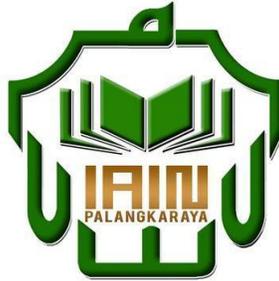


**AN ANALYSIS OF POLITENESS STRATEGIES USED BY JULIA ROBERT
IN “EAT, PRAY, LOVE” MOVIE**

THESIS

Presented to
Stated Islamic Institute of Palangka Raya
in Partial Fulfillment of the Requirements
for the Degree of *Sarjanain* English Language Education



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2019 M / 1440 H**

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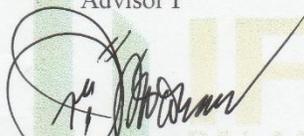
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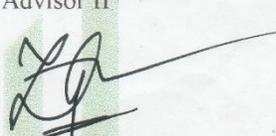
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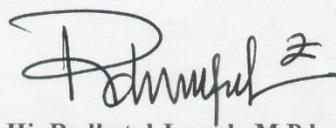

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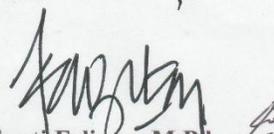

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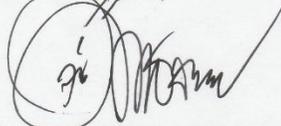
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THESIS APPROVAL

Thesis Title : **An Analysis of Politeness Strategies Used by Julia Robert in “Eat, Pray, Love” Movie**
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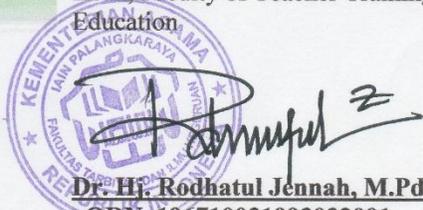
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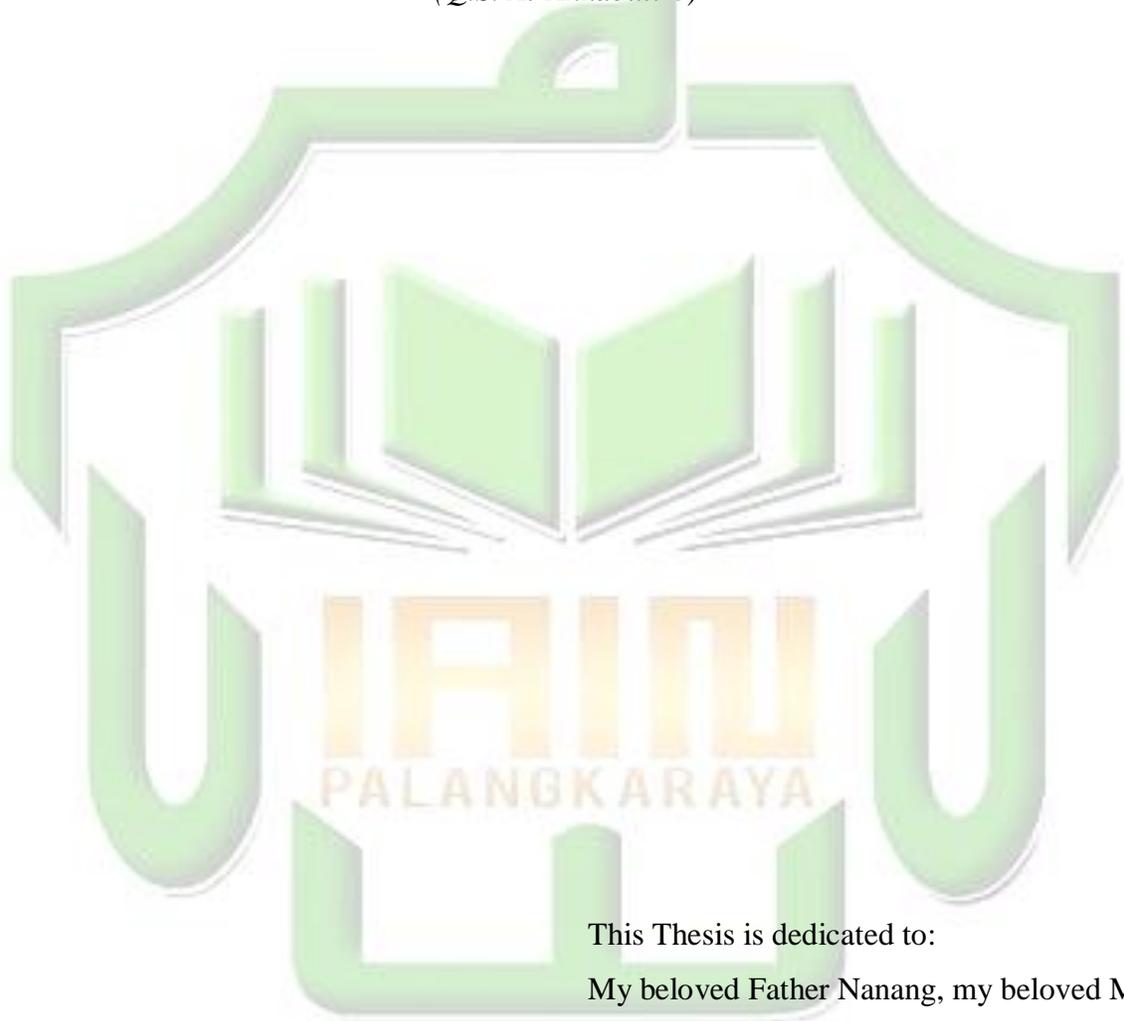

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MOTTO AND DEDICATION

“And whoever strives only strives for [the benefit of] himself.

Indeed, Allah is free from need of the worlds.”

(Q.S. Al-Ankabut: 6)



This Thesis is dedicated to:

My beloved Father Nanang, my beloved Mother Siti Suharni, my beloved cousin Trisnayanti, Wirnawati, and Harsiance. For their valuable endless prayer, material, time, sacrifice, patient and support. Thank you very much.

DECLARATION OF AUTHORSIP

In the name Allah,

Here with, I :

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USED BY JULIA ROBERT IN “ EAT, PRAY, LOVE”
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Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of author and has not been written in collaboration with any other person, nor does it include, with due acknowledgement, the work of any other person.
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Palangka Raya, May05th, 2019

My own declaration,



Isnawati

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ABSTRACT

Isnawati. 2019. *An Analysis of Politeness Strategies Used by Julia Robert in "Eat, Pray, Love" Movie*. Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors: (I) Dr. Imam Qalyubi, M.Hum., (II) Zaitun Qamariah, M.Pd.

Keywords: politeness strategies, hedges, movie.

One of the basic requirements in communication with others is politeness strategy. In other words, in every communication there is a possibility of threats to face of both interlocutors. In hedges, people tend to use strategies in maintaining other's face that show degree of politeness.

The objectives of this research are (1) to describe the types of hedges that are used by Julia Robert as main character in "*Eat, Pray, Love*" movie and (2) to describe the functions of Julia Robert as main character in "*Eat, Pray, Love*" movie use hedges in communication.

The research design of this study is qualitative descriptive. The data were the utterances spoken Julia Robert in "*Eat, Pray, Love*" movie. This study was carried out by formulating problem, collecting data, classifying data and analyzing data. Meanwhile, the documentation was used as techniques of data collection.

The results of this research can be seen as follows. First, there are 5 (five) types of hedges out of seven types found out by the researcher in her data. The 5 (five) types of hedges used by Julia Robert in "*Eat, Pray, Love*" movie are modal auxiliary verbs which consist of 9 (nine) data, modal lexical verbs which consist of 9 data, adjectival, adverbial and nominal modal phrases which consist of 2 (two) data, approximator degree of quantity, frequency, and time which consist of 4 (four) data, and introductory phrases which consist of 1 (one) data.

The researcher concludes that modal auxiliary verbs and modal lexical verb is the most frequently used type of hedges by Julia Robert and the least are *if clauses* and *compound hedges* because Julia Robert does not use it in his utterances. Regarding this fact, it has been concluded that the way the main character used hedges is to apply expression of doubt and confidence, sensitivity other's feelings, and searching for the right word. The use of hedges by the main characters "*Eat, Pray, Love*" movie obviously gives a clear description related to politeness strategy in having conversation in social context.

ABSTRAK

Isnawati. 2019. *Sebuah Analisa Strategi Kesopanan Dalam Film "Eat, Pray, Love" oleh Julia Robert*. Skripsi, Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing: (I) Dr. Imam Qalyubi, M.Hum., (II) Zaitun Qamariah, M.Pd.

Kata Kunci: strategi kesopanan, penggunaan bahasa secara lebih sopan, film.

Salah satu syarat dasar ketika berkomunikasi dengan orang lain adalah strategi kesopanan. Dengan kata lain, dalam setiap komunikasi ada kemungkinan rasa tidak nyaman terhadap lawan bicara. Dalam penggunaan bahasa secara lebih sopan (hedges), orang cenderung menggunakan strategi dalam melindungi wajah (menjaga martabat) orang lain yang menunjukkan tingkat kesopanan.

Tujuan dari penelitian ini adalah (1) untuk menggambarkan penggunaan bahasa secara lebih sopan (hedges) yang digunakan oleh Julia Robert sebagai karakter utama dalam film "*Eat, Pray, Love*" dan (2) untuk menggambarkan fungsi Julia Robert sebagai karakter utama menggunakan penggunaan bahasa secara lebih sopan (hedges) dalam film "*Eat, Pray, Love*".

Penelitian ini menggunakan deskriptif kualitatif. Data adalah ucapan-ucapan yang diucapkan Julia Robert dalam film "*Eat, Pray, Love*". Penelitian ini dilakukan dengan merumuskan masalah, mengumpulkan data, mengklasifikasikan data dan menganalisis data. Sementara dokumentasi digunakan sebagai teknik pengumpulan data.

Hasil penelitian ini dapat dilihat sebagai berikut. Pertama, ada lima jenis penggunaan bahasa secara lebih sopan (hedges) dari tujuh jenis yang ditemukan oleh peneliti dalam datanya. Lima jenis penggunaan bahasa secara lebih sopan (hedges) yang digunakan oleh Julia Robert dalam film "*Eat, Pray, Love*" adalah kata kerja modal tambahan yang terdiri dari 9 (sembilan) data, modal leksikal 9 (sembilan) data, kata sifat, kata kerja modal nominal dan nominal 2 (dua) data, derajat perkiraan kuantitas, frekuensi dan waktu 4 (empat) data, dan frasa pengantar 1 (satu) data.

Peneliti menyimpulkan bahwa modal bantu kata kerja dan modal leksikal adalah jenis penggunaan bahasa secara lebih sopan (hedges) yang paling sering digunakan oleh Julia Robert. Julia Robert tidak menggunakan *jika klausa* dan penggunaan bahasa secara lebih sopan (hedges) *majemuk* dalam film "*Eat, Pray, Love*". Mengenai fakta ini, telah disimpulkan bahwa cara karakter utama menggunakan penggunaan bahasa secara lebih sopan (hedges) adalah untuk mengekspresikan keraguan dan kepercayaan diri, kepekaan terhadap perasaan orang lain, dan mencari kata yang tepat. Penggunaan bahasa secara lebih sopan (hedges) oleh karakter utama film "*Eat, Pray, Love*" jelas memberikan gambaran yang jelas terkait strategi kesopanan dalam berbicara pada konteks sosial.

ACKNOWLEDGEMENTS

The researcher would like to express her sincere gratitude to Allah SWT., for the blessing bestowed in her whole life particularly during the thesis writing without which this thesis would not have come to its final form. Sholawat and salam always be bestowed to the last prophet Muhammad SAW., having shown us the role of life to make our life true.

