

Analysis of the Use Of Hedges in Grade 11 English Textbooks

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ABSTRACT

This study investigates the use of hedging maxim of quality and quantity in the *Bahasa Inggris Kelas XI Kurikulum 13* textbook. The research method employed is descriptive qualitative, where researchers analyze the contents of the book to identify hedge maxims. The findings reveal the presence of hedges in the maxim of quality and quantity throughout the book. Hedges of maxim quality are used by speakers who are unsure about the information they convey, while hedges of maxim quantity are used by speakers who acknowledge limited information on a topic. The finding results there are 14 types of hedging maxims of quality and 11 types of hedging maxims of quantity in the *Bahasa Inggris Kelas XI Kurikulum 13* textbook. The use of hedges in this textbook aligns with Grice's maxims of conversation, specifically the maxims of quality and quantity. This analysis can help educators understand how linguistic features are used in educational contexts to enhance the effectiveness of teaching materials.

Key Words: *Hedges, Textbook, Maxim quality, Maxim quantity*

ABSTRAK

Penelitian ini mengkaji tentang penggunaan maksim lindung nilai kualitas dan kuantitas dalam buku pelajaran Bahasa Inggris Kelas XI Kurikulum 13. Metode penelitian yang digunakan adalah deskriptif kualitatif, di mana peneliti menganalisis isi buku untuk mengidentifikasi maksim-maksim lindung nilai. Temuan penelitian ini menunjukkan adanya penggunaan maksim kualitas dan kuantitas di dalam buku tersebut. Hedges dari maksim kualitas digunakan oleh penutur yang tidak yakin dengan informasi yang disampaikannya, sedangkan hedges dari maksim kuantitas digunakan oleh penutur yang mengakui keterbatasan informasi tentang suatu topik. Hasil temuan terdapat 14 jenis pemagaran maksim kualitas dan 11 jenis pemagaran maksim kuantitas dalam buku teks Bahasa Inggris Kelas XI Kurikulum 13. Penggunaan hedging dalam buku teks ini sesuai dengan maksim percakapan Grice, khususnya maksim kualitas dan kuantitas. Analisis ini dapat membantu para pendidik untuk memahami bagaimana fitur-fitur linguistik digunakan dalam konteks pendidikan untuk meningkatkan keefektifan bahan ajar.

Kata Kunci: *Hedges, Buku Teks, Kualitas Maxim, Kuantitas Maxim*

INTRODUCTION

In the context of communication, whether written or spoken, the use of hedges plays an important role because it can express politeness. This is in line with the opinion of Holmes (1982), who said that hedging is a device aimed at showing politeness, a way for others to disagree, and consideration for others. Hedges itself was first introduced by George Lakoff (1972). According to Lakoff's (1972) opinion, the definition of hedges itself is a study of the criteria, meaning, and logic of the Fuzzy concept. The term refers to words that are marked, making things more polite or less rude.

Hedges have a role in showing openness or showing uncertainty, or possibility. According to Lakoff (1972), there are several reasons why speakers or writers use hedges. First, by using hedges, writers can reduce or make statements to avoid risks, as the opposition also avoids personal statements. Second, the author wants the reader to know that the author does not claim to have the last word on an object, expressing uncertainty does not mean showing confusion or ambiguity. In fact, academic authors want to reduce claims easily because the power of statements cannot be justified only by the data or evidence presented. Third, hedges can be understood as a positive or negative politeness strategy where the author wants to try to appear as a humble person rather than as an arrogant or ignorant person. Hedging is an interpersonal, rational strategy that can support the writer's position and build a relationship between the writer-reader (speaker-listener) that can be guaranteed at a certain level. However, once a claim has been received, the hedges can be removed. Lastly, the function of hedges is to match the well-established writing style in English. Based on Skelton, cited in Sengming (2009), hedges can be referred to as the distance between the speaker and what is said. Hedges can be seen as a modification of the value of truth in an entire position or to avoid all commitments to the content being expressed rather than as an individual element in it. Then, one type of metadiscourse can reflect that authors in an effort to negotiate academic knowledge to make their writing more meaningful or appropriate for a particular disciplinary community. Therefore, the existence of hedges used in the world of education can help prepare more appropriate and good sentences.

