

In the data (2) the first interviewee tries to give her opinion by using word “*I think,*”. The first interviewee wants to convince the addressees, make the addressees understand what happened in the fact by making the strong statement *it is the time to start investigate the teachers of teach on English....*

Besides providing an explanation of the use of word “*I think,*”, the interviewee also gives explanations of using another maxim.

See the following data:

[3] T1: Have you proved it?

L: Not yet.

T1: Not yet. I think, it is the time to start investigate the teachers of teach on English. If, it is, it is, what we call as classroom

teacher who should teach all subject except Javanese language maybe or *bahasa Indonesia* in English, **I believe** that the teachers English in that school should be very good..... (3)

Description of Context :
 Setting and scene : Discussion in the classroom
 Participants : T1: The first lecturer
 L: The first student
 Act sequence : T1 gave her idea to L.

In the data (3) the first interviewee tries to give her opinion based on her real experiences by using word "*I believe,*". The first interviewee explains her experiences based on what she got in the teaching and learning process, based on what she has known in the reality of the research and education by making the strong statement *that the teachers English in that school should be very good....*

Besides providing an explanation of the use of word "*I believe,*", the interviewee also gives explanations of using another maxim.

See the following data:

[4] T1: Have you proved it?
 L: Not yet.
 T1: **I believe** that you will get difficult for the researcher to get the data, because elementary school student of non native speaker are very difficult to use English..... (4)

Description of Context :
 Setting and scene : Discussion in the classroom
 Participants : T1: The first lecturer
 L: The first student
 Act sequence : T1 gave her idea to L.

In the data (4) the first interviewee tries to give her opinion based on her real experiences by using word "*I believe,*". The first

and students get nothing, except training, training himself. Teacher only train himself to speak English. And the students will get nothing

Besides providing an explanation of the use of word “*I believe,*”, the interviewee also gives explanations of using another maxim.

See the following data:

[6] L: I get information from SDI Miftahul Huda

T1: SDI Miftahul Huda, the school name is SDI Miftahul Huda. So, observe. Do preliminary research about SDI Miftahul Huda, concerning with the instruction. How is the instruction of there? What’s language use? You are the graduate of IAIN Tulungagung and the one who ask, the one who want you ask about the instruction use at that school is also at the same collage from with you and the interviewee graduated from. You can measure your friend’s competences, because **I believe** he or she is your formal collage, formal classmate. *Dulu teman kelas mungkin ya, berarti sudah ketahuan kemampuan bahasa Inggrisnya seperti apa..... (6)*

Description of Context :

Setting and scene : Discussion in the classroom

Participants : T1: The first lecturer

L: The first student

Act sequence : T1 gave her idea to L.

In the data (6) the first interviewee tries to give her opinion based on her real experiences by using word “*I believe,*”. The first interviewee explains her experiences based on what she got in the teaching and learning process, based on what she has known in the reality of the research and education by making the strong statement *he or she is your formal collage, formal classmate....*

Ss: All of the students
 Act sequence : T gave her idea to Ss.

In the data (8) the first interviewee tries to give her opinion based on her real experiences by using word “*I saw myself,*”. The first interviewee explains her experiences based on what she got in the teaching and learning process, based on what she has known in the reality of the research and education by making the strong statement *sometimes, I find the students, I mean the teacher, the students taking PPL, when they teach the students in the classroom they were playing football....*

Besides providing an explanation of the use of word “*I saw myself,*”, the interviewee also gives explanations of using another maxim.

See the following data:

[9] T1: **You know**, how can the researcher, should the researcher stop collecting the data, after the researcher cannot find new data or we call as if the data saturated?
Sudah gak ada data baru. (9)

Description of Context :
 Setting and scene : Discussion in the classroom
 Participants : T1: The first lecturer
 Ss: All of the students
 Act sequence : T1 asked Ss.