Her appreciation is addressed to:

1. Dr. H. Kharil Anwar, M.Ag as the Director of IAIN Palangka Raya for his direction and permission of conducting this thesis.
2. Dean of Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya, Dr.Hj.Rodhatul Jennah, M.Pd., for her invaluable assistance both in academic and administrative matters.
3. Chair of Department of Language Education, Santi Erliana,M.Pd., for her invaluable assistance both in academic and administrative matters.
4. Chair of Study Program of English Education, M.Zaini Miftah, M.Pd.,for his invaluable assistance both in academic and administrative matters.
5. Thesis advisors, Dr. Imam Qalyubi , M.Hum., as advisor I and Zaitun Qamariah,M.Pd.,as advisor II for their generous advices, valuable guidances and elaborated corrections during their busy times to the completion of her thesis.

6. All lecturers of Study Program of English Education for their valuable knowledge and supports.
7. All of Study Program of English Education, especially the 2012 batch, for their supports in sadness and happiness during the study in under graduate program and for their spirits to accomplish my study.
8. Beloved parents, Mr. Nanang and Mrs. Siti Suharni for their moral support and endless prayer so that she is able to finish her study. May Allah SWT bless them all. *Aamin.*

The researcher hopes this thesis can give some benefits for the readers. The researcher also realized that this thesis is still far from being perfect, therefore some constructive critics and suggestions are warmly welcome. Hopefully, may Allah SWT, always keep us on the straight path and reward us for what we have done and this could be useful for all of us.

Palangka Raya, May 05th 2019

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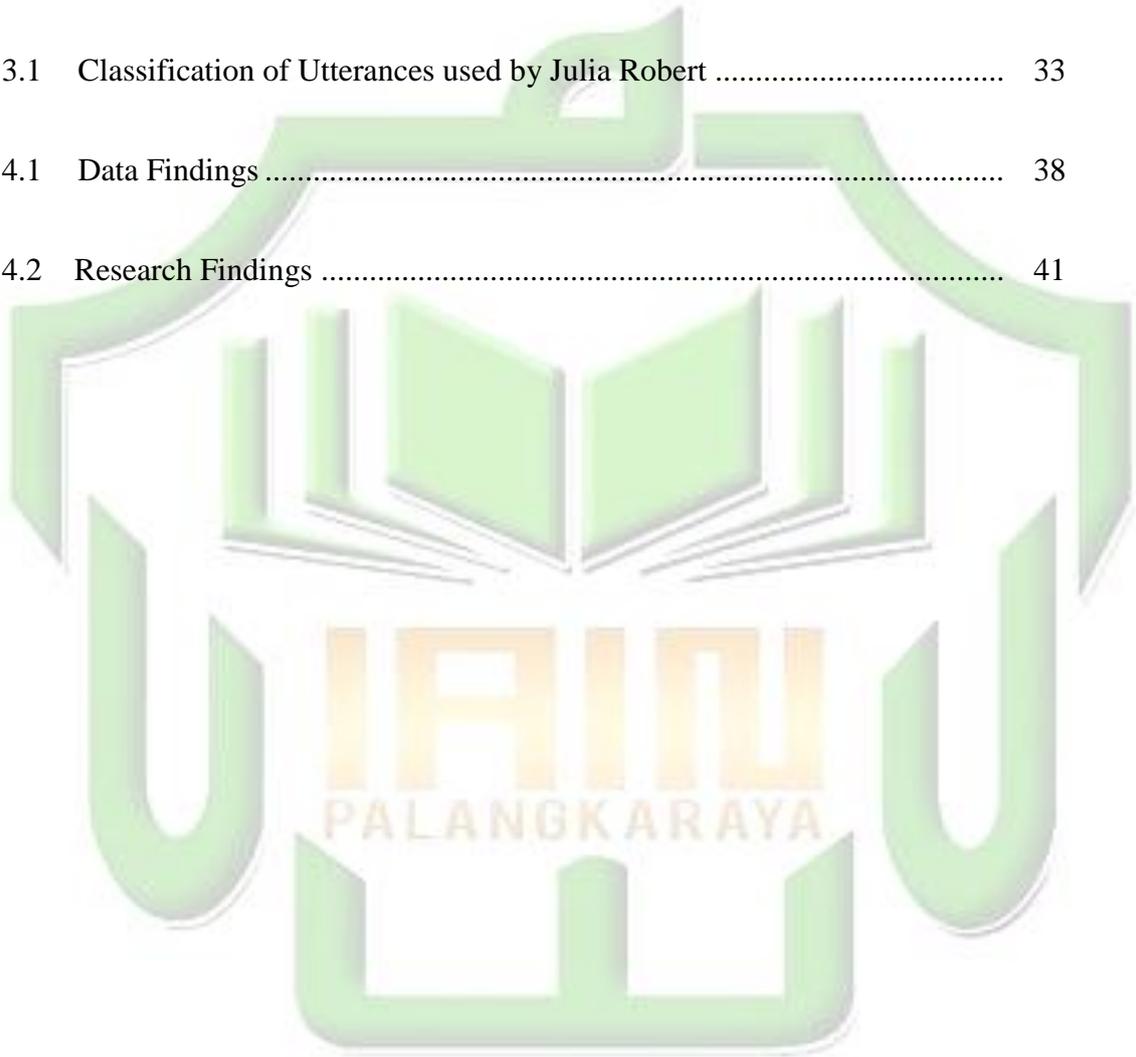
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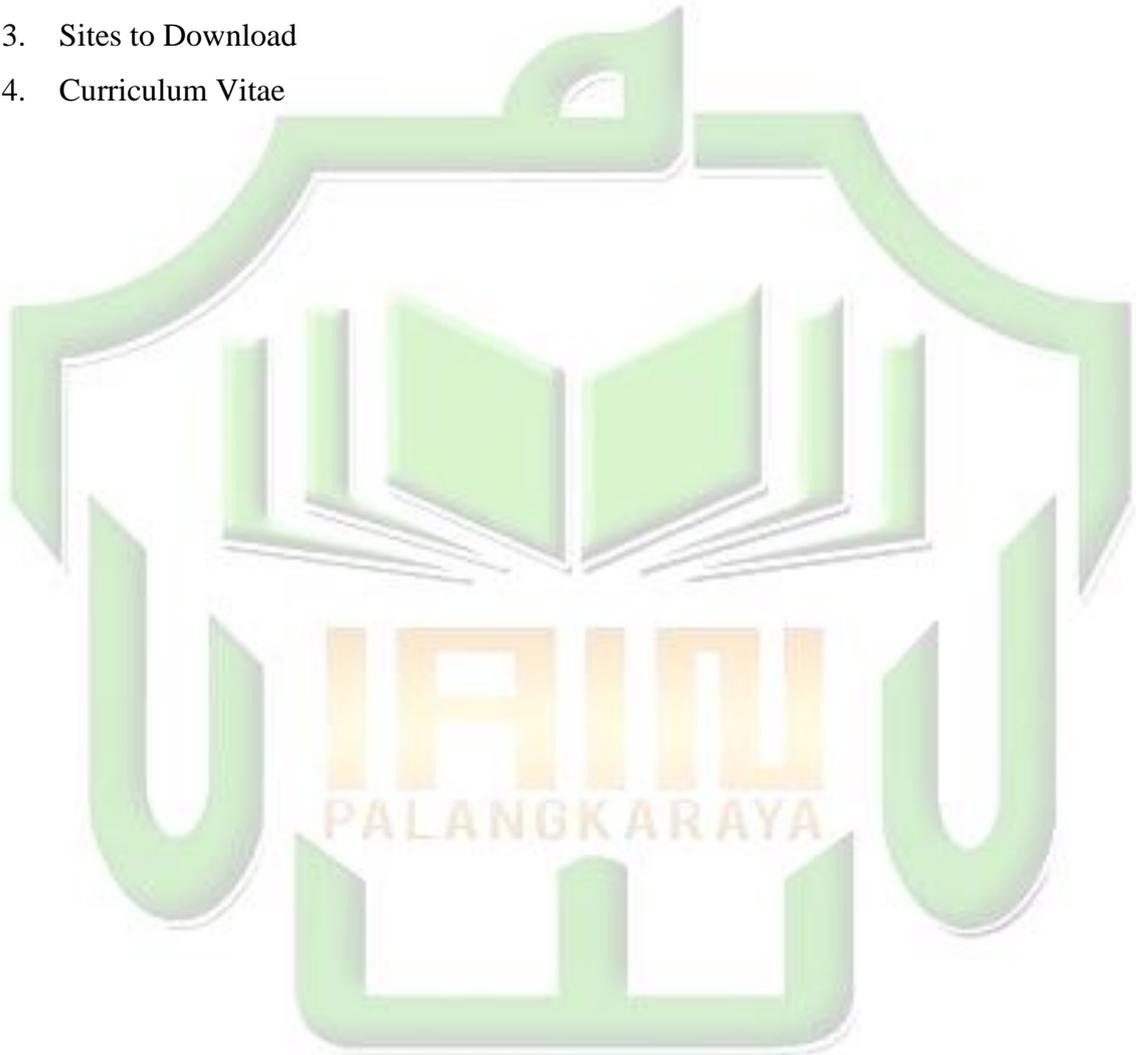
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LIST OF ABBREVIATIONS

MA	: Modal Auxiliary Verbs
MLV	: Modal Lexical Verbs
AAN	: Adjectival, Adverbial. And Nominal Modal Phrases
APP	: Approximators of Degree, Quantity, Frequency, And Time
IP	: Introductory Phrases
IF	: If Clauses
CH	: Coumpound Hedges



CHAPTER I

INTRODUCTION

In this chapter, the writer discusses background of the study, research problem, objectives of the study, limitation of the study, significance of the study, and definition of key terms.

A. Background of the Study

Communication has an important role in our life. According to Gartside, communication is the art of sharing anything. In its vital sense it means a sharing of ideas and feelings in a mood mutual understanding (1986:1). Thus, people can cooperate with each other when they communicate just as they do in any other shared activity. Communication is usually defined as conversation, namely for sending and receiving message. If the message cannot be received it means that communication does not work well. In order to make communication run in harmony, the hearer should know the speaker's aim. Moreover, every day we adapt our conversation to different situations. Among our friends, for instance, we can easily say something that would be seen discourteous among strangers and we avoid over formally with our friends. In both situations above we try to avoid making the hearer embarrassed and uncomfortable. People generally who behave in accordance with their expectation concerning their public self-image or face want to be respected.

Face means public self-image of a person; it refers to the emotional and social sense of self that everyone has and expects everyone to recognize (Yule, 1996:60).

Face has two aspects, positive and negative. An individual's positive face is reflected in his or her desires to be liked, approved of, respected of and appreciated by others. While an individual's negative face is reflected in the desire not be impeded or put upon, to have the freedom to act as one chooses (Thomas, 1995:169). Therefore, people in their relationship need to preserve both kinds of faces for themselves and the people they interact with the politeness utterances.

According to Brown and Levinson (1987:65), certain kinds of acts intrinsically threaten face, namely those acts that by their nature run contrary to the face wants of the hearer and / or of the speaker .When people talk, generally they only know about the explicit meaning or information that is being exchanged between the speaker and interlocutor. It is important to know that there is another concern related to the intention of speaker in his utterances, namely, the implicit meaning or interpersonal message of communication. In other words, when we speak, our words do not only convey meaning but also carry interpersonal messages as well. Interpersonal message means the intention of the speaker by saying particular word towards interlocutor. In conveying interpersonal message in spoken interaction, the speaker is supposed to be polite with the appropriate etiquette in speaking and well-chosen words in order to make the participant of the communication to feel comfortable and enjoy the conversation. But, in fact many people still lack knowledge of using politeness strategy in their conversation. It was shown when the researcher attended a sociolinguistics class, there were many university students who still lack knowledge of using politeness strategies especially about hedges.