Hedges are also a linguistic aspect of softening statements, which is often associated with the maxim in Grice's theory (1975). Yule (1996) stated that protecting the maxim is a good indication that the speaker not only knows the maxim but also wants to follow it because the speaker believes that the listener considers it to be collaborating in the discussion. This is done with the belief that listeners will see the speaker as a collaborating partner in the conversation, thus helping to achieve effective and harmonious communication. Based on Grice's theory (1975), four maxims of conversation are followed in communication, namely maxims of quality, quantity, relevance, and manner. In this study, researchers focused on the maxim of quality; the quality of the hedges showed that the speaker did not take full responsibility for the correctness of his remarks Brown and Levinson (1987) and the quantity maxim, indicating that not as much information was provided as would be expected on the use of hedges. Maxim of this quality is often used to indicate uncertainty in a statement in the context of an English textbook. These hedges can provide space for students to analyze, or interpret on their own on an information within the confines of theory or opinion. Meanwhile, the quantity maxim can help to convey information in a way that is not excessive so that students can receive enough information without being burdened with excessive details.

In this study, the researcher analyzed the companion books *Bahasa Inggris Kelas XI Kurikulum 13* textbook used in high school. This book is a revised edition of the 2017 curriculum 13; in the textbook, there are various subjects to support English skills. The material is also systematically prepared based on skills with the aim of helping students to improve their English skills comprehensively. The researcher will research hedges with the maximum characteristics of hedging maxim of quality and quantity used in the book. The results of this analysis are to find out the use of language in the context of education in order to understand the effectiveness of teaching materials. The theory used in this study comes from Grice about the use of quality and quantity maxims in hedges. Based on the explanation above, the problem formulation in this study is as follows: What type of hedges with maximal characteristics often appear in the *Bahasa Inggris Kelas XI Kurikulum 13* book: hedge maxim of Quality or hedges maxim of Quantity?

There is a previous study on maxim in hedges conducted by Mohamad (2022), which focused on identifying and describing the principles of hedged cooperation. This study examines how speakers adhere to or deviate from Grice's principles during this discussion. There was a conclusion that there were 13 sentences with quality maxim hedges, which means that the speaker felt doubtful about what was said, and three maximhedges of relevance. This proves that the speaker is trying to keep the discussion fromgoing off-topic.

This analysis can help find out the types of hedges that are often used in the *Bahasa Inggris Kelas XI Kurikulum 13* book so that learning is in accordance with the linguistic characteristics that have been attached to the curriculum provisions.

METHOD

In this research, the method used by researchers is descriptive qualitative. According to Saebani & Sutisna (2018: 111), the qualitative descriptive research method is a method that describes the situation as it is. Researchers analyzed the contents of the *Bahasa Inggris Kelas XI Kurikulum 13* book to find out what hedge maxims were often used in the book. The technique used by researchers in collecting data is through document analysis. Based on Gay (2012) states that qualitative research is the comprehensive collection, analysis, and interpretation of narrative and visual data to gain insight into a particular phenomenon of interest. Therefore, in the data collection technique, the researcher carried out the following steps: first, the researcher collected hedges maxim data contained in the *Bahasa Inggris Kelas XI Kurikulum 13* book. Next, the researcher carried out a hedges maxim analysis on the data that had been collected. In the final step, the researcher interprets the data obtained and presents the findings in the form of a description. The steps in content analysis are also called observational content analysis, and the results are categorized as hypotheses (Cohen & Manion, 1992, p. 49).

In conducting this study, the researcher took several steps, namely by analyzing the contents of the *Bahasa Inggris Kelas XI Kurikulum 13* book. After that, the result of the analysis will be presented in the form of examples of sentences contained and groups of types of hedges contained. After that, the researcher will interpret the data collected with reference to other references needed to reinforce the researcher's findings.

The data that has been obtained will be presented in tabular form to make it easier for readers to find out the data found by researchers. The last step of the researcher will provide a brief explanation related to the use of maxim hedges found by providing references that can strengthen the author's argument and become a research reference in presenting the research results in the form of descriptive explanations.

DISCUSSION

Based on the research questions, the findings are what is the total amount? Maxim-hedging of quality and quantity occurs in every chapter in the *Bahasa Inggris Kelas XI Kurikulum 13* book.

Hedging Maxim of Quality

Using the hedging maxim of quality means that the speaker or sentence in the conversation is not sure whether the information he conveys is true or false. Therefore, the speaker or sentence in this book adds additional sentences that make the reader aware that the sentences in the book are not responsible for this information. An example of the hedging maxim of quality utilization can be seen in the following table.