In the data (9) the first interviewee tries to give her opinion based on her real experiences by using word “*You know,*”. The first interviewee tries to make sure about addressees’ understanding of the topic by making the strong statement *how can the researcher, should the researcher stop collecting the data, after the researcher cannot find new data or we call as if the data saturated?....*

Besides providing an explanation of the use of word “*You know,*”, the interviewee also gives explanations of using another maxim.

See the following data:

[10] J: Secondly, the next statement is like from Davies & Parse, 1998, until the last sentence, came do the verbal use of language to communicate bla bla bla statement by Fulcher, 2003. Actually, based on my review, it is okay to insert theories a lot as long as as writer can (not clear) to simply size from what they have got from the theories coming from the previous researchers or previous writers.

T1: **Because you know**, talking about main idea is supported by the theory and then next sentence is also supported by the theory..... **(10)**

Description of Context :
 Setting and scene : Discussion in the classroom
 Participants : T1: The first lecturer
 Ss: All of the students
 Act sequence : T1 gave her idea to Ss.

In the data (9) the first interviewee tries to give her opinion based on her real experiences by using word “*Because you know,*”. The first interviewee tries to make sure about addressees’ understanding of the topic by making the strong statement *talking about main idea is supported by the theory and then next sentence is also supported by the theory....*

Besides providing an explanation of the use of word “*You know,*”, the interviewee also gives explanations of using another maxim.

See the following data:

[11] T1: **If the researcher has more than one subject, maybe** the data concerning with the problems can be more

In the data (12) the first interviewee tries to give her opinion based on her real experiences by using word “*Maybe.....*”. The first interviewee explains her experiences based on what she got in the teaching and learning process, based on what she has known in the reality of the research and education by making the strong statement *If the researcher only take randomly one Javanese people, then it is not sufficient to collect the data, because Java consists of many parts. Like this case, like this case, ESL students learning in Australia, can be from Indonesia, can be from Thailand, Philippine, and some other countries of non English speaking countries....*

- b) Data findings from the second interviewee (student whom often used hedges than others)

After conducting an interview with the second interviewee, the researcher gets some reason why he used those hedges. Those some reasons of using hedges by second interviewee;

[1] L: Okay my friends, after I present my critical review, any question?

J: Sorry!

Based on the article that have you criticized, there is no the session of, I mean a part of literature; introduction is directed goes to methodology. And then I find a (not clear) to analyze whether the literature was combine with introduction, she has mention before. But, I didn’t find it. And reviewer, could you please add your journal, the original journal, and about literature. **(1)**

Description of Context :
 Setting and scene : Discussion in the classroom
 Participants : L: The first student
 J: The second student
 Act sequence : J gave explanation before ask to L.

In the data (1) the second interviewee tries to give her opinion based on her real data by using word “*Based on the article that have you criticized,*”. The second interviewee explains her knowledge based on what he got in the data, based on what he has known in the reality of the research and education by making the strong statement *there is no the session of, I mean a part of literature; introduction is directed goes to methodology. And then I find a (not clear) to analyze whether the literature was combine with introduction, she has mention before. But, I didn't find it. And reviewer, could you please add your journal, the original journal, and about literature....*

The impact of using hedges with the word “*Based on the article that have you criticized,*” is very much. Mostly, it depends on his statements. There are two cases, if he has conversation in the classroom discourse which is Indonesia people, there is a culture shock. Having conversation with the Indonesia people, we should make sure about the language that we used. The phrase of ‘*Based on the article that have you criticized*’ is to avoid misunderstanding between the addresser and the addressee. Maybe, in our idea, we will judge someone or just to clarify something. But, all of it depends on the addressee, how they will respond our utterances. The second interviewee keep the anxiety of addressee judged by his statements. Event, sometimes it happened.

Then, the second interviewee often use these phrases to avoid misunderstanding with addressee and to avoid the addressee feel judged by his statement. It depends on who is the addressee. If the context was in education context, collage, he often uses it. All of them was about politeness, such as when talking to the lecturers or giving opinion to my friends so the addressee did not get my statement or opinion as a judgment. For example, when they have the wrong opinion, he didn't immediately say that they are wrong. So they can feel comfortable. Even though at that time he wanted to judge them, he would try to make them to think that he was not judging them. So, he would do it slowly.