In sociolinguistics, people's utterances are constructed based on some sociolinguistic elements. As we know, sociolinguistics concerns with society and language. Language that is used by certain people is different from others, it is affected by many factors that influence and make a language different from one language to others. The socioeconomic factor is one of various factors that influence why language varies. This factor makes a speaker who has a lower level tends to speak more politely to a higher level speaker. However, being polite is better not only used in particular occasions, but also in general occasions when people have conversations with every person.

One of the reasons why people should be polite is if the addresser does not speak politely to the addressee, the utterances of the addresser may be misinterpreted by the addressee. Generally, people will speak politely to whom they have a close relationship with or at least can be as their family. In this study, as the speaker is delivering his utterance, he arranged it in a polite way using politeness strategies. Hedges are tools which belong to politeness strategies that can make the utterance of the speaker to be more polite. Hedges which belong to politeness strategies become one of alternative ways that people should know as a speaking technique. People use hedges to show that they are full of confidence or show they doubt toward a statement given in order to make the utterances more acceptable to the other people. According to Brown and Levinson (1987:61), politeness strategies are developed in order to save 'face'. The concept of face in social interaction was first introduced by Goffman in the 1960s and was further developed by Brown and Levinson in the 1970s and 1980s. Brown and

Levinson's theory of politeness includes the notion of face which is something that is emotionally invested, and that can be lost, maintained, or enhanced, and must be constantly attended to in interaction'.

This study deals with the above issues. Specifically, it deals with the way how people convey interpersonal message in a conversation. One way of conveying interpersonal message is by hedging. As we know, hedge is such a device to make an utterance to be softer than it is without using it. That is why researcher tries to reveal the hedges used by Julia Robert in "*Eat Pray Love*" movie and the reason of using it in her utterances in "*Eat Pray Love*" movie. "*Eat, Pray, Love*" movie is the romance story which tells us about Liz Gilbert (Julia Robert) had everything as modern woman and she is supposed to dream having-a husband, a house, and a successful career.

The researcher choses this movie since the story of this movie conducted in the four countries, in which one of them is in Bali (Indonesia). There were lot of conversations that contained hedges. Julia Robert acts as the main character "*Eat, Pray, Love*" movie. The movie that the people talked most talked is Julia Robert. The researcher only focuses on researching what is said by Julia Robert compared to the supporting actor because the researcher wants to know and describe the politeness strategies used by Julia Robert so that she can get the data and their uses. It happened when Julia Robert met people in different countries while she traveling such as Italy, India, and Bali. Julia Robert uses hedges when she has made conversation with new friends because she knows that she is talking with her friends

whose different cultures, so she is aware that she should be polite when talking with her friends. Besides, she also used hedges when having conversation with other people in the different countries. That is why the researcher chooses “*Eat, Pray, Love*” movie as topic of her research.

B. Research Problem

Based on the description above, the researcher conducts a study dealing with the topic. The problems of this research are formulated below:

1. What are the types of hedges used by Julia Robert in “*Eat, Pray, Love*” movie?
2. What are the functions of Julia Robert to use hedges in “*Eat, Pray, Love*” movie?

C. Objective of the Study

Based on the problems formulation above, the objectives of the study are stated as follows:

1. To describe the types of hedges that are used by Julia Robert in “*Eat, Pray, Love*” movie.
2. To describe the functions of Julia Robert to use hedges in “*Eat, Pray, Love*” movie.

D. Limitation of the Study

In this present research, the researcher only focuses on hedges as politeness strategies used by Julia Robert in “*Eat, Pray, Love*” movie. It deals with negative politeness and utterance based on Salager classification of hedges. The researcher limits the discussion on analyzing hedges because the researcher wants to find out

and describes hedges used by Julia Robert in “*Eat, Pray, Love*” movie, so that she might obtain the data about hedges and its uses.

E. Significance of the Study

The findings of this research are hoped to give contribution to English teachers, students, and other researchers.

1. Theoretically

- a. The result of this research could be used as source of reference, teaching Sociolinguistics, especially about hedges.
- b. The research findings can contribute to students to know about hedges along with its categorization so that they are capable of using them when they are having conversation in order to facilitate turn-taking, show politeness, and mitigate face-threats.

2. Practically

- a. This research can stimulate other researchers to conduct a research in the field of Sociolinguistic, especially about hedges.
- b. This study can be used as a reference for further researchers.

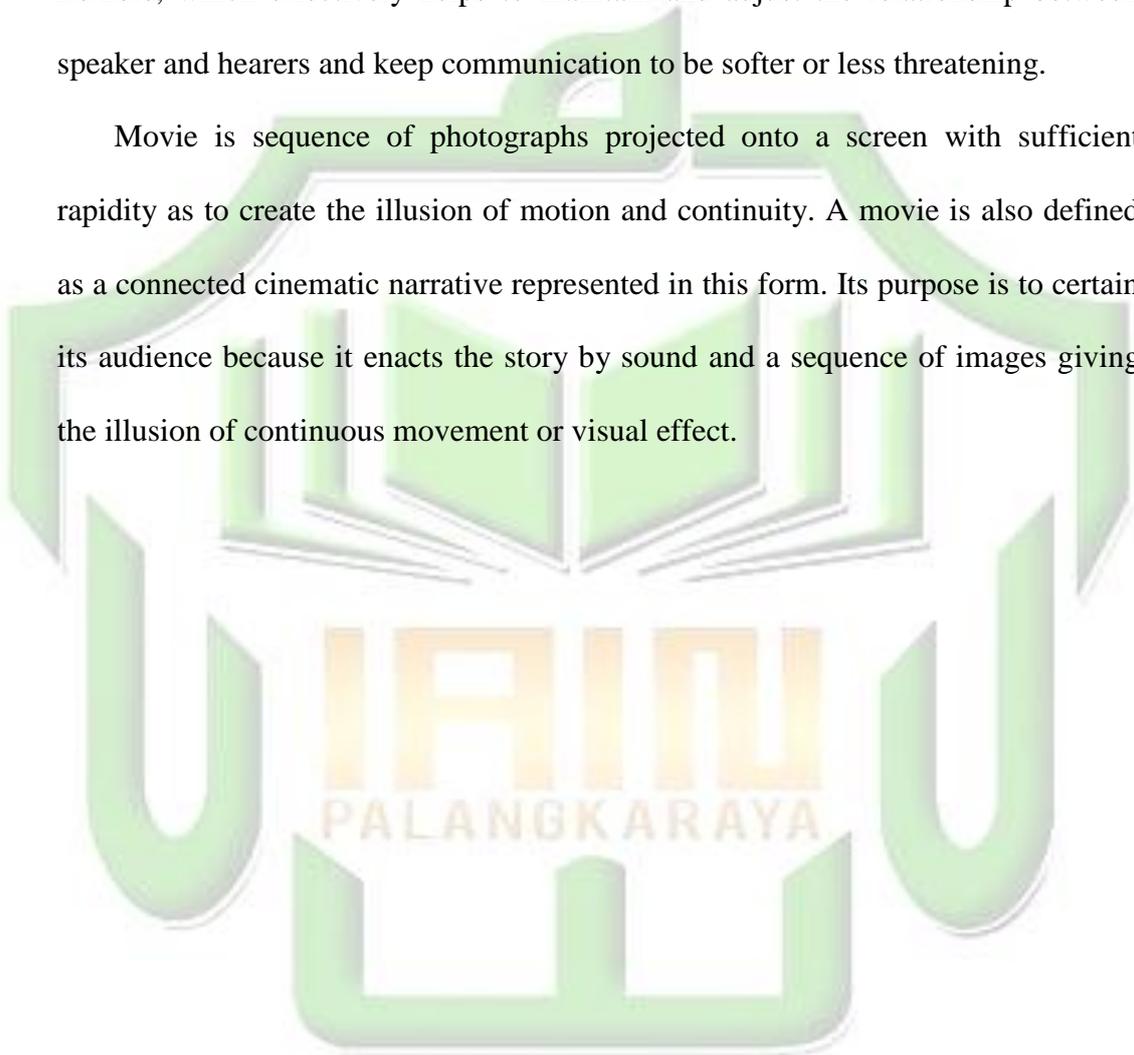
F. Definition of Key Terms

According to Brown and Levinson (1987:61), politeness strategies are developed in order to save ‘face’. The concept of face in social interaction was first introduced by Goffman in 1960s and was further developed by Brown and Levinson in 1970 and 1980s. Brown and Levinson’s theory of politeness includes

the notion of face which is something that is emotionally invested, and that can be lost, maintained, or enhanced, and must be constantly attended to in interaction’.

Hedges are able to make communication euphemistic, moderate, polite and flexible, which effectively helps to maintain and adjust the relationship between speaker and hearers and keep communication to be softer or less threatening.

Movie is sequence of photographs projected onto a screen with sufficient rapidity as to create the illusion of motion and continuity. A movie is also defined as a connected cinematic narrative represented in this form. Its purpose is to certain its audience because it enacts the story by sound and a sequence of images giving the illusion of continuous movement or visual effect.



CHAPTER II

REVIEW OF RELATED LITERATURE

In this part, the writer presents theories relevant to language, Sociolinguistic, speech act, politeness, hedges “Eat Pray Love” movie review of previous studies and conceptual framework.

A. Previous Studies

In this part, the researcher would review some previous studies related to this topic of research. The first research was the thesis entitled “the hedges Used by Ronnie Miller and Steve Miller during summer Holiday in The Last Song Movie” written by Unola in 2013. The research focused on two points, namely types of hedges and function hedges.

After doing the research, she found that there were seven types hedges based on Salager- Meyer classification (1997). There were: Modal auxiliary (MA), Modal lexical verb (MLV), adjectival, adverbial, and nominal modal phrases (Probability adjective (PA), Nouns (N), Adverbs (ADV), Approximations of degree, quantity, frequency and time (APP), Introductory phrases (IP), “if clauses,” Compound hedges (CH).

As the result, the most frequently used hedge was “if” clauses.” The second was Modal auxiliary, followed by Approximators of degree, quantity, frequently, frequency and time (APP), Adverbs (ADV). The rest were Modal lexical verb and compound hedges (CH). It was also found particular hedges well that could not be categorized in the types.

Meanwhile, in defining the function using Coates' theory, it was found that there were three functions of hedges used; expression of doubt, sensitivity of others' feeling, and searching for the right word. It revealed that the most frequent function was expression of doubt, followed by searching for the right word, expression of confidence and sensitivity of others' feeling as the lowest. The result explained that each function has close frequency of occurrence.

The second research was the thesis entitled "Hedges Seen in the Main Characters of the King's Speech Movie" written by Fauzi in 2012. The research focused on two points, namely categorization of hedges and the frequency use of hedges. He used and combined the categorization of hedges that were proposed by Salager-Meyer (1997) and Sukarni (2007). In Salager-Meyer's classifications, types of hedges consist of seven types of hedges as have been mentioned above. While in Sukarni's types of hedges included lexical verb, adverbials, words that convey the truth of a statement, modal verbs, adjectives, modal noun. Besides, hedges are also combined with the used of emphatics and strong word.

The result showed that were 124 (one hundred and twenty four) utterances containing hedges uttered by the four main characters of the King's Speech Movie. There were 7 (seven) kinds of hedges used by the main characters, they were modal auxiliary verb (67.7%); if -clause (14.5%); modal lexical verb (6.5%); strong words (4.8%); hedges combined with the use of emphatics (3.2%); approximator of degree, quantity, frequency, and time (0.8%); adjectival, adverbial, and modal noun phrase (2.4%).

The third research was the thesis entitled “ An Analysis Politeness Strategy used by Stephen Hawking in “ The Theory of Everything” movie. The objectives of this research were to describe the hedges that were used by Stephen Hawking in “The Theory of Everything” movie and to find out the reasons of Stephen Hawking in “ The Theory of Everything” movie.