Page	Sentences	Meaning
3	Jane: "I am working on my project paper. It is due tomorrow. I don't think I will be able to finish it. "	Maxim hedges in this sentence are a maxim quality. In the sentence, there is a sentence, "I don't think I will be. " This indicates that what the speaker's saying may not be entirely accurate
19	Jane: "No, I don't think so."	They are hedging the maxim of quality. The speaker appears to be careful not to present his opinion as an undeniable fact by using "I don't think so," indicating an awareness of the limitations of his knowledge or beliefs. This guardrail helps maintain the maxim by signaling that the speaker is not stating the absolute truth.
	Siti: "I don't agree with you. Little bit of teasing here and there is acceptable."	Hedging maxim of quality and hedging to soften a disagreement: The speaker begins with a direct disagreement ("I don't agree with you"), which is softened by a follow-up statement that adds nuance and suggests partial acceptance ("A little teasing here and there is acceptable"). This hedging makes disputes less confrontational by recognizing that there are some aspects of acceptable behavior.
	Jane: I am of the opinion that no one has any right to harass or make people feel inferior. No one should have that kind of power.	Hedging maxim of quality. Hedging Phrase: "I am of the opinion that..." This phrase indicates that what follows is the speaker's personal belief rather than an unequivocal fact. It signals that the statement is subjective and open to discussion or differing opinions. Using this hedging phrase, the speaker acknowledges the potential for disagreement and frames the statement as a personal viewpoint, which adheres to the Maxim of Quality by avoiding over-assertion.

20	"I don't agree with you. Harry Potter movies are just overrated."	In this sentence, use the hedging maxim of Quality: The hedge implies that the statement is not an absolute truth but a personal opinion, thus aligning with the principle of providing information that the speaker believes to be true while acknowledging its subjective nature.
	"In my opinion, the government should provide means of sustenance for underprivileged people instead of building tall towers."	The hedge "In my opinion" in the sentence serves to clearly mark the statement as subjective, aligning with the Maxim of Quality by ensuring the speaker does not present personal beliefs as objective facts. This type of hedging is useful for maintaining clarity and politeness in discussions where multiple viewpoints are possible.
62	"How are you, sweetie? I know you are angry with me because I am writing to you after a long time."	In this sentence, use the hedging maxim of Quality: the use of the words "I know" conveys that uncertainty. The author uses this hedge to acknowledge the feelings of the intended person without claiming absolute knowledge of the feelings experienced by the author.
	"beyond imagination"	In this sentence, use hedging maxim quality: contains elements that are hyperbolic and show subjectivity. This hedge shows that the author expresses personal opinions that may be different from others.
	"I couldn't believe my eyes."	In this sentence, use a hedging maxim of quality: this shows a personal experience that not everyone experiences; this hedge serves to avoid absolute claims about the place.
68	"I hope all is well with you."	In this sentence, use the hedging maxim of quality: the word "I hope" indicates that the hope or desire is uncertain. The author uses this hedge to express uncertainty about the circumstances of the intended person, maintaining a polite tone and not imposing definite knowledge.
	"It must be exciting living on your own in the hostel college."	In this sentence, use the hedging maxim of quality: the word "it must be" indicates a polite assumption or conjecture; the author uses this hedge to express an opinion without an absolute

		Claim, showing respect for the subjective experience of the reader.
	"I can't believe you live onboarding."	In this sentence, use hedging maxim quality: the word "I can't believe" is an indication of personal opinion or not a universally accepted fact. Through the use of this hedge, the author avoids excessive generalizations and conveys his own surprise.
89	"Oh, deep in my heart, I do believe."	The sentence above belongs to the hedges maxim quality, where the writer expresses his heart honestly and talks about facts.
95	"That cannot fly."	This sentence shows the maxim of quality hedges, where the writer expresses a fact that is in accordance with reality.

Hedging Maxim of Quantity

In using the hedges of maxim quantity, the speaker or sentences in the book realize that the information is limited. So, the speaker or sentence in the book limited remarks to indicate that the sentence had none sufficient information on the topic being discussed. The use of hedges in the maxim of quantity can be seen in the following table:

Page	Sentences	Meaning
2	"I would love to, but not right now."	"I would love to, but not right now" in this sentence uses hedges with the quantity maxim because the speaker contributes to an informative conversation.
20	"I don't like playing tag because people end up fighting."	In this sentence, use hedging maxim quantity. The speaker provides just enough information to explain their position without giving unnecessary details. The reason given ("because people end up fighting") is sufficient to understand their perspective.