Besides providing an explanation of the use of word "*Based on the article that have you criticized,*", the interviewee also gives explanations of using another maxim. See the following data:

[2] J: Mom, can I help?

T: Yeah.

J: **Maybe**, the unique case that I get from the writer is Indonesian students who learn in university which is in a board, and then how can they learn and obtain English as their second language, because in their daily, lecturer is always do speaking in English. (2)

Description of Context :
 Setting and scene : Discussion in the classroom
 Participants : T: The first lecturer
 J: The second student
 Act sequence : J gave his idea to T.

In the data (2) the second interviewee tries to give her opinion based on her real data by using word "*Maybe,*". The second

interviewee explains her knowledge based on what he got in the data, based on what she has known in the reality of the research and education by making the strong statement *the unique case that I get from the writer is Indonesian students who learn in university which is in a board, and then how can they learn and obtain English as their second language, because in their daily, lecturer is always do speaking in English*

The impact of using hedges with the word “*Maybe,*” is very much. Mostly, it depends on his statements. There are two cases, if he has conversation in the classroom discourse which is Indonesia people, there is a culture shock. Having conversation with the Indonesia people, we should make sure about the language that we used. The phrase of ‘*Maybe*’ is to avoid misunderstanding between the addresser and the addressee. *Maybe*, in our idea, we will judge someone or just to clarify something. But, all of it depends on the addressee, how they will respond our utterances. The second interviewee keep the anxiety of addressee judged by his statements. Event, sometimes it happened.

Then, the second interviewee often use these phrases to avoid misunderstanding with addressee and to avoid the addressee feel judged by his statement. It depends on who is the addressee. If the context was in education context, collage, he often uses it. All of them was about politeness, such as when talking to the lecturers or giving opinion to my friends so the addressee did not get my statement or opinion as a judgment. For example, when they have the wrong opinion, he didn't immediately

say that they are wrong. So they can feel comfortable. Even though at that time he wanted to judge them, he would try to make them to think that he was not judging them. So, he would do it slowly.

Besides providing an explanation of the use of word “*Maybe,*”, the interviewee also gives explanations of using another maxim.

See the following data:

[3] J: **I think**, this one is common out when we are in front of the public places and then we speak up..... (3)

Description of Context :

Setting and scene : Discussion in the classroom

Participants : J: The second student

Ss: All students

Act sequence : J gave explanation to Ss.

In the data (2) the second interviewee tries to give her opinion based on her real data by using word “*I think,*”. The second interviewee explains her knowledge based on what he got in the data, based on what she has known in the reality of the research and education by making the strong statement *this one is common out when we are in front of the public places and then we speak up....*

The impact of using hedges with the word “*I think,*” is very much. Mostly, it depends on his statements. There are two cases, if he has conversation in the classroom discourse which is Indonesia people, there is a culture shock. Having conversation with the Indonesia people, we should make sure about the language that we used. The phrase of ‘*I think*’ is to avoid misunderstanding between the addresser and the addressee. Maybe, in our idea, we will judge someone or just to clarify something. But, all of

it depends on the addressee, how they will respond our utterances. The second interviewee keep the anxiety of addressee judged by his statements. Event, sometimes it happened.

Then, the second interviewee often use these phrases to avoid misunderstanding with addressee and to avoid the addressee feel judged by his statement. It depends on who is the addressee. If the context was in education context, collage, he often uses it. All of them was about politeness, such as when talking to the lecturers or giving opinion to my friends so the addressee did not get my statement or opinion as a judgment. For example, when they have the wrong opinion, he didn't immediately say that they are wrong. So they can feel comfortable. Even though at that time he wanted to judge them, he would try to make them to think that he was not judging them. So, he would do it slowly.

