

CHAPTER V

CONCLUSION

This chapter presents the conclusion of the research findings and offers suggestions. The conclusion section summarizes the main findings of the research and provides recommendations for students, lecturers, and future researchers.

A. Conclusion

In a comprehensive analysis of student research proposals, it is revealed that writers tend to rely heavily on attribute hedging as the primary tool in expressing their ideas. This phenomenon indicates a strong preference for an approach that allows writers to articulate their ideas with greater freedom and flexibility. Attribute hedging provides room for writers to formulate statements that are not overly rigid or absolute, thus avoiding potential misunderstandings that could jeopardize their relationship with the reader. Through this approach, writers are able to maintain a balance between clarity of message and flexibility in interpretation, which in turn can strengthen connectivity and continuity in the communication process.

On the other hand, in this exploration, reader-oriented hedging was found to be rarely used by students in their research proposals. This phenomenon reflects the writers' awareness of the importance of minimizing excessive subjectivity in writing, especially in the context of scientific research that emphasizes objectivity and clarity of message. Writers consciously avoid placing too much emphasis on personal

viewpoints or preferences that could undermine the impression of neutrality in information delivery. Nevertheless, the presence of reader-oriented hedging in scholarly work remains important as a bridge to build emotional connection between the writer and the reader, as well as to ensure better understanding of the perspectives presented.

B. Suggestion

With regard to the conclusions, the result of this study leads the suggestions for some following parties:

1. For readers

This study provides valuable insights into the role of hedging in academic writing. Readers can benefit from understanding how hedging enhances the clarity and nuance of academic arguments. It encourages readers to be critical and mindful of the use of hedging in their own writing and when evaluating others' academic works.

2. For student

As academics, it is highly recommended that students acquire and grasp the components of writing a solid academic paper, particularly the concept of hedging. Specifically, the researcher strongly advises students to employ hedging when writing their academic work.

3. For lecturer

The study is meant to serve as an extra resource for teachers, particularly lecturers, about the concept of hedging and its use and functions in academic writing. The researcher expects that the study's

findings would serve as examples for analyzing hedging in academic papers.

4. Future researcher

The current study only examines the sorts of hedging terms found in academic writing, without considering the author's perspective on what is said in the paper. As a result, future researchers should conduct interviews with the authors to learn why they use hedging in their academic articles. Future researchers should also analyze how native and non-native speakers employ hedging in their work.