40	"Would you like to come over for dinner tonight?"	This hedge functions to soften the request and make it less demanding. It shows the speaker is unsure of the other person's plans and wants to be polite. The hedge "Would you like" falls under the category of Maxim of Quantity. In this case, the phrase "Would you like" provides just enough information to invite the other person to dinner without being overly wordy or demanding. It is polite and to the point, adhering to the Maxim of Quantity.
62	"you know"	In this sentence, use hedging maxim quantity: This hedge shows that the reader already knows this information; the author provides sufficient detailed information for readers who may already know some details.
	"I took a rain check."	In this sentence, use hedging maxim quantity: the sentence implies the idiom of a Provisional Decision; with this hedge, the author gives a brief but sufficient overview of the author's Decision without much detail.
	"the most amazing fish ever."	In this sentence, use hedging maxim quantity: the author adds enough detail about the snorkeling activity while showing his personal opinion that not everyone feels.
68-69	"you know nothing much happens here."	In this sentence, use hedging maxim quantity: the word "you know" indicates that the reader already knows the information, so there is no need to add excessive detail.
	"Have you already settled in? When is your college starting? Do you like the place you are living in?"	In this sentence, use hedging maxim quantity: this question provides enough detail that the reader can respond to provide more information and keep the text concise and relevant.
	"that reminds me."	In this sentence, use hedging maxim quantity: the word implies that there is a previous context between the two, and the author adds relevant details.
75	"due to which."	In this sentence, use hedging maxim quantity: this word indicates a causal relationship, which includes fairly detailed information on the effects of smoking.

87	"And the land is dark."	The sentence above belongs to the hedge quantity maxim. In the song, the writer gives an informative explanation even though it does not require detailed information. The example gives the idea that the land has a dark atmosphere without the writer needing to add various additional details to be understood by others.
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This research investigates the types of hedging used in the *Bahasa Inggris Kelas XI Kurikulum 13* textbook, with a focus on hedging maxim of quality and quantity. These findings reveal the presence of both types of hedging throughout the textbook. Sentences with hedging that maxim of quality show the speaker's uncertainty regarding the information conveyed. Examples include phrases such as "I don't think" or "I think," which acknowledge the possibility that the information is subjective or not completely accurate. This is in line with Grice's Maxim of Quality, which emphasizes that speakers should try to be honest and provide information they believe to be true. In these findings, there are 14 types of hedging maxim of quality in the *Bahasa Inggris Kelas XI Kurikulum 13* textbook.

On the other hand, hedging maxim of quantity highlights the speaker's awareness of the limited information on a particular topic. Phrases such as "a little" or "you know" indicate that the speaker is not providing all the details or acknowledging that the reader may already have certain knowledge. This is in line with Grice's Maxim of Quantity, which emphasizes that speakers should provide the right amount of information, neither too much nor too little. Examples include sentences like "Would you like to come over for dinner tonight?" that invite someone in without being too demanding, or a "you know" that avoids unnecessary details that the reader might already be familiar with. In these findings, there are 11 types of hedging maxim of quantity in the *Bahasa Inggris Kelas XI Kurikulum 13* textbook.

These findings have important meaning for educators who develop English language teaching materials. The use of hedging, especially maximizing quality and quantity, can contribute to effective communication in the classroom. By incorporating hedging into textbooks, educators can encourage students to be more careful about stating opinions as facts while being aware of the limitations of their knowledge.

Additionally, hedging can encourage a more polite and respectful learning environment.

CONCLUSION

The analysis reveals the existence of both types of hedging throughout the textbook. Quality-maximizing hedges are used by speakers who are unsure of the information they are conveying; in total, 14 types of hedges maxim of quality. In contrast, hedges maxim of quantity are used by speakers who acknowledge limited information on a topic; in total, there are 11 types of hedges maxim of quantity. These findings indicate that the hedging used in the textbook conforms to Grice's conversational maxims, specifically the maxims of quality and quantity.

This highlights the potential benefits of using hedging in English language teaching materials. By implementing the hedges maxim of quality, educators can encourage students to be more careful about presenting opinions as facts and recognize the limitations of their knowledge. Hedging that maximizes quantity can encourage providing the right amount of information, avoiding information overload while ensuring clarity. Overall, the use of hedging in textbooks can contribute to a more effective and respectful learning environment.

For future research, exploring the specific frequency of each type of hedging used in this textbook would provide a deeper understanding of how the book prioritizes quality versus quantity of information. Additionally, investigating students' responses to hedging can reveal its effectiveness in encouraging critical thinking and responsible communication skills. This study provides a valuable foundation for understanding how linguistic features such as hedges contribute to the quality and effectiveness of English language teaching materials.

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