Besides providing an explanation of the use of word "*I think,*", the interviewee also gives explanations of using another maxim. See the following data:

- [4] J: **You know, I think**, speaking like many levels, right, intermediate, and others. Therefore, this one like purposive sampling, I don't know but just getting operand, just like my mind, why the writer want to choose sampling, because of those indicators. One of the indicator is, the student have been task speaking English more than three semesters. And then in fourth semester, they are trial; I mean they are studied by discussing. (4)

Description of Context :

Setting and scene : Discussion in the classroom
 Participants : J: The second student
 Ss: All students
 Act sequence : J gave explanation to Ss.

In the data (4) the second interviewee tries to give her opinion based on her real data by using word “*You know, I think,*”. The second interviewee explains her knowledge based on what he got in the data, based on what she has known in the reality of the research and education by making the strong statement *speaking like many levels, right, intermediate, and others. Therefore, this one like purposive sampling, I don't know but just getting operand, just like my mind, why the writer want to choose sampling, because of those indicators. One of the indicator is, the student have been task speaking English more than three semesters. And then in fourth semester, they are trial; I mean they are studied by discussing....*

The impact of using hedges with the word “*You know, I think,*” is very much. Mostly, it depends on his statements. There are two cases, if he has conversation in the classroom discourse which is Indonesia people, there is a culture shock. Having conversation with the Indonesia people, we should make sure about the language that we used. The phrase of ‘*You know, I think*’ is to avoid misunderstanding between the addresser and the addressee. Maybe, in our idea, we will judge someone or just to clarify something. But, all of it depends on the addressee, how they will respond our utterances. The second interviewee keep the anxiety of addressee judged by his statements. Event, sometimes it happened.

Then, the second interviewee often use these phrases to avoid misunderstanding with addressee and to avoid the addressee feel judged by his statement. It depends on who is the addressee. If the context was in education context, collage, he often uses it. All of them was about politeness, such as when talking to the lecturers or giving opinion to my friends so the addressee did not get my statement or opinion as a judgment. For example, when they have the wrong opinion, he didn't immediately say that they are wrong. So they can feel comfortable. Even though at that time he wanted to judge them, he would try to make them to think that he was not judging them. So, he would do it slowly.

Besides providing an explanation of the use of word “*You know, I think,*”, the interviewee also gives explanations of using another maxim. See the following data:

- [5] J: You may take a look on the method, method, the method, there are sub point of, second, many students are not interested in speaking subjects. So, you may have, **you know that** in this case the writer directly said that many students, many students are not interested in speaking subjects. Whereas they have been teach by speaking English for three semesters. But the writer not... (5)

Description of Context :
 Setting and scene : Discussion in the classroom
 Participants : J: The second student
 Ss: All students
 Act sequence : J gave explanation to Ss.

In the data (5) the second interviewee tries to give her opinion based on her real data by using word “*You know that,*”. The second

interviewee explains her knowledge based on what he got in the data, based on what she has known in the reality of the research and education by making the strong statement *in this case the writer directly said that many students, many students are not interested in speaking subjects. Whereas they have been teach by speaking English for three semesters. But the writer not....*

The impact of using hedges with the word “*You know that,*” is very much. Mostly, it depends on his statements. There are two cases, if he has conversation in the classroom discourse which is Indonesia people, there is a culture shock. Having conversation with the Indonesia people, we should make sure about the language that we used. The phrase of ‘*You know that*’ is to avoid misunderstanding between the addresser and the addressee. Maybe, in our idea, we will judge someone or just to clarify something. But, all of it depends on the addressee, how they will respond our utterances. The second interviewee keep the anxiety of addressee judged by his statements. Event, sometimes it happened.

Then, the second interviewee often use these phrases to avoid misunderstanding with addressee and to avoid the addressee feel judged by his statement. It depends on who is the addressee. If the context was in education context, collage, he often uses it. All of them was about politeness, such as when talking to the lecturers or giving opinion to my friends so the addressee did not get my statement or opinion as a judgment. For example, when they have the wrong opinion, he didn't immediately

say that they are wrong. So they can feel comfortable. Even though at that time he wanted to judge them, he would try to make them to think that he was not judging them. So, he would do it slowly.

