

## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

This chapter provides the conclusion of this study about the hedges used in argumentative speech by students taking Speaking 3 in the English Department of Widya Mandala Surabaya Catholic University. The writer also includes the suggestion of the study in this chapter as well.

#### **5.1 Conclusion**

The study was conducted to investigate the hedges used in the argumentative speech by students taking Speaking 3 in Widya Mandala Catholic University Surabaya, including finding out the types and functions of hedges used.

The subjects of the study were students from any academic years taking Speaking 3 in the even semester in 2008. The source of data in this study was the records of debate matches by students taking Speaking 3 in the even semester at Widya Mandala Surabaya Catholic University.

There were 184 hedges found in the 16 transcripts of 4 debate matches by students taking Speaking 3 in the English department of Widya Mandala Surabaya Catholic University. There were 7 types of hedges found in the study: Modal Auxiliary Verbs, Modal Lexical Verbs, Adjectives, Adverbs, Nouns, Introductory Phrase, and Parts of Clause, and 3 functions of hedges were found: softeners, degree of certainty, and diminishing Face Threatening Act (FTA).

The most frequently used hedge in the argumentative speeches was Modal Auxiliary Verbs (58,70%), while the second most frequent types of hedges used is Adjectives (30,43%). The other types of hedges occur less; Introductory Phrase (4,89%), Modal Lexical Verbs (2,72%), Parts of Clause (2,17%), and Adverbs (1,09%). The writer didn't find any Nouns (0%) used in the argumentative speeches during the data analysis.

In conclusion, the use of hedging in argumentative speech by the subjects is still low in number. The results of the study seem to show inadequate level of students' awareness in using hedges. It might be because of the influences of the teaching of debate or argumentative speech and the cultural pattern the students have.

## **5.2 Suggestion**

### **5.2.1 For Teaching Argumentative Speech**

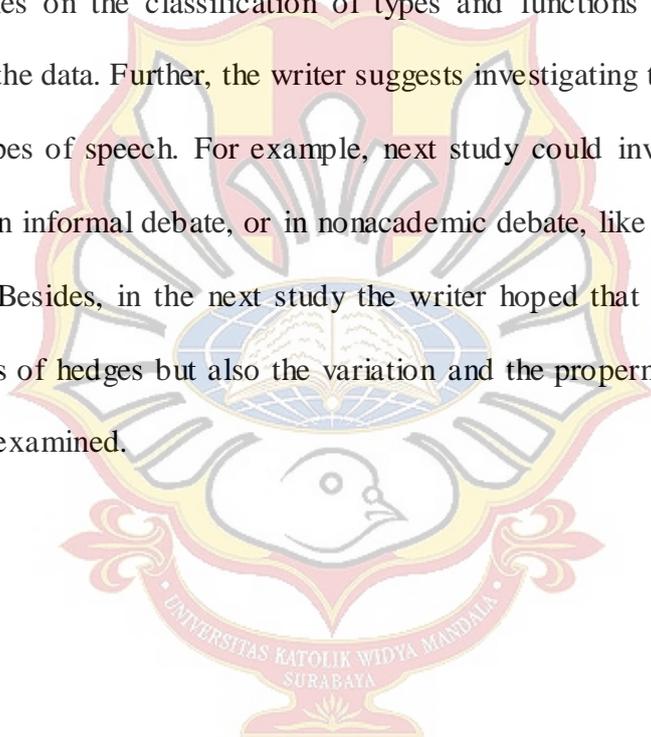
In connection with the result of the study, the writer would like to give suggestions to Speaking 3 lecturers as follows:

Considering the results of the study, which showed that the students have inadequate ability to use hedges in argumentative speech properly, hedges use should be elaborated more in teaching argumentative speech by explaining that hedges function not only to weaken or strengthen arguments, but also to show carefulness of a speaker to make an assertion. The students are given comprehension of types and functions of hedges so that they could use it in making arguments in argumentative speech or debate. The use of

hedges could be emphasized more by using hedges among students in daily language in order to get students used to using hedges.

### 5.2.2 For Further Study

The writer realized that this study still has many aspects needed to elaborate. So the writer would like to give some suggestions for further study. First, in the next study, the writer thinks it is necessary to make clearer boundaries on the classification of types and functions of hedges used to analyze the data. Further, the writer suggests investigating the use of hedges in other types of speech. For example, next study could investigate the use of hedges in informal debate, or in nonacademic debate, like presidential debate on TV. Besides, in the next study the writer hoped that not only types and functions of hedges but also the variation and the properness of hedges used are also examined.



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