

Hedges Found in Young Learner's Puss in Boots

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Abstract

English children story book is an essential supplementary material for young readers to improve their English vocabulary. The student's vocabulary will improve if they have good reading habit because if they do not want to read therefore their vocabulary remains the same. Learning English from the vocabulary is one kind of learning strategies done by the teachers who teach basic level. The more they read the English books the more vocabulary they will get. The story written by the author is related to their level. For elementary school students, the story book is created with many interesting colours and pictures. The design is suitable for them to arouse their curiosity so that they will read it. The sentences written in the story using simple structure aimed at helping the young readers to understand the content of the storybook. The sentences written are also containing hedges. Hedges are used in order to help young readers to know about politeness and to use English properly. This documentary study is analyzed in qualitative nature by giving detailed explanation for data. The step to collect the data is reading the books and the steps to analyze the data are identification, classification and interpretation. The result shows that there are hedges found in Young Learner's book series with the purpose to teach young readers to learn politeness realized in hedges.

Key words: *vocabulary, learning strategy, hedges, politeness*

A. INTRODUCTION

English children story books are colorful and use simple sentences to make the readers easily understand what the story is about. The children like reading colorful story books as they belong to young learners. The sentences are written based on the literacy level for elementary students. The aim of writing young learners' story books is to help them understand English language and improve their vocabulary.

Young learners' stories are simplified versions of famous children stories written by many famous writer specialized in children stories. The writers are accustomed to write the story that can build the children's imagination. The writers want to give children a good way to improve the young learners' English ability.

Children stories are mostly fictions but having good lessons stated in the end of the story. Most of young learner's stories are classic stories but have been translated in many different languages in the world, for examples are Pinocchio, Cinderella, Peter Pan, Snow White, Hansel and Gretel, etc. Those classic stories are still renewed until now as the lessons stated in the stories reflected good moral values for instance to

respect people without differing their social status in the society, do not be someone who is greedy and envy, to love living creatures like animals, plants and flowers, etc.

The sentences written in the young learner's stories showing politeness or containing hedges. The hedges applied in the children stories are stated to help the young readers learn about the way how to communicate or share their ideas. According to Zegarac in Miller (1994:109), he defined hedges as the study of relationship between language forms, messages and language users. In expressing idea, people may use hedges, but they sometimes do not realize that their statements are form of hedges.

B. PROBLEM STATEMENTS

There are some problems in this research namely:

- a. What types of hedges are used in Puss in Boots?
- b. Why did the writer use hedges in Puss in Boots?

C. RELATED LITERATURE

The theories used to support this study namely The History of Hedges, Definition of Hedges, Types of Hedges, Characteristic of Hedges and Function of Hedges. They will be explained in brief as follows:

1 Hedges

According to Zegarac in Miller (1994:109), he defined hedges as the study of relationship between language forms, messages and language users. In expressing idea, people may use hedges, but they sometimes do not realize that their statements are form of hedges. Another scholar, Hyland (1998:432) stated that the use of hedges is not merely a strategy to obfuscate or confuse propositions or statements. Moreover, Brown and Levinson (1987:271) state that hedge is prosodies, particles, lexical items, parenthetical, full adverbial clauses and other means, such as embedding as complements of expressions.

2 Types of hedges

In this study, the researcher uses other type. The types of hedges analysis refer to the seven types of hedges composed by Salager-Meyer classification (1997: 109-110). Those seven categories are called strategic stereotypes or hedges taxonomy. The explanation can be seen below:

- a. Modal auxiliary verbs
Those types are the most straightforward and widely used means of expressing modality in English academic writing, the most tentative ones being: *may, might, can, could, would, shouldd*.
- b. Modal lexical verbs
They are used to perform act such as doubting and evaluating rather than they merely describing of varying degree of illocutionary force : *to seem, to appear* (epistemic verbs), *to believe, to assume, to suggest, to estimate, to tend, to think, to argue, to indicate, to propose, to speculate* and etc. It is also named so-called speech act verbs.
- c. Adjectival, adverbial and nominal modal phrases:

They include probability adjectives: e.g. *possible, probable, un/likely*, and etc; nouns: e.g. *assumption, claim, possibility, estimate, suggestion*, and etc; adverbs (which could be considered as non-verbal nouns): e.g. *perhaps, possibly, probably, practically, likely, presumably, virtually, apparently* and etc.

d. Approximators of degree, quantity, frequency and time

Approximates of degree, quantity, frequency and time can be realized through these examples: *approximately, roughly, about, often, occasionally, generally, usually, somewhat, somehow, a lot of, and always*.

e. Introductory phrases

It can be realized through phrases such as: *I believe, to our knowledge, it is our view that, we feel that*, which express the author's personal doubt and direct involvement.

f. If clauses

This is usually realized through the use of the following phrases, e.g., *if true, if anything*, and etc.

g. Compound hedges

These are phrases made up of several hedges, the commonest forms being modal auxiliary combined with a lexical verb with a hedging content (e.g., *it would appear*) and lexical verb followed by a hedging adverb or adjective where the adverb (or adjective) reinforces the hedge already inherent in the lexical verb (e.g., *it seems reasonable/probable*). Such compound hedges can be double hedges (it *may suggest* that; it *seems likely* that; it *would indicate* that; this *probably indicates*); treble hedges (it *seems reasonable to assume* that); quadruple hedges (it *would seem somewhat unlikely* that, it *may appear somewhat speculative* that), and so on.