Besides providing an explanation of the use of word “*You know that,*”, the interviewee also gives explanations of using another maxim. See the following data:

[6] J:Therefore, **I say that** this one is a bit of statement without any scientific research as kind as preliminary study.
(6)

Description of Context :
 Setting and scene : Discussion in the classroom
 Participants : J: The second student
 Ss: All students
 Act sequence : J gave explanation to Ss.

In the data (6) the second interviewee tries to give her opinion based on her real data by using word “*I saw that,*”. The second interviewee explains her knowledge based on what he got in the data, based on what she has known in the reality of the research and education by making the strong statement *this one is a bit of statement without any scientific research as kind as preliminary study*

The impact of using hedges with the word “*I saw that,*” is very much. Mostly, it depends on his statements. There are two cases, if he has conversation in the classroom discourse which is Indonesia people, there is a culture shock. Having conversation with the Indonesia people, we should make sure about the language that we used. The phrase of ‘*I saw that*’ is to avoid misunderstanding between the addresser and the

addressee. Maybe, in our idea, we will judge someone or just to clarify something. But, all of it depends on the addressee, how they will respond our utterances. The second interviewee keep the anxiety of addressee judged by his statements. Event, sometimes it happened.

Then, the second interviewee often use these phrases to avoid misunderstanding with addressee and to avoid the addressee feel judged by his statement. It depends on who is the addressee. If the context was in education context, collage, he often uses it. All of them was about politeness, such as when talking to the lecturers or giving opinion to my friends so the addressee did not get my statement or opinion as a judgment. For example, when they have the wrong opinion, he didn't immediately say that they are wrong. So they can feel comfortable. Even though at that time he wanted to judge them, he would try to make them to think that he was not judging them. So, he would do it slowly.

Besides providing an explanation of the use of word "*I saw that,*", the interviewee also gives explanations of using another maxim.

See the following data:

[7] J: Okay, the major points or interpretations made by the author. Okay, actually the writer is pointed out that based what felt by students then as a teacher. **I mean** the reseacher here refers to like suggestion, I mean most of this article, the major point is about what actually factors that felt by students, students reluctant to speak English..... (7)

Description of Context :
 Setting and scene : Discussion in the classroom

Participants : J: The second student
 Ss: All students
 Act sequence : J gave explanation to Ss.

In the data (7) the second interviewee tries to give her opinion based on her real data by using word “*I mean,*”. The second interviewee explains her knowledge based on what he got in the data, based on what she has known in the reality of the research and education by making the strong statement *the reseacher here refers to like suggestion, I mean most of this article, the major point is about what actually factors that felt by students, students reluctant to speak English....*

The impact of using hedges with the word “*I mean,*” is very much. Mostly, it depends on his statements. There are two cases, if he has conversation in the classroom discourse which is Indonesia people, there is a culture shock. Having conversation with the Indonesia people, we should make sure about the language that we used. The phrase of ‘*I mean*’ is to avoid misunderstanding between the addresser and the addressee. Maybe, in our idea, we will judge someone or just to clarify something. But, all of it depends on the addressee, how they will respond our utterances. The second interviewee keep the anxiety of addressee judged by his statements. Event, sometimes it happened.

Then, the second interviewee often use these phrases to avoid misunderstanding with addressee and to avoid the addressee feel judged by his statement. It depends on who is the addressee. If the context was in education context, collage, he often uses it. All of them was about politeness, such as when talking to the lecturers or giving opinion to my

got from the theories coming from the previous researchers or previous writers....

The impact of using hedges with the word “*Actually, based on my review,*” is very much. Mostly, it depends on his statements. There are two cases, if he has conversation in the classroom discourse which is Indonesia people, there is a culture shock. Having conversation with the Indonesia people, we should make sure about the language that we used. The phrase of ‘*Actually, based on my review*’ is to avoid misunderstanding between the addresser and the addressee. Maybe, in our idea, we will judge someone or just to clarify something. But, all of it depends on the addressee, how they will respond our utterances. The second interviewee keep the anxiety of addressee judged by his statements. Event, sometimes it happened.

