

Dewi Pramesti, Ulfa. 2015. *Comparison Between Hedging Devices Used in Introduction Section of Linguistics and Literature*. A thesis submitted as partial fulfillment of the requirements for the Sarjana degree of the English Department, Universitas Airlangga.

ABSTRACT

In writing, it is important to make the writer's ideas clearly understood by the readers, so that they have a good impression about the writer and the ideas. In order to achieve that, the writer needs to pass the information accurately by using some strategies called metadiscourse strategies. 'Hedges' are one of the metadiscourse markers used as a strategy to manage the interaction between the writer and reader. Then, hedges are important to soften the claim the writer makes or to make it strong but not harsh or impolite (Hu and Cao, 2010). The background of the writer is important because it can affect the ways the writer conducts his/her writing and the type of 'hedges' used in academic writing. This study investigated the use of 'hedges' by Linguistics and Literature students of Universitas Airlangga in writing the introduction section of their theses. Hu and Cao (2011) divide hedges into four categories: modal auxiliaries (e.g. might, could, would), epistemic lexical verbs (e.g. seem, assume, suggest), epistemic adjectives and adverbs (e.g. perhaps, likely, mainly) and miscellaneous (e.g. in general, assumption (that)). Based on the categories, hedging devices mostly used by Linguistics and Literature students in the introduction section of their theses belong to modal auxiliaries category. The writers mostly used 'will' and 'can' rather than other hedging devices to make their claims or statements sound more cautious instead of being rough. Besides that, Literature students used more various kinds of hedging items than Linguistics students.

Keywords: *hedges, hedging devices, modal auxiliaries, epistemic lexical verbs, epistemic adjectives and adverbs.*