This research applied discourse analysis. The data were the utterances spoken Stephen Hawking in “The Theory of Everything” movie. The results of this research can be seen as follows. First, there were 6 (six) types of hedges out of seven types found out by the researcher in his data. The six types of hedges used by Stephen Hawking in “ The Theory of everything” movie were modal auxiliary verbs (30%), modal lexical verbs (12,5%), adjectival, adverbial and nominal modal phrases (5%), approximator degree of quantity, frequency, and time (12,5%).

The fourth research was the thesis entitled “ A Study of Politeness Strategies used by the Characters of the Ugly Truth Movie. In this research, The Ugly Truth movie is chosen as the object. It was done to answer the problems of the research, they are: (1) What types of politeness strategies are used by the characters in The Ugly Truth movie? and (2) What are the factors influencing the choice of strategies used by the characters in *The Ugly Truth* movie?

The method that was used in this research was qualitative and content or document analysis as the type of study. The data of this research were the selected utterances by the characters in the *The Ugly Truth* movie. There were 12 (twelve) dialogues used by 5 characters in the movie that analyzed as the object.

The results of this research showed that there were 12 (twelve) utterances using politeness strategies, consist of *Bald on Record Strategy*, *Positive Politeness Strategy*, *Negative Politeness Strategy*, and *Off Record Strategy*. Each strategy consists of three examples. The factor that influenced the different politeness strategy consisted of three factors, social distance, relative power, and absolute ranking. The data showed that the social distance is the most used as the factor that influenced the different politeness strategy.

The fifth research was the thesis entitled “An Analysis of Positive Politeness Strategy in the film entitled “In Good Company””. This research deals with Pragmatics approach. It was a descriptive qualitative study, and it employed purposive sampling as the sampling technique. The data were all the dialogs containing positive politeness strategy which have significant relationship with the problem statements. There were 29 (twenty nine) data found in the film. The data were then identified by using Brown and Levinson’s politeness strategy to answer the kinds of positive politeness strategy employed by the character. The researcher used Brown and Levinson’s politeness scale to find out the factors influencing the characters to employ those strategies.

The results of the analysis showed that there were 15 (fifteen) strategies of positive politeness employed by the characters in the dialogs of film entitled “In Good Company.” Among them are notice, attend to the hearer (4 data), exaggerate (1 datum), intensify interest to the hearer (1 datum), use in-group identity markers (4 data), seek agreement (1 datum), avoid disagreement (5 data), presuppose / raise/

assert common ground (2 data), joke (4 data), assert or presuppose the speaker's knowledge and concern for the hearer's wants (1 datum), offer / promise (1 datum), be optimistic (1 datum), includes both the speaker and the hearer (1 datum), give (or ask for) reasons (2 data), assume or assert reciprocity (1 data) and give gifts to the hearer (1 datum). Thus, all kinds of positive politeness strategies were employed by the characters. There were two factors influencing the characters when they employed this strategy, namely payoff and relevant circumstances. Concern with payoff, when the speaker employed positive politeness strategy, he could get any advantages. He could minimize the FTA by assuring the hearer that he considered himself to be the same kind, that he liked the hearer and wanted to fulfil the hearer's wants. This was found in the entire of the data. Meanwhile, the circumstances included three factors, among them were social distance (D), power rating (P) and the size of imposition (R). Most of the data to be found when the participants have known each other well so it showed that they had a close relationship. However, there were some data (data 7 and 12) found between participants who have not known each other well or between strangers. Likewise, power rating was not only found when the speaker had lower power than the hearer but also found when the speaker has a higher power than the hearer. This is because positive politeness strategy is not only used as a FTA redress but also as the social accelerator which indicates that the speaker wants to get closer to the hearer. Concern with the size of imposition, it depended on the situation that potentially

lead to the threat of the hearer's positive face and the second factors above. It can be seen in datum 16.

In conclusion, it is expected that this research will be useful for future researchers who are interested in studying more about politeness based on Brown and Levinson's politeness strategy, especially for positive politeness strategy. It is suggested to other researchers to take a look at the uses of the strategy from a different kinds of angle e.g. bald on record, negative politeness, and bald off record, but also pay attention in combining politeness strategy with other issues, for example the use of positive politeness strategy by children. Finally, the employment of positive politeness strategies by people in daily conversations will make the conversations between them run smoothly. Therefore, a harmonious relationship between one to another will be created in the society.

B. Language

Based on Cambridge Advance Learner Dictionary, language is system of communication consisting of sounds, words and grammar, or the system of communication used by the people of a particular country or profession.

Wardhaugh (2006:1) stated that when two or more people communicate with each other in speech, we can call the system of communication that they employ a code. In most cases that code will be something we may also want to call a language.

From the definitions above, it can be concluded that language is a system of communication that is used by human beings in the forms of sounds and words to

express their thought meaning and ideas. As a kind of media to communicate in society, language can also be used to get information about what people need.

C. Sociolinguistics

Many sociolinguistics have proposed some definitions of sociolinguistics. Some of those definitions are included in this chapter to give a better understanding on this branch of linguistics.

As stated by Wardhaugh (2006:13), Sociolinguistics is concerned with the relationship between language and society with the goal being a better understanding of the structure cube better understood through the study of language, e.g, how certain linguistics features serve to characterize particular social arrangements.

Meanwhile, Hudson (2013:1) stated that sociolinguistics studies about the relationship between language and society. They are interested in explaining why we speak differently in different contexts, and they deal with identifying the social function of language and the way it is used by people to convey social meaning. Examining the way people use language in different social context provides a wealth of information about the way language works, as well as about the social relationship in community and the way people signal aspects of their social identify through their language.

Furthermore, Hudson in Wardhugh (2006:13) described the difference between Sociolinguistics and Sociology of language. Sociolinguistics is ‘the study of language of relation to society,’ whereas the sociology of language is ‘the study of society in relation to language.’ In other words, in sociolinguistics we study language

and society in order to find out as much as we can about what kind of thing language is, and in the sociology of language we reverse the direction of our interest.

From the definitions above, it can be concluded that sociolinguistics examines the relation between language and society. We study the society in order to find information as much as possible about what kind of language used in society.

D. Speech Act

According to Yule (1996: 47), in attempting to express themselves, people do not only produce utterances that are containing grammatical structures and words but also perform action via those utterances. Action performed via utterances are generally called speech act.

Furthermore, Yule (1996:48) stated that on any occasion the action performed by producing an utterance will consist of three related acts.

1. Locutionary act, which is the basic act of utterances, or producing a meaningful linguistics expression.
2. Illocutionary act, mostly we do not just produce well-performed utterances with no purpose. We form an utterance with some kind of function in mind.
3. Perlocutionary act, we do not, simply creates an utterance with an action without intending it to have an effect.

In addition, there are five kinds of Illocutionary speech act classification according to Yule (1996:53-54), they are follows:

- a. Declaration: a speech act that changes the world via their utterances

- b. Representatives: a speech that states what the speaker believes to be the case or not.
- c. Expressive: a speech act that states what the speaker feels.
- d. Directives: a speech act that speakers use to get someone else to do something.
- e. Commissive: a speech act that speakers use to commit themselves to some future action. It expresses what the speaker intends.

From the definition above, it can be inferred that speech act is an utterance that serves a function in communication.

E. Politeness Strategies

According to Brown and Levinson (1987:61), politeness strategies are developed in order to save 'face'. The concept of face in social interaction was first introduced by Goffman in 1960s and was further developed by Brown and Levinson in 1970 and 1980s. Brown and Levinson's theory of politeness includes the notion of face which is 'something that is emotionally invested, and that can be lost, maintained, or enhanced, and must be constantly attended to in interaction'.

Brown and Levinson (1987:67) further divided the notion of face into positive and negative face. Positive face refers to a positive self-image and desire that this self-image is approved of by other. Negative face, on the other hand, refers to freedom of action and to rights to non-distraction'.

According to Brown and Levinson (1987:68-70), there are four types of politeness strategies. They are: On-record, Off-Record, Positive Politeness, and

Negative Politeness. Following are short definitions of these four types of politeness strategies.

1. Bald on record: an actor goes on record in doing and act A if it is clear to participants what communicative intention led the actor to do A (i.e., there is just one unambiguously attributable intention with which witnesses would concur).
2. Off-record (indirect): in contrast of on record, if an actor goes off record in doing A, and then there is more than one unambiguously attribute intention so that the actor cannot be held to have committed to one particular intent.
3. Positive politeness is oriented toward the positive face of H, the positive self image-that he claims for himself. Positive politeness is approach-based; it 'anoints' the face of the addressee by indicating that in some respects, S wants H'. S wants (e.g. by treating him as a member of an in-group, a friend, a person whose wants and personality traits are known and likes). The potential face threat of an act is minimized in this case by the assurance that in general S wants at least some of H's wants.
4. Negative politeness, other hand, is oriented mainly toward partially satisfying (redressing) H's negative face, his basic want to maintain claims of territory and self-determination. Negative politeness. thus, is essentially avoidance-based, and realizations of negative-politeness strategies consist in assurances that the speaker recognize and respect the addressee's negative-face wants and will not(or will only minimally) interfere with the addressee's freedom of action.

In negative politeness, there are several strategies. Brown and Levinson (1987) identified actual strategies associated with negative politeness, they are *be conventionally indirect, question, hedge, be pessimistic, minimize the imposition, give deference, apologize, impersonalize the speaker and hearer, etc.*

The researcher in this study discussed hedges as one of the linguistic markers expressing politeness.

F. Hedges

1. Definition of Hedges

Hyland (1996:1) illustrated that hedging devices are used to indicate a lack of complete commitment to the truth of the proposition, and a desire not to express the commitment categorically. Meanwhile, Jiingwei (2013) echoed by stating that hedge are the most typical components of fuzzy language and play roles in maintaining politeness in communication. Hedges are able to make communication euphemistic, moderate, polite and flexible, which effectively helps to maintain and adjust the relationship between speaker and hearers and keep communication to be softer or less threatening. On the other hand, hedges also can make information fuzzy and fail to keep conveyed information appropriate, which may lead the hearer misinterpret in conceiving the utterances conveyed by the speaker. Hedges need to be used timely and moderately in communication.

Hedges have later been defined by Brown and Levinson (1987:145) as: ‘a particle word or phrase that modifies the degree of membership that it is partial or

true only in certain respects, or that it is more true and complete than perhaps might be expected.”

Meanwhile, Namasaraev in Boncea (2014:8-9) identifies 4 (four) parameters that characterize hedging strategies. They are:

- a. In termination-adding a degree of fuzziness or uncertainty to a single word or chunk of language.
- b. Depersonalisation-avoiding direct reference by using “we” or the “author” or some other impersonal subjects.
- c. Subjectivisation-using I + think/ suppose, assume and other verbs of thinking with the purpose of signaling the subjectivity of what is said, as a personal view instead of the absolute truth. Limitation-removing fuzziness or vagueness from a part of a text by limiting category membership.

According the above definitions, it can be concluded that hedges are such devices that are used in order to make the statement of the speaker to be softer and more polite, so that it will keep communication smooth.

2. Classification of hedges

There are many linguistics that study about hedges, and many of them proposed the classifications and the functions of hedges. In this research, the researcher quoted two different classifications of hedges namely classification of hedges by Prince, Freder & . Bosk and taxonomy of hedges by Salager Meyer’s.

a. Types of hedges by Prince, Freder& C. Bosk in Jingwei (2013: 156-157)

There are different categorizations of hedges because of the different perspectives of the study. For instance, hedges which are seen using the perspective of pragmatics proposed by E.F. Prince, J. Frader& C. Bosk (1980). Based on the pragmatic perspective, hedges can be classified into two type namely approximators and shields.

a) Approximator

Approximator is able to change people perception on topics of conversations and the original meaning. Later approximator can be classified into two subcategories, they are adaptors (words that make certain amendments to the original meaning of discourse) and rounders (word that provide certain range of variation).