Then, the second interviewee often use these phrases to avoid misunderstanding with addressee and to avoid the addressee feel judged by his statement. It depends on who is the addressee. If the context was in education context, collage, he often uses it. All of them was about politeness, such as when talking to the lecturers or giving opinion to my friends so the addressee did not get my statement or opinion as a judgment. For example, when they have the wrong opinion, he didn't immediately say that they are wrong. So they can feel comfortable. Even though at that time he wanted to judge them, he would try to make them to think that he was not judging them. So, he would do it slowly.

his statement. It depends on who is the addressee. If the context was in education context, collage, he often uses it. All of them was about politeness, such as when talking to the lecturers or giving opinion to my friends so the addressee did not get my statement or opinion as a judgment. For example, when they have the wrong opinion, he didn't immediately say that they are wrong. So they can feel comfortable. Even though at that time he wanted to judge them, he would try to make them to think that he was not judging them. So, he would do it slowly.

Besides providing an explanation of the use of word “*I think*,”, the interviewee also gives explanations of using another maxim.

See the following data:

[10] L: Question, about sampling and subject. The subject is English student and got speaking for more than three semester. And then the subject is using purposive sampling. In your statement, the point is a bit of judgment without any scientific reason, then you suggested that it has a preliminary study. So, how to undertand for ministary this case?

J: **I think**, I have said. I have said, right? The point, *tadikan saya sudah bilang, saya kan sudah* suggested, *lebih baik kan gini, kan bagaimana saya tau* preliminary study this case? *Tadi kan saya sudah bilang*, it is better if giving point like before stating many students are interested in ELT, before that it is better to state the point like based on previous study or based on (not clear) state as about preliminary study you need to state that explicitly. But it is better for reader to just like review the statement based on

previous study. (10)

Description of Context :
 Setting and scene : Discussion in the classroom
 Participants : J: The second student
 L: The fifth student
 Act sequence : J tried to answer L question.

In the data (9) the second interviewee tries to give her opinion based on her real data by using word “*I think,*”. The second interviewee explains her knowledge based on what he got in the data, based on what she has known in the reality of the research and education by making the strong statement *I have said. I have said, right? The point, tadikan saya sudah bilang, saya kan sudah suggested, lebih baik kan gini, kan bagaimana saya tau preliminary study this case? Tadi kan saya sudah bilang, it is better if giving point like before stating many students are interested in ELT, before that it is better to state the point like based on previous study or based on (not clear) state as about preliminary study you need to state that explicitly. But it is better for reader to just like review the statement based on previous study....*

The impact of using hedges with the word “*I think,*” is very much. Mostly, it depends on his statements. There are two cases, if he has conversation in the classroom discourse which is Indonesia people, there is a culture shock. Having conversation with the Indonesia people, we should make sure about the language that we used. The phrase of ‘*I think*’ is to avoid misunderstanding between the addresser and the addressee. Maybe, in our idea, we will judge someone or just to clarify something. But, all of it depends on the addressee, how they will respond our utterances. The

second interviewee keep the anxiety of addressee judged by his statements. Event, sometimes it happened.

Then, the second interviewee often use these phrases to avoid misunderstanding with addressee and to avoid the addressee feel judged by his statement. It depends on who is the addressee. If the context was in education context, collage, he often uses it. All of them was about politeness, such as when talking to the lecturers or giving opinion to my friends so the addressee did not get my statement or opinion as a judgment. For example, when they have the wrong opinion, he didn't immediately say that they are wrong. So they can feel comfortable. Even though at that time he wanted to judge them, he would try to make them to think that he was not judging them. So, he would do it slowly.

B. Discussion

This discussion is about how the data findings was implemented related with the theory.