3 Characteristic of hedges

A hedge is therefore any linguistic means used to indicate either:

- a) a lack of complete commitment to the truth of a proposition or
- b) a desire not to express that commitment categorically. Hedges express tentativeness and possibility in communication, and their appropriate use in scientific discourse is vital.

4 Function of hedges

Here are four reasons for hedges based on theory of Salager-Mayer (1994):

1. Minimizing the "thread-to-face"
2. Being a way of being more precise in reporting results
3. Being positive or negative politeness strategies
4. Conforming to an established writing style

D. RESEARCH METHOD

1. Unit of Analysis

The research method used in this research is descriptive in nature. The researchers only describe the phenomena found in the object of the study. The unit of analysis in this research are words, phrases and clause containing hedges in Young Learner's Puss in Boots.

2. Method of the Study

There are two steps applied in this study namely method of data collection and method of data analysis.

3. Method of data collection

The data collection method applied in this research is done by:

- a. Doing library study
In this step, the researchers use references and any related materials found in the library, including using internet study to seek for more information related to the subject matter.
- b. Reading Young Learner's Puss in Boots
In this step, the researchers read the Young Learner's Puss in Boots in order to get the information due to the topic discussed.
- c. Documentation
In this step, the researchers are documenting any data related to the subject matter of this study.

4. Method of data analysis

There are some steps applied in this data analysis method, namely:

- a. Identification : the researchers identify words ,phrases, and clause containing hedges found in the Young Learner's Puss in Boots.
- b. Classification : the researchers classify those words ,phrases and clauses containing hedges found in Young Learner's Puss in Boots.
- c. Interpretation : the researchers intepret the data based on the knowledge and theoretical framework.

E. FINDINGS AND ANALYSIS

1 Findings

The findings in this study are the words, phrases, and clause containing hedges found in Young Learner's Puss in Boots.

2. Discussion of the Findings

The data analysis in this study is done trough some steps as follows:

Identification

The researchers found some words, phrases and clause containing hedges from Young Learner's Puss in Boots as follows:

No	Words, phrases, and clauses containing hedges
1	<i>I lost everything when father died....</i>
2	<i>I fear the only way I can earn a living.....</i>
3	<i>You won't get much for my coat.....</i>
4	<i>But if you make me a pair of boots, I can go out and help you....</i>
5	<i>....that Puss could speak and realized.....</i>
6	<i>....so he decided to trust Puss and decided to do....</i>
7	<i>...who immediately put them on.</i>
8	<i>If anyone asks,....</i>
9	<i>....that you can turn yourself into...</i>

10	<i>Can you use your magic to change yourself into an elephant?</i>
11	<i>How dare you doubt my power!</i>
12	Puss <i>pretended</i> to be frightened....
13	I <i>can do</i> anything....
14	<i>Just then</i> the King's carriage stopped....
15	Puss rushed to the door and <i>quickly</i> threw it....
16	...where he <i>never</i> had to chase another mouse...

Table 5.1 Data Identification of hedges found in Young Learner's Puss in Boots

Data classification

The researchers classified hedges using Salager-Meyer taxonomy (1997: 109-110) as follows:

No	Salager Meyer Taxonomy						
	Modal auxiliary verbs	Modal lexical verbs	Adjectival, adverbial and nominal modal phrases	Approximators of degree, quantity, frequency and time	Introductory phrases	If clauses	Compound hedges
1					v		
2					v		
3	v						
4	v					v	
5	v						
6		V		v			
7		V					
8						v	
9	v						
10	v						
11			v		v		
12					v		
13	v						
14				v			
15				v			
16	v						

Table 5.2 Data classification of types of hedges using Salager-Meyer Taxonomy

The types of hedges applied in Young Learner's Puss in Boots are as follows:

No	Types of hedges	f	f
1	Modal auxiliary verbs	7	36,84
2	Modal lexical verbs	2	10,52

3	Adjectival, adverbial and nominal modal phrases	1	5,26
4	Approximators of degree, quantity, frequency and time	3	15,78
5	Introductory Phrases	4	21,05
6	If Clause	2	10,52
Total		19	100