The difference between adaptors and rounder is that adaptors usually work as modifiers of terms in communication. More specifically speaking, adaptors are expressions which reveal the degree of truth of the original proposition. i.e. *kind of, sort of, a little/bit, somewhat, might, more or less*. While rounder refers to those hedges which limit the range if subjects. They are usually some words to measure things. Rounder include: *about, approximately, essentially, in most aspect, loosely/strictly speaking, something between...and...,around, or so, at least, less than, more than*.

b) Shields

Shield can't change the content and true value of discourse, it is only conveying speakers' doubt towards the discourse and showing speakers' attitudes indirectly to moderate the tone. Just like approximators, shields can be divided into two subcategories, they are plausibility shields and attribution shields.

Plausibility shields refer to the speakers' direct speculation of a certain subject or attitudes they hold. In this case, plausibility shields usually include the first person pronouns (singular and plural). I.e. I think, I guess, I wonder, suspect, and I am afraid. Attribution shields do not convey the views or speculation of the speakers, but show the speakers' attitude indirectly by quoting others' perspectives. i.e. Sb. Says that, according to, in one's view, it's said/believed.

2) Taxonomy of hedges by Salager –Meyer's in Miller (1997:109-110)

The scheme below represents the most widely used hedging categories, at least in specific English. Typically, hedging is expressed through the use of the following “strategic stereotypes”.

- a. Modal Auxiliary Verb (the most straightforward and widely used means of expressing modality in English academic writing), the most tentative ones being: may, might, can, could, would, should:

For example: such a measure might be more sensitive to change in health after specialist treatment.

b. Modal Lexical Verb (or the so called speech act verbs used to perform acts such as doubting and evaluating rather than merely describing) of varying degree of illocutionary force: *to seem, to appear (epistemic verbs), to believe, assume, to suggest, to estimate, to tend, to think, to argue, to indicate, to propose, to speculate*. Although a wide range of verbs can be used in this way (Banks, 1990, there tends to be a heavy reliance on the above-mentioned examples especially in academic writing.

For examples:

- (1) Our analyses *suggest* that high doses of the drug can lead to relevant blood pressure reduction.
- (2) These results *indicate* that the presence of large vessel peripheral arterial disease may reflect a particular susceptibility to the development of atherosclerosis.

c. Adjectival, Adverbial and Nominal Modal Phrases: Probability adjectives: e.g, *possible, probable, un/likely*. Nouns: e.g., *assumption, claim, possibility, estimate, suggestion*. Adverbs (which could be considered as non-verbal modal) e.g, *perhaps, possibly, probably, practically, likely, presumably, virtually, apparently*.

For examples:

- (1) Septicemia is likely to result, which might threaten his life.
- (2) Possibly the setting of the neural mechanisms responsible for this sensation is altered in patients with chronic fatigue syndrome.

d. Approximators of Degree, Quantity, Frequency, and time: e.g., *approximately, roughly, about, often, occasionally, generally, usually, somewhat, somehow, a lot of.*

For examples:

(1) Fever is present in *about* a third of cases and sometimes there is neutropenia.

(2) Persistent subjective fatigue *generally* occurs in relative isolation.

e. Introductory Phrases such as I believe, to our knowledge, it is our view that, which express the author's personal doubt and direct involvement.

For example: we believe that the chronic fatigue syndrome reflects a complex interaction of several factors. There is no simple explanation.

f. If Clauses, e.g., *if true, if anything.*

For example: *if true*, our study contradicts the myth that fishing attract the bravest and strongest men.

g. Compound Hedges. These are phrases made up of several hedges, the commonest forms being: 1. a modal auxiliary combined with a lexical verb with a hedging content (e.g., it would appear) and 2. A 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.

As can be seen then, all of the forms presented above imply that the statements in which they appear contain personal beliefs based on plausible reasoning (or empirical data). Without these “ strategic stereotypes,” readers would imply that the information conveyed pertains to universally established knowledge.

3. Function of hedges

Coates in Unola(2013: 251) proposed multiple functions of hedges follows.

a. The expression of doubt and confidence

The basic function of hedges is to signal that the speaker is not committed to what he is saying. In other word, when hedging he/ she are saying that they lack confidence in the truth of the proposition expressed in that utterance.

For example:

Meg: *I think she's got a body hair problem* (she signals by the use if hedge. *I think that is not totally confident about the truth of the proposition she's got a body problem?*).

I think, maybe, you know, I don't think, may, might are kinds of hedges to the communicate the speaker's uncertainly. However, the hedge probably is closer to confidence than to doubt.

For example: Susan: *well, I probably told them about the story* (it shows confidence than Susan says, *well I think I told them about the story*. Based on

English dictionary probably means almost certainly, as far as one knows or can tell).

b. Sensitivity to others' feelings

One of the strengths of hedges is that they can be used not only to modify the force of the propositional content of an utterance, but also to take account of the feelings of the addressee, that is the person or people being talked to. When talking, communication is not just propositions, but also attitudes to addressees.

For example: Meg: she looks very sort of um – kinds of matronly really. The hedges sort of, kind of, really in this utterance signal that Meg is not firmly committed to the proposition *she looks matronly*.

c. Searching for the right word

Hedges are also useful devices signaling that people are searching for a word, or having trouble finding the right words to say what they mean.

For example: Becky: it feels like your nose is just sort of, expanding.

The hedge *sort of* alerts that she is trying to find the right word; it also signals that the word that is used may not be perfect choice.

d. Avoiding playing the expert

The use of hedges before a key word is sometimes used deliberately by speakers. Rather than the meaning that the speaker is searching for the right word, hedging can be a strategy to avoid the appearance of playing the expert. Playing the expert means conversational game where participants take it in turns to hold the floor and to talk about a subject which they are an expert on.

For example: Meg: they can sort of um test that out by. Showing people sort of video tapes (discussion of child abuse). Meg use fort to make her appear less fluent, and thus avoids opening up distance between participants).

G. Movie

1. Definition of movie

According to Titis Sulistyowati(2011:7),movie is sequence of photographs projected onto a screen with sufficient rapidity as to create the illusion of motion and continuity. A movie is also defined as a connected cinematic narrative represented in this form. Its purpose is to certain its audience because it enacts the story by sound and a sequence of images giving the illusion of continuous movement or visual effect.

In addition to understanding the ratings system, it is also a good idea to recognize the various movie genres that are most dominant. While the categories below are not naturally exclusive (many movies overlap with various genres), they will give you insight into which genres might be more appropriate for creating learning activities for youth.

2. Kinds of movie

a. Action

Stories whose central struggle plays out mainly through a clash of physical forces.

b. Adventure

Stories whose central struggle plays out mainly through encounters with the worlds.

c. Comedy

Stories whose central struggle causes hilarious results.

d. Coming-of- Age Drama

Stories whose central struggle is about the hero finding his or her place in the world.

e. Crime

Stories whose central struggle is about catching a criminal.

f. Detective Story/ Courtroom Drama

Stories whose central struggle is to find out what really happened to expose the truth.

g. Epic/ Myth

Stories whose central struggle plays out in the midst of a clash of great forces or in the sweep of great historical change.

h. Fantasy

Stories that the animated, or whose central struggle plays out in to worlds the “ real” world and imaginary world.

i. Gangster

Stories whose central struggle is between a criminal and society.

j. Horror

Focuses on escaping from and eventually defeating a monster (either human or non human).

k. Love (romance)

Stories whose central struggle is between to people who each want to win or keep the love of the other.

l. Science fiction

Stories whose central struggle is generated from the technology and tools of scientifically imaginable world.

m. Social drama

Stories whose central struggle is between a champion and a problem or injustice in society. Usually the champion has a personal stake in the outcome of the struggle.

n. Thriller

Stories whose central struggle pits an innocent hero against a lethal enemy who is out to kill him or her.

o. Cartoon

A series of still images that glides quickly and projected so that the impression of life and movement.

3. Synopsis “Eat, Pray, Love” movie

“*Eat, Pray, Love*” is the romance story tell about Elizabeth Gilbert (Julia Robert) had everything a modern woman is supposed to dream having-a husband, a house, successful career. Yet like so many others, she found herself lost, confused, and searching for what she really wanted in life. Newly divorced and at a crossroad, Gilbert steps out of her comfort zone, risking everything to change her life, embarking on a journey around the world that becomes a quest for self-discovery. In her travels, she discovers the true pleasure of nourishment by eating in Italy; power of prayer in India, and finally and unexpectedly, the inner peace and balance of true love in Bali. Based upon the bestselling memoir by Elizabeth Gilbert in *Eat, Pray, Love* proves that there really is more than one way to let yourself go and see the world.

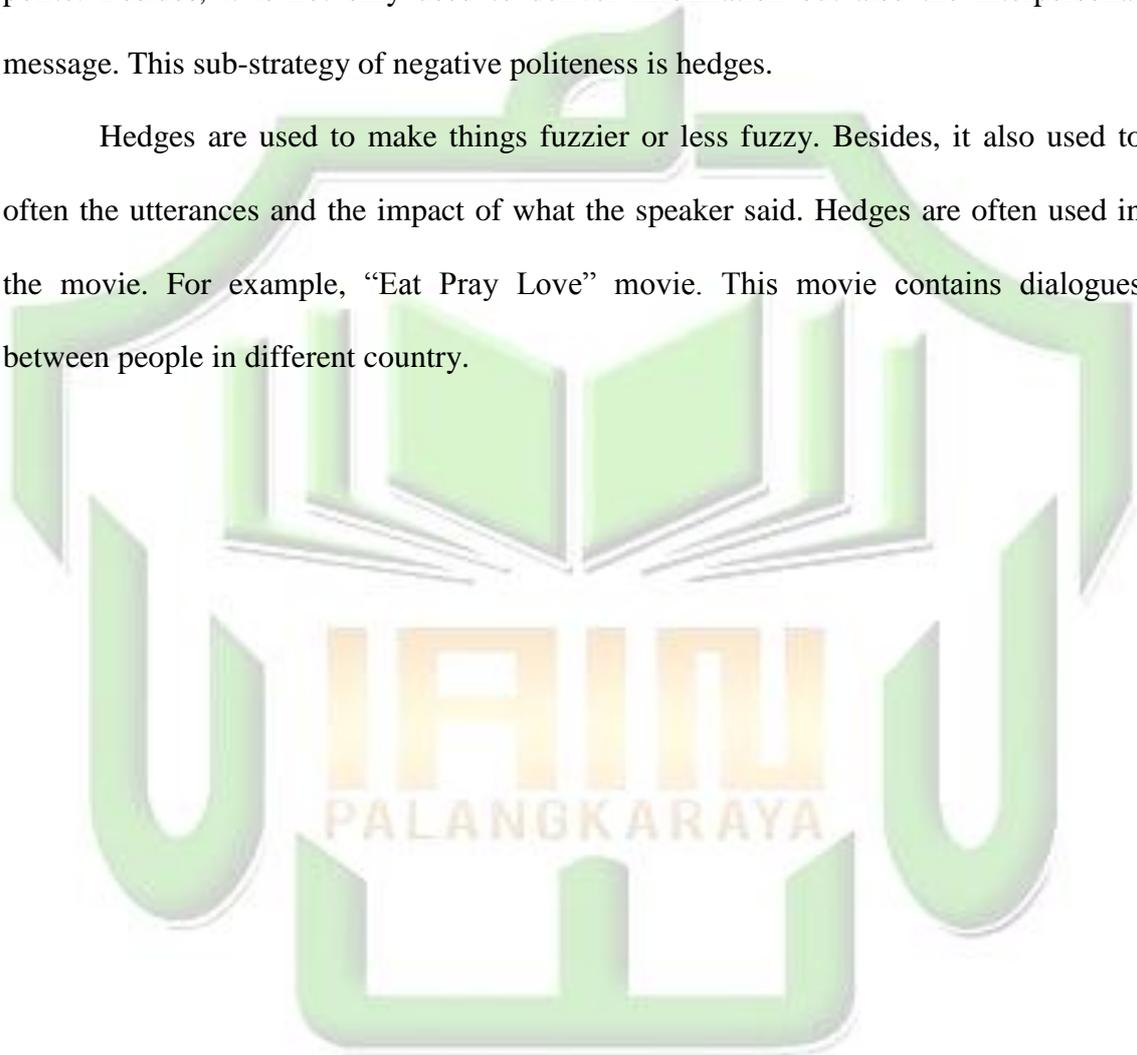
H. Conceptual Framework

In the relation between language and society, sociolinguistics deal with the language use of particular people in their daily life conversation. People in their utterances have two kinds of meaning, locutionary and illocutionary, in sociolinguistics it is called as speech act. Later, people usually use politeness strategies in speaking. Politeness strategies deal with the strategies to save the hearers’ face. Face refers to respect that individual have for him or herself, and maintaining that “self-esteem” in public or in private situations.