1. Types of Hedges are used by the lecturers in ELT classroom discourse.

After obtaining the data, the researcher needs to discuss the findings in order to clarify the answers of research problem. The first problem proposed in this study is what types of hedges are used by the lecturer in the classroom. These are four types of hedges, hedges of quality maxim, hedges of quantity maxim, hedges of manner maxim, and hedges of relation maxim (Yule, 1996).

In this research, there are 5 lecturers become the subject, from 5 lecturers only 4 lecturers who used hedges in their utterances. After conducting the data, the researcher found that there are 23 utterances containing of hedges found in English lecturers' utterances in classroom. These are 20 utterances use hedges of quality maxim that is the utterance that used by the addresser when the addresser has the limited information and the addresser does not fully obey the information. The utterances that contain hedges of quality maxim are 9 utterances use 'I think', 4 utterances use 'I believe', 5 utterances use 'I you know', 1 utterance use 'I saw myself', 1 utterance use 'we know', and 1 utterance use 'in my view'.

From the total of data, the researcher found 2 utterances use hedges of quantity maxim that is the utterance used by the addresser when the addresser does not as truthful as normally expected. Those utterances are 'if the researcher has more than one subject, maybe...' and '.....maybe'. And then, the researcher only found 1 utterance used hedges of relation maxim that is the utterance used by the addresser if he/she does not obey that his/her says is relevant. Its utterance is 'I don't know whether you are competence in English or not, I will ask you question'. However, the researcher did not find any utterances containing hedges of manner maxim of English lecturers' utterances.

From the findings above, the addressers used hedges of quality maxim is more often than other types. It happened because the addressers want to give their idea and statement to the addressee. The addressers have very

strong statement and they are fully responsible with the quantity of the information he/she share. But by prefacing it with hedges of quality maxim the addresser simultaneously eliminates the quantity of information being conveyed and advises the addressee to measure how much he/she observes the maxim of quality.

The addressers used hedges of quantity maxim in their utterances because the addresser did not truthful as normally expected. The addresser suggests that their addressee needs to gauge how much he abides by the maxim of quantity. The statements of the addresser maybe there is differences between expectation and reality.

And then, the addresser used hedges of relation maxim because they did not obey that their statements is relevant with the condition at that time or relevant with the theme that they discussed. Just see the context of the hedge of relation maxim that used by the addresser, the context said that the addresser was gave explanation of the lesson to the addressee. The addressee here is the English student. But, by prefacing hedges of relation maxim, the addresser tried to change the topic by asking the name of a student.

2. Types of Hedges are used by the students in ELT classroom discourse.

The second problem in this research is what types of hedges are used by students in the classroom. In the second semester, there are 35 students. From 35 students, only 12 students who used hedges in their utterances.

In this research, the research found 33 utterances that contain hedges. 31 utterances containing of hedges found in English lecturers' utterances in

classroom. There are 1 utterances use ‘based on the article that have you criticized’, 1 utterance use ‘based on my understand, 2 utterances use ‘I mean’, 2 utterances use ‘maybe’, 1 utterance use ‘in my opinion’, 4 utterances ‘I know’, 9 utterances use ‘I think’, 1 utterance use ‘you know’, 1 utterance use ‘I say’, 1 utterance use ‘based on my review’, 1 utterance use ‘in your statement’, 1 utterance use ‘we know’, 1 utterance use ‘as far as I know’, 1 utterance use ‘as you explain before’, 1 utterance use ‘it is in my opinion, as far as I know’, 1 utterance use ‘as we discussed’, 1 utterance use ‘as Mr. Jokowi said that, Mr. Nawan said’, 1 utterance use ‘as Mr. Dika said’, and 1 utterance use ‘from our discussion’.

Beside it, the researcher found there is hedges of quantity data only 1 utterance use ‘ this one that I know that qualitative research, it has three kinds of collecting data; there are interview, observation, and documentation. But...’ and only 1 utterance that contain hedges of relation maxim use ‘its maybe should be a silly question, in previous explanation say that’. However, the researcher did not find any utterances containing hedges of manner maxim of English students’ utterances.