Table 5.3 Types of Hedges applied in Young Learner's Puss in Boots

The reasons of using hedges in Young Learner's Puss in Boots are:

No	Reasons of using hedges	f	f
1	Minimizing the "thread-to-face"	7	36,84
2	Being a way of being more precise in reporting results	3	15,78
3	Being positive or negative politeness strategies	5	26,31
4	Conforming to an established writing style	4	21,05

Table 5.4 The reasons why using hedges in Young Learner's Puss in Boots

Data Interpretation

The writer interprets the hedges used in Young Learner's Puss in Boots as follows:

1. The use of hedge in the sentence *I lost everything when father died.....* means that the author expresses his direct involvement through the main character realized in the introductory phrase **I lost**.
2. The use of hedges in the sentence *I fear the only way I can earn a living....* mean that the author expresses his direct involvement through the main character realized in the introductory phrase **I fear**. While the use of modality can written **I can** earn a living shows that the author speaks straightforwardly through the main character.
3. The use of hedge in the sentence *You won't get much for my coat....* means that the author speaks straightforwardly through the main character realized by the use of modality **will not** (won't).
4. The use of hedge in the clause *....that Puss could speak and realized....* means that the author speaks straightforwardly through the main character realized by the use of modality **could speak**.
5. The use of hedges in the clause *But if you make me a pair of boots, I can go out and help you....* mean that the author points his doubtness through the main character realized in the if clause **if you make**...while the use of modality can realized in **I can go out and (can) help**...shows that the author speaks straightforwardly through the main character.
6. The use of hedge in the sentence *so he decided to trust Puss and decided to do...* means that the author is influenced by the main character realized in the lexical verbs **to believe...to do**.
7. The use of hedge in the clause *...who immediately put them on* means that the author show he is really serious in doing something very soon because time matters realized in the adverb **immediately**.
8. The use of hedge in the clause *If anyone asks...* means that the author points his doubtness realized in the clause **if anyone asks**.

9. The use of hedge in the clause ...*that you can turn yourself into*...means that the author speaks straightforwardly through the main character realized in the modality **can turn**.
10. The use of hedge in the question ...*Can you use your magic*...means that the author asks straightforwardly through the main character realized in the modality **can you use**.
11. The use of hedges in the sentence *How dare you doubt my power*...means that the author wants to show his direct involvement through the main character realized in the introductory phrase **how dare**..while he also wants to show his attitude towards the main character realized in the adjectival modal phrase **you doubt**.
12. The use of hedge in the sentence *Puss pretended to be frightened and scurried to*...means that the author wants to show his direct involvement through the main character realized in the introductory phrase **Puss pretended**.
13. The use of hedge in the sentence *I can do anything*...means that the author speaks straightforwardly through the main character realized in the use of modality I can.
14. The use of hedge in the sentence *Just then the King's carriage stopped*...means that the author wants to show that time matters realized through the adverbs of time **just then**.
15. The use of hedge in the sentence *Puss rushed to the doores and quickly threw* ...means that the author wants to show that time matters realized in the use of adverb of time **quickly**.
16. The use of hedge in the clause..*where he never had to chase another mouse*...means that the author wants to show his opinion about the main character realized in the use of adverbial of frequency **never**.

The functions of hedges realized in the Young Learner's Puss in Boots depend on the purpose or intention of the author (Salager-Meyer:1997) as follows:

1. Minimizing the "thread-to-face"
The author used the hedges realized in the modal auxiliary verbs is to respect the readers by using his tentative statement.
2. Being way of being more precise
The author used the hedges realized in the approximators of degree, frequency and time is to show vagueness. It means that the author did not tell the number, time and frequency.
3. Being positive or negative politeness strategies
The author used the hedges realized in the modal lexical verbs and introductory phrase like *How dare you doubt* ..because he wants to be respected by others.
4. Conforming to an established writing style
The author used the hedges realized in the modal lexical verb and 'If clause' because those type of hedges are conforming to an established writing style. Moreover, the author used modal lexical verb and 'If clause' to express his idea and maintain the context.

F. CONCLUSIONS

There are some conclusions that can be drawn from this analysis, namely:

1. The type of hedges found in Young Learner' Puss in Boots based on Salager-Meyer taxonomy (1997: 109-110) namely 7 (seven) modal auxiliary verbs; 2 (two) modal lexical verbs; 1 (one) adjectival, adverbial and nominal phrases; 3(three) approximators of degree, quantity, frequency and time; 4(four) introductory phrase and 2(two) if clause.
2. The reasons why the author of Young Learner's Puss in Boots used hedges in the story based on Salager-Mayer theory (1997) are 7 (seven) minimizing the "thread-to-face"; 3 (three) being a way of being more precise in reporting results; 5 (five) Being positive or negative politeness strategies and 4 (four) Conforming to an established writing style.

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