In politeness, there are four types of strategies namely bald on-record, off-record, positive politeness, and negative politeness. The strategy that is commonly used

as the most polite strategy is negative politeness. It is used by speaker to avoid the imposition toward the hearer and they want to be respected however. In this strategies, however, there are still sub-strategies that are used to make utterance or speech become polite. Besides, it is not only used to deliver information but also the interpersonal message. This sub-strategy of negative politeness is hedges.

Hedges are used to make things fuzzier or less fuzzy. Besides, it also used to often the utterances and the impact of what the speaker said. Hedges are often used in the movie. For example, “Eat Pray Love” movie. This movie contains dialogues between people in different country.



CHAPTER III

RESEARCH METHOD

In this chapter, the writer discusses about research type study, data and source of the data, time of the research, research instrument and tools, data collection procedures, and data analysis procedure.

A. Research Design

This study used descriptive qualitative method. Isaac and Michael (1981:46) state that descriptive qualitative method describes the population and the evidence of the data systematically, factually and accurately. Fraenkell and Wallen (1993:380) propose five characters of qualitative method. First, the natural setting is the direct source of data and the researcher is the key instrument in qualitative research. Second, qualitative data are collected in the form of words or pictures rather than numbers. Third, qualitative researchers are concerned with process as well as product. Fourth, qualitative researchers tend to analyze their data inductively. Fifth, how people make sense out their lives is a major concern to qualitative researchers. Based on the statements above, the purpose of descriptive research is to describe systematically the facts and characteristics of a given population or area of interest, factually and accurately. And there are five characters of qualitative method since this study is going to describe and to analyze the data. One of the characteristics of descriptive research is used in the literal sense of describing situations or events. This study used a descriptive qualitative method to study the problem because this study has purpose to describe and analyze the types

of hedges and the function used hedges in “*Eat, Pray, Love*” movie. This study was carried out by formulating problem, collecting data, classifying data and analyzing data.

It was why the researcher chose descriptive qualitative to analyze hedge. As we know, the use of hedges is based on the context or situation dependent on the speaker’s intention in conveying interpersonal message. The method attempting to analyze hedge usage must be able to deal with that. Another reason why the researcher chose discourse analysis was because it was used to describe how human use language in communication either spoken or written form.

B. Sources of Data

The data are in the form of utterances containing hedges used by Julia Robert in “*Eat Pray Love*” movie. The researcher obtained the data of the researcher by watching and listening to the movie carefully. Besides, she used the movie script to help him do this research. The movie and the script were downloaded from <http://lk21.org/> Eat, Pray, Love -2010

C. Time of the Research

The research activities involved preparation, data collection, data analysis, and report writing.

The descriptions of activities are:

Note:

1. MA : Modal Auxiliary Verbs
2. MLV : Modal Lexical Verbs
3. AAN : Adjectival, Adverbial, And Nominal Modal Phrases
4. APP : Approximators Of Degree, Quantity, Frequency, And Time
5. IP : Introductory Phrases
6. IF : If Clauses
7. CH : Compound Hedges

The tools used in this research are:

1. Laptop

The laptop was used to download and play the movie entitled "*Eat Pray Love*". Moreover, it was used to type the writing report.

2. Headset

Headset was used to help this researcher listen the dialogue of the movie so that she could analyze the utterances that contained hedges clearer.

3. Note book

Note book was used to ease the researcher in analyzing the hedges by writing down the utterances that indicated hedges.

E. Data Collecting Procedures

Data collecting procedures were used the technique to get and collect the data systematically. Collecting the data to conduct this study, the researcher download “*Eat Pray Love*” movie. Later, the techniques that were used by the researcher in collecting the data were watching and listening to the movie carefully and comprehensively. While watching the movie, the researcher made some list of conversation which indicates that the main character of the movie was using hedges. Besides, the researcher re-listened the dialogue in the order to make sure that the utterance conveyed we correct.

The researcher also had the document review by reading books, articles, and these as the references and to build the knowledge in doing the analysis of the topic.

F. Data Analysis Procedures

In analyzing the data, the researcher took some procedures as follows:

1. The researcher analyzed the data by defining the utterances that were categorized as hedges markers based on Salager Meyer’s types hedges. The utterances that belong to the seven types of hedges proposed by Salager Meyer were classified appropriate with its types.
2. The researcher was classified hedges based on Salager Meyer’s strategic stereotypes into the table.
3. The utterances contained hedges conveyed by Julia Robert will be interpreted by finding out the reasons of Julia Robert to use hedges in her utterances.
4. The researcher made the conclusion of the result.

G. Data Endorsement

The validity of the data is one of the most important aspect to find and make verification of the research findings. The data that were collected in this study iwas suitable in reality. In order to keep the data to be true and credible, there were 4 (four) techniques to determine the validity of data, namely credibility, transferability, dependability and conformability (Sugiono, 2010:366). Based on the statement above, the four techniques were used to test the validity of data whcih can be explained as follow:

1. Credibility

Credibility in qualitative research concerns the truthfulness of the inquiry's findings of this study. Credibility or truth value involves how well the researcher has established confidence in the findings based on the research design. The researcher has an obligation to represent the realities of the research as accurate as possible (Ary et. al., 2010:498).

Based on the statement above, this study used more than one theoretical schemes to interpret the phenomenon about the production of politeness strategies as it occurred in the communication of emotional state. So, this study used the types of hedges based on Salager Mayer's classification to analyze the types of hedges and function of those hegdges used by the main character on *Eat, Pray, Love*.

2. Transferability

Transferability is the degree to which the findings of a qualitative study can be applied or generalized to other contexts or to other groups (Ary et. al., 2010:501).

Based on the statement above, this study is demanded to report the conclusion about the analysis hedges on *Pray, Eat, Love* movie clearly, systematically and acceptably.

3. Dependability

Dependability is the consistency or stability of the results; the extent to which the same general results would occur with different sets of people or in different settings and time periods (Ary et. al., 2010:640).

Based on the statement above, this study gave the true report about the analysis of the types of hedges and functions of those hedges.

4. Conformability

Conformability is a term used in qualitative research, equivalent to validity in qualitative research, related to the degree to which findings in a study can be corroborated by others investigating the same situation (Ary et. al., 2010:638).

Based on the statement above, this study followed the procedures of the study scientifically which have been applied and confirmed by the previous studies in order to reach the conformrm ability of the research findings.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the data presentation, research findings and discussions related to the theory that is explained in the previous chapter.

A. Data Presentation

Based on the analysis, the type of hedges used by Julia Robert in “*Eat, Pray, Love*” movie are modal auxiliary, modal lexical verb, adjectival, adverbial, and nominal modal phrases, approximators of degree, quantity, frequency and time, and introductory phrases.

Table 4.1 Data Findings

No	Speaker	Utterances Data	Setting	
			Place	Time
1.	Julia Robert as (Elizabeth Gilbert) said	Everyone said I should meet Ketut Liyer. Am I in the right?	Ketut Liyer house, Bali (Indonesia)	00.01.44
2.	Julia Robert as (Elizabeth Gilbert) said	You look fantastic. You just had a baby.	Deborah’s house	00.04.18
3.	Julia Robert as (Elizabeth Gilbert) said	I think you’d make a great teacher, honey	In the Car	00.07.08
4.	Julia Robert as Elizabeth Gilbert) said	Maybe I should write about a woman who goes to Italy to learn Italian	On the street	00.11.42
5.	Julia Robert as Elizabeth	You seem short in person than on the	Cafe	00.14.55

	Gilbert) said	stage		
6.	Julia Robert as Elizabeth Gilbert) said	You are <u>always</u> waiting for me to come home, to wanna have kids to make you dinner. I don't know why we can't accept	Meeting room	00.19.11
7.	Julia Robert s Elizabeth Gilbert) said	Great. Well. What <u>would</u> it take to interest your client?	Meeting room	00.19.20
8.	Julia Robert as Elizabeth Gilbert) said	<u>I believe</u> with every molecule of my body that you will find the person that want just what you want	Meeting room	00.20.00
9.	Julia Robert as Elizabeth Gilbert) said	I'll <u>probably</u> be back in a week, penniless with dysentery	House	00.29.51
11.	Julia Robert as Elizabeth Gilbert) said	It doesn't really <u>seem</u> like enough water to the bathe in	House	00.33.24
12.	Julia Robert as Elizabeth Gilbert) said	<u>I think</u> you're gonna teach me more than I teach you	Restaurant in Italy	00.39.18
13.	Julia Robert as Elizabeth Gilbert) said	it <u>might</u> be... It started as " daughter ". I was good at that and then " wife" not so good.	Restaurant (Italy)	00.46.24
14.	Julia Robert as Elizabeth Gilbert) said	I <u>would</u> just like to take a risk here and say me and Guru Gita, we just do not get along.	Room	01.08.00
15.	Julia Robert as Elizabeth Gilbert) said	I can't focus in here, all <u>I think</u> about is meditation room and how to decorate	meditation room (India)	01.12.00
16.	Julia Robert as Elizabeth Gilbert) said	I <u>probably</u> have malaria now	meditation room (India)	01.14.00
17.	Julia Robert as	I imagine you and Rizal smiling and	Room	01.24.00

	Elizabeth Gilbert) said	looking at each other with love. It <u>seems</u> very real		
18.	Julia Robert as Elizabeth Gilbert) said	No, I came to see you <u>about</u> a year a go	Ketut Liyer's house In Indonesia (Bali)	01.39.00
19.	Julia Robert as Elizabeth Gilbert) said	well, you tell me, I <u>should</u> come back here to Bali	Ketut Liyer's house In Indonesia (Bali)	01.40.00
20.	Julia Robert as Elizabeth Gilbert) said	<u>Would</u> you mind getting me water?	Ketut Liyer's house In Indonesia (Bali)	01.42.00
21.	Julia Robert as Elizabeth Gilbert) said	You said I <u>could</u> help you with your English an you <u>would</u> teach me the thing that you kow	Ketut Liyer's house In Indonesia (Bali)	01.40.02
22.	Julia Robert as Elizabeth Gilbert) said	Hi. <u>Could</u> I get a tequila on the rocks with a lot of lime, please?	Cafe	01.48.00

B. Research Findings

Table 4.2 Research Findings

Types of Hedges	Utterances
Modal Auxiliary Verbs	<ul style="list-style-type: none"> - Everyone said I should meet Ketut Liyer. Am I in the right place ? - Maybe I should write about a woman who goes to Italy to learn Italian. - it might be....It started as “ daughter “. I was good at that and then “ wife” not so good. - I would just like to take a risk here and say me and Guru Gita, we just do not get along. - well, you tell me, I should come back here to Bali - You said I could help you with your English and you would teach me the thing that you know - Would you mind getting me water? - Hi. Could I get a tequila on the rocks with a lot of lime, please?
Modal Lexical Verb	<ul style="list-style-type: none"> - You look fantastic. You just had a baby. - I think you’d make a great teacher, honey - You seem short in person than on the stage - okay. Yeah. It doesn’t really seem like enough water to the bathe in - I think you’re gonna teach me more than I teach you - I can’t focus in here, all I think about is meditation room and how to decorate - I imagine you and Rizal smiling and looking at each other with love. It seems very real
Adjectival Adverbial and Nominal Modal Phrases	<ul style="list-style-type: none"> - I probably have malaria now - I’ll probably be back in a week, penniless with dysentery
Approximators of Degree, Quantity, Frequency, and Time	<ul style="list-style-type: none"> - You are always waiting for me to come home, to wanna have kids to make you dinner. I don’t know why we can’t accept - I accept the fact that I am occasionally unreliable and I often get sidetracked - No, I came to see you about a year a go

	- Hi. Could I get a tequila on the rocks with a lot of lime , please?
Introductory Phrases	- I know this awful. but, I believe with every molecule of my body that you will find the person that wanted just what you want.