The addressers used hedges of quality maxim to avoid their relationship with the addressees and also the addressers were getting confuse. The position of the addressees here are their lecturers and their classmates. Beside it, when the position of the addressers is the presenter of the presentation, the addresser did not believe more about their explanation and

their statements. The addressers got confuse to replay the questions that have been given to them from their audiences.

Using hedges of quantity maxim, the addresser did not sure their understanding of the qualitative theory and what have the addresser got from the presenter's review is same. At that time, the reality was not same with the theory. The addresser does not as truthful as normally expected so the addresser suggests that his/her addressee needs to gauge how much he/she abides by the maxim of quantity. The phrase suggests that the message may not be as well founded as would normally be expected.

Prefacing by hedges of relation maxim, the addresser did not obey that his/her say is relevant. The addresser would like to change the current topic. Although the presenters have explained the curriculum has five components but the addresser just wants to make sure that his/her understanding is true about the component of curriculum. By prefacing hedges of relation maxim, the addresser has save their statement from observing cooperative principle.

3. The Reason Why Particularly Hedges Employed More than Others by Lecturers and Students are.

In this part, the discussion of the reason why do addressers often use hedges than others in their sentences in the process of teaching and learning. But, before explaining the reasons based on the interviewees, the researcher tries to give that reasons.

According to the context and the phrases that used by two addressers, the researcher claims that these addressees used hedges 'I believe' and 'I

think' more often than others, maybe these addressees want to avoid the relationship between addresser and addressee in that context of communication. As in Indonesia culture shocks, judged someone is an impolite thing.

The addressees want to make the addressees more understand of what the addressees explained. By view the context, the addressers were explaining or giving their ideas to the addressees. The next reason is the addressers felt ashamed to the addressees if the addressees are their lecturer or maybe someone whom has not near relationship with them.

The other reason is the addressees got confuse and worry. Maybe the addressees made a bad thinking in their brain that what they will say is something wrong in the theory, they will make a grammatical error, and even the addressees have wrong understandings.

The researcher has those reasons depend on the explanation of the meaning of hedges of quality maxim. Hedges of the quality maxim will apply when the addresser has the limited information and the addresser does not fully obey the information. In that case, maybe the addresser is making a very strong statement but by prefacing it with hedges of quality maxim, the addresser simultaneously eliminates the quantity of information being conveyed and advises the addressee to measure how much he/she observes the maxim of quality. It means that the addresser is fully responsible with the quantity of the information he/she share (Yule, 1996).

In the result of the interview with those interviewees, the researcher gets some reasons why those interviewees particularly used that hedge in their statements more often than others. The first interviewee said that her reason is to make sure the addressees that what has she explained is true, it's based on her experience, and the first interviewee want to make the addressees more understand about her explanations. The first interviewee realized that she was hedging her addressee by prefacing utterance 'I believe'.

Different with the first interviewee, the second interviewee give his reason because the second interviewee does not want to avoid the relationship between the addresser and the addressee. Later, the second interviewee does not want do impolite think that can make the addressee judged by his. But, in this case, the second interviewee did not realize that the second interviewee was hedging his addressee by prefacing utterance 'I think'.

Based on the explanation above, the researcher gets the point that, prefacing the statement by using hedges of quality maxim is more often used by the addresser than others. After that, the addresser realized or not that the addresser was hedging the addressee, all of the addresser know the function of those maxim. However, the function of hedges of quality maxim that prefaced by those addressers depend on who is the addresser and whom is the addressee.

If the addresser is the lecturer in the classroom activity and the addressee is the students, the function of hedges of quality maxim is to make the addressee believe more and understand more with the addresser's explanation. And then, if the addresser is the presenter o presentation or maybe the student of the classroom

and the addressees are the lecturer whom teaches the addresser and the addresser's classmates, the function of hedges of quality maxim is to avoid their relationship, to make the utterance more polite, to preface the addresser's ashamed and confusing.