In accordance with the table above, the researcher found 22 (twenty two) data that contain hedges that are used by Julia Robert in “Eat, Pray, Love” movie. The researcher found 9 (nine) utterances in modal auxiliary verbs, modal lexical verbs with 7 (seven) utterances, adjectival, adverbial and nominal modal phrase 2 (two) utterances, approximators of degree, quantity, frequency, and time with 4 (four) utterances, introductory phrases with 1 (one) utterance, if clause with 0 (zero) utterance, and compound hedges also with 0 (zero) utterance. The researcher conclude that modal auxiliary verb and modal lexical verb is the most frequently used type of hedges by Julia Robert. Researchers also found that hedges used in “*Eat, Pray, Love,*” movie are often used in Indonesia compared to other countries.

C. Discussion

This section presents the discussion based on the research findings. The discussion concerns with types of hedges and the reason by the main character used hedges in “*Eat, Pray, Love*” movie.

1. Modal Auxiliary Verb

Data 1

Speaker : Julia Robert (Elizabet Gilbert)

Place : Ketut Liyer’s house

Time : 00.01.44

Utterance : Everyone said I **should** meet Ketut Liyer. Am I in the right place?

Conversation

Old Woman	: May I help you?
Liz gilbert	: I'm liz Gilbert. I'm writing a magazine article on Bali. I want to meet a medicine man. Everyone said I should meet Ketut Liyer. Am I in the right place?
Old woman	: Wait

Analysis

In the sentence above, the conversation take place at Ketut Liyer's house. Liz Gilbert was talking to the woman and asked her to want to meet Ketut Liyer. She said that was what the article in Bali meant and wanted to meet with medicine man. Everyone told him to meet Ketut Liyer . *Everyone I should meet Ketut Liyer. Am I in the right place?*

In this case Liz wanted to meet medicine man everyone told him to meet Ketut, he asked the woman who could be at Ketut's house. She uses hedge *should* of modal auxiliary verb in the sentence. Should is a past tense form of shall. She uses hedge *should* to be more polite because it respects those who are older than compilation of speaking. On the other hand Liz also uses hedging *should* in the sentences while she talks to all people both parents and peers. So, she uses hedge *should* be general.

She uses hedges *should* of modal auxiliary verb in the sentence is showing confidence and indicated that she is uncertainly of the proposition but politely.

Data 2

Speaker : Julia Robert (Elizabeth Gilbert)

Place : On the street

Time : 00.11.42

Utterance : Maybe I **should** write about a woman who goes to Italy to learn Italian.

Conversation

Liz	: Everyone world in Italian is like a truffle. A magic trick.
Liz friend's	: Honey, I get it. It's your life raft right now. When Andy and I broke up for two weeks I bought a loom.
Liz	: I don't know how you guys aren't sick of me now. I'm sick of me.
Liz friend's	: Are you kidding me? We love having you. It's kind of like having writer in residence. But you are a writer. You should be writing something.
Liz	: May be I should write about a woman who goes to Italy to learn Italian.

Analysis

In the sentence above, the conversation between Liz and her friend in the morning. They talked about Liz's divorce. His friend suggested that Liz write about something so that his heart was calm and forgot about the problems faced.

She uses hedge *should* of modal the auxiliary verb in the sentence. Should is a past tense form of shall. Liz uses hedges *should* be in the sentence when she talks to everyone, both parents and peers. So she uses hedge *should* be general. She uses a hedge should of modal auxiliary verb expressing uncertainly but politely.

Data 3

Speaker : Julia Robert (Elizabeth Gilbert)

Place : Meeting room

Time : 00.19.20

Utterance : Great. Well. *What **would** it take to interest your client?*

Conversation

Stephen	: My client is simply not interested in a divorce
Liz's friend	: Is he serious?. Is he really representing himself
Stephen	: one semester of law school right here baby.
Liz	: Great. Well. <i>What would it take to interest your client?</i>
Stephen	: Okay. So here's the deal

Analysis

In the sentence above, the conversation between Liz, Stephen (Liz's husband) and a friend. Liz was attending a divorce trial with her husband, at the hearing Stephen who represented himself as a lawyer said he did not want to divorce Liz. Liz then follows Stephen to represent himself as a lawyer. In the room there was a debate. So in that situation Liz wants the atmosphere not tense and shifts the subject to focus only on the issue being discussed. Liz said "*Well. What would it take to interest your client?*".

She uses hedge *would* of modal auxiliary verb in the sentence. *Would* be the past form of *will*. She uses hedge because it more polite than he uses *will*.

Besides that, Liz also uses *will* when talking to peers. But, in this situation she uses *would* respects Stephen (the interlocutor) as a husband as well as his lawyer. She tries to avoid conflicts between himself and Stephen.

Data 4

Speaker : Julia Robert (Elizabeth Gilbert)

Place : Restaurant

Time : 00.46.24

Utterance : it **might** be....

Conversation

Woman	: So, what's your word Liz? I'm curious. I can't figure it out
Liz	: it might be.... It started as "daughter". I was good at that and then "wife" not so good.

Analysis

In the sentence above, the conversation between Liz with her friend eat in an Italian restaurant. It was seen that Liz really enjoyed a lot of very delicious food. Many were told both about their respective lives. When his friend asks about Liz's life and Liz answers ": it might be ...

It started as "Daughter". I was good at that and then "wife" not so good "Although Liz's expression was hesitant to answer the question from his friend, his friend was very much waiting for an answer from Liz. Finally Liz answered slowly and looked carefully when answering.

She uses a hedge *might* of modal auxiliary verb. So, she uses *might* of modal the auxiliary verb in the sentence is showing confidence and indicated that she is uncertainly of the proposition but politely.

Data 5

Speaker : Julia Robert (Elizabeth Gilbert)

Place : Room

Time : 01.08.00

Utterance : I would just like to take a risk here and say me and Guru Gita, we just do not get along.

Conversation

Liz	: I <u>would</u> just like to take a risk here and say me and Guru Gita, we just do not get along.
Guru	: What is it you have trouble with?
Liz	: Everything

Analysis

In the sentence above, the conversation between Liz and Teacher in India. Guru explained the contents of the book held by Liz and the other students. But Liz had not found what she wanted or the calm she was looking for while studying religion in India. So at the meeting she said "I would just like to take risk here and say me and Guru Gita, we just don't get along.

She uses a hedge *would* of modal auxiliary verb in the sentence. She uses hedge *would* in the sentence show the uncertainty she made. In this sentence,

the proposition is based solely on Liz's assumption. So, by using it would be a degree of fuzziness to make her assumption more acceptable and to be softer.

Data 6

Speaker : Julia Robert (Elizabeth Gilbert)

Place : Ketut Liyer's house

Time : 01.40.00

Utterance : Well, you tell me, I **should** come back here to Bali

Conversation

Ketut Liyer	: You girl from California?
Liz	: No. I girl from New York.
Ketut Liyer	: Don't remember
Liz	: Well, you tell me, I should come back here to Bali

Analysis

In the sentence above, the conversation take place at Ketut's house when Liz returned to Bali again to meet him. But Ketut did not remember Liz and Liz trying to remind Ketut to remember him who had predicted and said that Liz had to return to Bali.

She uses the hedge *should* of modal auxiliary verb in the sentence. Should be the past form of shall. She uses hedge should show comfort in speaking and expression convincing her interlocutors who are older than her so that what she says is acceptable and more polite.

Data 7

Speaker : Julia Robert (Elizabeth Gilbert)

Place : Keut Liyer's house

Time : 01.40.02

Utterance : You said I **could** help you with your English an you **would** teach me the thing that you know.

Conversation

Ketut Liyer	: oh
Liz	: You said I could help you with your English an you would teach me the thing that you know.

Analysis

In the sentence above, the conversation conversation take place at Ketut's house when Liz returned to Bali again to meet him. But Ketut did not remember Liz and Liz trying to remind Ketut to remember him who had predicted and said that Liz had to return to Bali.

She uses hedge *could and would* in the sentence. Could is the past form of can and will. Here she uses could and would rather than choosing to use can and will to sound more polite to his opponents. Besides that he also respects people who are older than him.

She used hedge could and would to show comfort when talking and expressions convinced her interlocutors who were older than her so that what she said could be accepted because it was more polite.

Data 8

Speaker : Julia Robert (Liz Gilbert)

Place : Ketut Liyer's house

Time : 01.42.00

Utterance : **Would** you mind getting me water?

Conversation

Liz	: This is gonna take me the rest of my life
Old Woman	: He make you pretty, find you husband, you work hard for him
Liz	: That's exactly opposite of why I'm here
Old Woman	: Everybody need husband
Liz	: Would you mind getting me water?
Woman	: Fine. Keep making copies. I get water

Analysis

In the sentence above, the conversation takes place in Ketut's house. The conversation between Liz and a woman tell about a relationship. Liz who had separated as if she still couldn't easily find a life partner. The woman looked very uncomfortable with Liz's statement. Seeing the situation, Liz changed the subject by saying "*Would you mind getting me water?*"

She uses a hedge would of modal auxiliary verb in the sentence. *Would* be the past form of *will*. She chose to use it rather than using *Will* to sound more polite and respect his interlocutor.

She used hedge to ask the woman to give him water. When Liz asked for the express water from the woman to give happily. Liz uses "*would*" to show politeness. So the opponent gives a good response to it.

Data 9

Speaker : Julia Robert (Elizabeth Gilbert)

Place : Cafe

Time : 01.48.00

Utterance : Hi. **Could** I get a tequila on the rocks with a lot of lime, please?

Conversation

Liz	: Hi. Could I get a tequila on the rocks with a lot of lime, please?
Waiter	: Coming right up

Analysis

In the sentence above, the conversation takes place in a cafe. Liz is talking to waiter in the cafe. She asks the waiter to give a tequila of drink. She uses hedge *could* of modal auxiliary verb in the sentence.

Can generally shows capital ability, possibility, and permissions. Could is a past form of can. In this situation, she uses to ask politely to the waiter in order to make the waiter give a tequila of drink to her. So, the use of modal auxiliary verb in the sentence is asking politely.

2. Modal Lexical Verb

Data 10

Speaker : Julia Robert (Elizabeth Gilbert)

Place : Deborah's house

Time : 00.04.18

Utterance : You **look** fantastic. You just had a baby.

Conversation

Liz	: You look fantastic. You just had a baby.
Woman	: Oh, you're lying. I'm fat. I'm exhausted. I can't keep too thoughts. I feel like Liz and Mineelli.

Analysis

In the sentence above, the conversation between Liz and her friend in the party. She was very happy to meet his old friend. She praised his friend and said that you were so wonderful to have a baby but that your body looked good. She saw his friend was happy when he was praised despite denying that his body was still fat. Liz uses hedge *look* of modal lexical verb in sentence. Liz's goal through this utterance was to directly praise her friend and say something nice through the praise she gave. So, she uses a hedge *look* indicating that it shows politely so the other person humbles himself when praised.

Data 12

Speaker : Julia Robert (Liz Gilbert)
 Place : In the car
 Time : 00.07.08
 Utterance : **I think** you'd make a great teacher, honey

Conversation

Liz	: So my trip to Amuba next week, which is just a basic, you know “ where to sleep, swim and tuff your face” piece....I got a new bikini and it turns out. I have unlimited minibar access. You know what that means?
Stephen	: Jet lag?
Liz	: You, me.. macadamia nuts.
Stephen	: You know who I was talking to at the party who was really inspring was Tara's friend.
Liz	: Brian

Stephen	: (talk about her friend)
Liz	: <u>I think</u> you'd make a great teacher, honey
Stephen	: Thank you, but I was thinking more of like education

Analysis

The conversation takes place in Stephen's car. After returning from their party, their friends talked about their friend who was a teacher. In the conversation Stephen told that his friend was his inspiration. Listening to the story Liz said "I think you're making a great teacher, honey". She uses hedges *I think* to state that one day her husband will become a great teacher and give praise so that her husband looks very happy and more confident.

Data 13

Speaker : Julia Robert (Liz Gilbert)

Place : Cafe

Time : 00.14.55

Utterance : You **seem** short in person than on the stage

Conversation

Liz	: You <u>seem</u> short in person than on the stage
Man	: really? I hear that a lot
Liz	: Sorry
Man	: It's okay

Analysis

In the sentence above, the conversation take place at a cafe between Liz and her male friend. Cheating talks about the appearance of his friend who is a singer. Liz said "*You seem short in person than on the stage*". She said this was not to insult his friend. But to explain that other people see you more

clearly than yourself. So she uses the sentence to indicate personal opinion based on reasonable reasons.

Data 14

Speaker : Julia Robert (Elizabeth Gilbert)

Place : House

Time : 00.19.20

Utterance : Okay. Yeah. It doesn't really **seem** like enough water to the bathe in

Conversation

Woman	: You heat the water on the stove
Liz	: So if I want to bathe...?
Woman	: You put the water in the tub
Liz	: okay. Yeah. It doesn't really seem like enough water to the bathe in

Analysis

In the sentence above, the conversation between Liz and a woman. The woman said if Liz wanted to take a shower, heat it on the stove. Liz said that the water provided was not enough for bathing. But the woman said that was enough. She uses hedge *seem* of modal lexical verb in the sentence. So, she uses the sentence to indicate personal opinion based on reasonable reasons.

Data 15

Speaker : Julia Robert (Elizabeth Gilbert)

Place : Restaurant

Time : 00.39.18

Utterance : **I think** you're gonna teach me more than I teach you.

Conversation

Man	: Shall we continue Tuesday at 5
Liz	: Yes
Man	: With another bottle of the therapy
Liz	: Of course
Man	: You're doing very well Liz. And you must be very polite with yourself when you learn something new
Liz	: Yes, Grazie. I agree. But, your English.....how are you even talking to me like this right now? <u>I think</u> you're gonna teach me more than I teach you
Man	: You have good

Analysis

In the sentence above, the conversation between Liz and her new friend in Italy. They had dinner together and joked. Liz really enjoyed the dinner. Her new friend taught Liz Italian and how to pronounce it. The conversation continued when going home. Her friend praised Liz for being very respectful of herself and faster and better at learning. Liz says I think you're gonna teach me more than I teach you. The reason Liz said that was because she was praised by her friends so she felt humble and she showed expression that was very happy. She wanted to learn together and learn more from her friends. Her friend also learned a lot from about English. So Liz uses that sentence to indicate that personal views are negotiations.

Data 16

Speaker : Julia Robert (Elizabeth Gilbert)

Place : Meditation room

Time : 01.12.20

Utterance : **I think** about is meditation room and how to decorate

Conversation

Man	: Who's in the moat today?
Liz	: shut up
Man	: sounds like you wrestled some big as erocs
Liz	: you know what? If you're so good and smart, what are you doing here?
Man	: if you're here, it make you smart already. Do you wanna talk about what?
Liz	: no, not to you. Thank you I can't focus in here, all <u>I think</u> about is meditation room and how to decorate

Analysis

In the sentence above, the conversation between Liz a man who also learned about religion in India. Liz felt unable to calm down and focus while doing meditation so she left the room. The old man spoke and explained to Liz but Liz was emotional and angry. Liz felt that what she learned could not make her get so calm that she wanted a decent room. So the sentence he says is *I think* about a meditation room and how to decorate. Liz wants a room that suits her. So it shows that personal view as negation and as self-defense signaling.

Data 17

Speaker : Julia Robert (Elizabeth Gilbert)

Place : room

Time : 01.24.00

Utterance : **It seems** very real

Conversation

Liz	: Imagining you happy is what got me through it
Woman	: What did it look like when I was happy?
Liz	: I imagine you and Rizal smiling and looking at each other with love. It seems very real
Woman	: thank you so much Liz. That helps me to believe it

Analysis

In the sentence above, the conversation between Liz and a newly married woman in India. Liz said that in her mind the woman's marriage and her husband would be happy. Before marriage the woman doubted that her marriage would be happy. But Liz said that when she meditated she saw the woman's wedding would be happy. *It seems* very real said Liz. Liz said that it was like what she saw when doing meditation. So it shows that someone's views are uncertain but polite so that the woman looks happy to hear these words on the day of her wedding

3. Adjectival Adverbial and Nominal Modal Phrases

Data 18

Speaker : Julia Robert (Elizabeth Gilbert)

Place : Meditation room

Time : 01.14.00

Utterance : I **probably** have malaria now

Conversation

Old Man	: Look at you, floating through Calcutta. Looks like you had a great meditation
Liz	: I probably have malaria now
Old Man	: The bites will go away

Analysis

In the sentence above, the conversation between Liz and her male friend in India. Liz still does not accept the meditation room that is not suitable for its establishment, there are still many mosquitoes that bite so that they cannot concentrate properly when doing meditation. But the old man smiled at Liz and invited him to joke. Liz still looks annoyed when the old man says I probably have malaria now. Liz uses hedge *probably* of Adjectival Adverbial and Nominal Capital hedge Phrases, which are probably to show confidence while talking even though it looks still upset but still looks polite to respect someone older than him. So he uses the word probably to indicate modesty.

Data 19

Speaker	: Julia Robert (Elizabeth Gilbert)
Place	: House
Time	: 00.29.51
Utterance	: I'll probably be back in a week, penniless with dysentery

Conversation

Liz	: I'll probably be back in a week, penniless with dysentery
Man	: You're my Hero. If you stay, we'll go out for Indian every night
Liz	: You never asked me to stay

Analysis

The conversation took place between Liz and her male friend on a staircase in the morning. The incident was when Liz waited for a taxi to decide to say goodbye to leaving the man to travel for a week. Liz uses the hedge probably to address the uncertainty of how long she left but is still polite. So that his friend wasn't too disappointed when Liz left him.

4. Approximators of Degree, Quantity, Frequency, and Time

Data 20

Speaker : Julia Robert (Elizabeth Gilbert)

Place : Meeting room

Time : 00.19.11

Utterance : You are **always** waiting for me to come home, to wanna have kids to make you dinner. I don't know why we can't accept

Conversation

Stephen	: I often get sidetracked, but I thought you like that about me..
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Liz	: You are always waiting for me to come home, to wanna have kids to make you dinner. I don't know why we can't accept
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Analysis

In the sentence above, the conversation between Liz, Stephen and his friend. Liz was attending a divorce trial with her husband, at the hearing Stephen who represented himself as a lawyer said he did not want to divorce Liz. Liz then follows Stephen to represent himself as a lawyer. The conversation discusses about their household and raises mistakes in the couple. The relationship between the two did not improve, Stephen still wanted to maintain his household even though he felt there was no happiness in his household and was still waiting for Liz to settle their household case.

Liz uses a hedge *always* to remind Stephen that he has been waiting for him all this time but in uncertainty. So, Liz make a statement to be softer.

Data 21

Speaker : Julia Robert (Elizabeth Gilbert)
 Place : Ketut Liyer's house
 Time : 01.39.00
 Utterance : No, I came to see you **about** a year a go

Conversation

Liz	: Hello, Ketut
Ketut Liyer	: I'm very happy to meet you. You're a world traveler
Liz	: No, I came to see you about a year a go
Ketut Liyer	:oh

Analysis

In the sentence above, the conversation between Liz and Ketut Liyer in Indonesia. Liz came to Ketut again. In the conversation Ketut forgot that Liz had

been to his place a few years ago. Liz uses a hedge about as a sign that she has been home to Ketut so that she will remember it again. So she uses a hedge useful device signaling that searching for a word or having trouble finding the right words to say what she mean .

Data 22

Speaker : Julia Robert (Elizabeth Gilbert)

Place : Cafe

Time : 01.48.00

Utterance : Hi. Could I get a tequila on the rocks with **a lot of** lime, please?

Conversation

Liz	: Hi. Could I get a tequila on the rocks with a lot of lime, please?
Waiter	: Coming right up

Analysis

In the sentence above, the conversation between Liz and the cafe waiter. Liz asked for a drink with the waiter. Liz uses hedge *a lot of* to make it look more polite when asking for a drink to the waiter.

5. Introductory Phrases

Data 23

Speaker : Julia Robert (Liz Gilbert)

Place : meeting room

Time : 00.20.20

Utterance : I know this awful .but, **I believe** with every molecule of my body that you will find the person that want just what you want.

Conversation

Stephen	: I accept the fact that I am occasionally unreliable and I often get sidetracked
Liz	: have a dream Stephen, great, fine. Do that just pick one
Stephen	: okay. I pick one. I pick you
Liz	: I know this awful. but, <u>I believe</u> with every molecule of my body that you will find the person that want just what you want

Analysis

In the sentence above, the conversation between Liz and Stephen in the room discussed their divorce. Liz uses a hedge to show self-confidence based on her reasons but speaks politely so there is no conflict and looks calm when talking

CHAPTER V

CONCLUSION AND SUGGESTION

After finding out and analyzing the data in the previous chapter, this chapter presents the conclusion and suggestion as the last part of this study. The conclusion is written based on the formulated statement of the problems while the suggestion is intended to give information to the moviegoers, English educators, English students and the other researchers who are interested in doing study about politeness strategies.

A. Conclusion

Based on the research findings and discussion in the previous chapter, the conclusion can be drawn that there are 22 (twenty two) utterances containing hedges used by the main character on “*Eat, Pray, Love*” movie. It was found that there were 5 (five) types of hedges, namely, 9 (nine) data of modal auxiliary verb, 9 (nine) data of modal lexical verb, 2 (two) data of adjectival adverbial and nominal modal phrase, 4 (four) data of approximators of degree, quantity, frequency, and time, 1 (one) datum of introductory phrases. From the analysis, there are some utterances containing more than one type of hedges.

B. Suggestions

In this section, the researcher would like to give important suggestions especially for the teachers, English department students and future researchers, which can be explained as follows:

1. For the English Teachers

The researcher hope that the teachers use the seven type of hedges that are proposed by Salager Meyer as alternative hedging strategies in their utterances in order to make their utterances softer and politer to others. Besides, they can use them as learning materials in teaching of hedges.

2. To English Department Students

It is suggested that all English department students to be able to use the seven types of hedges proposed by Salager Meyer in their daily conversation in order to make their communicationsrun smoothly, to keep the relationship and to show respect and politeness to others.

3. For the other researchers

The researcher suggests that the other researcher may continue the research about hedges using other theories from different perspectives, methods and subjects to enrich knowledge on hedges.

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