



**FINAL PROJECT**

**THE TRANSLATION OF HEDGES FOUND IN THE DIALOGUES OF**

***THE LAND OF FIVE TOWERS NOVEL***

**(A Descriptive Qualitative Study)**

Submitted in partial fulfillment of the requirement

for the degree of *Sarjana Pendidikan* in English

by

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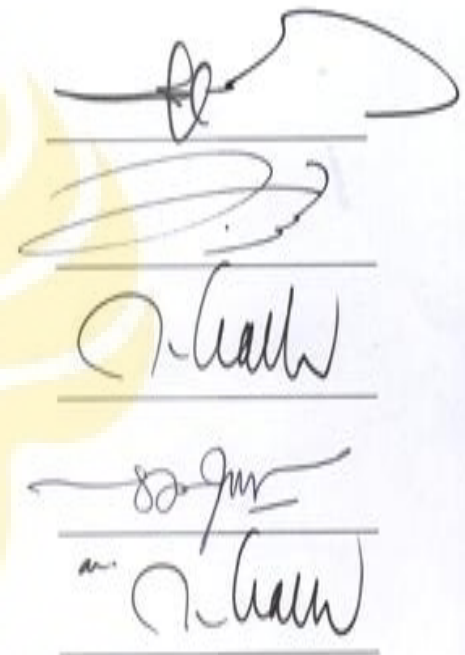
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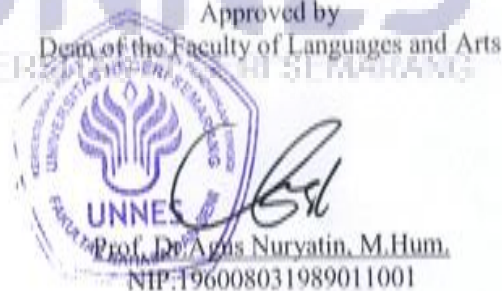
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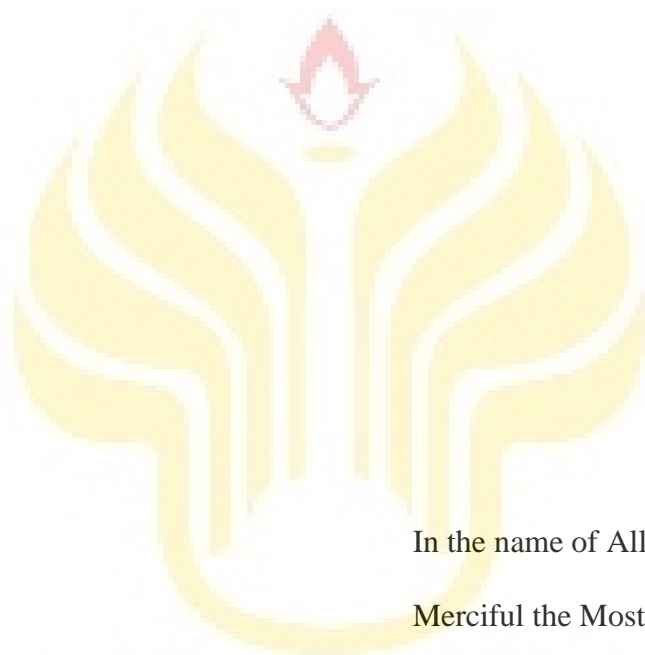
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## MOTTO AND DEDICATION

“Fabiayyi alaa irabbikumaa tukadzibaan”

So which of the favors of your Lord would you deny?

(A-Rahmaan : 13)



In the name of Allah the Most

Merciful the Most Beneficent, I

dedicated this final project to:

1. My parents, Mr. Heri Susanto  
and Mrs. Armawatin Susanto
2. My sisters, Uri-Dongsaeng Lisa  
Dwi Angraini
3. My big family of SMP IT  
Cahaya Ummat
4. My beloved students of SMP IT  
Cahaya Ummat

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All praises to Allah SWT, the Most Gracious and the Most Merciful. Who has given me Mercy and blessing, so I can accomplish this final project entitled “The Translation of Hedges Found in the Dialogues of the *Land of Five Towers* Novel .“ Shalawat and Salam always deliver to the prophet Muhammad SAW, who has brought us from the darkness to the brightness.

I would like to express my sincere gratitude to Drs. Ahmad Sofwan, Ph.D. as my first advisor for giving me guidance, advice, as well as suggestions in finishing this final project. My honor also goes to my examiners and all lecturers of the English Department who have given valuable knowledge during my study. My special thanks are also addressed to Mrs. Yusnita Sylvia Ningrum, S.S., M.Pd., for guiding and giving me chance to know more about translation.

Next, I would like to dedicate my gratitude to my family; Papi, Mami, Uri-Dongsaeng. Thank you so much for always supporting me every time. To my big family of SMP IT Cahaya Ummat.

Finally, I realize that this final project has many weaknesses. Any corrections, comments, and criticism for the improvement are accepted.

Semarang, 31 Agustus 2017



Lilik Suryani

## ABSTRACT

Suryani, Lilik. 2017. *The Translation of Hedges Found in the Dialogues of The Land of Five Tower Novel*. Final Project, English Department, Faculty of Languages and Arts, Universitas Negeri Semarang. Advisor: Drs. Ahmad Sofwan, M.A, Ph.D.

Key words: Translation, Hedges, Novel, Negeri Lima Menara, The Land of Five Towers

The aim of this final project is to describe the translation of hedges found in the source novel/source text (ST) entitled “Negeri Lima Menara” written by Ahmad Fuadi which is translated into English by Angie Kilbane entitled “The Land of Five Towers”, as the target text (TT). This research adopted seven types of hedges proposed by Salager Meyer. The objectives of this study are (1) to describe the hedges translated from Indonesia into English in the dialogues of the Novel “The Land of Five Towers”, (2) to explain the achievement of the equivalence in meaning, (3) to know the hedges value found in the dialogues of the Novel “The Land of Five Towers”. This project was designed as descriptive qualitative. It means that descriptive interpretation was used for examining the data on this research so that the conclusions were based on that interpretation. This Novel contains 780 utterances from chapter 1 until chapter 46. After going through data investigation process, there are 153 utterances that are categorized as hedges. Those utterances contains 83 (54.2%) Modal auxiliary verbs, 5 (3.3%) Modal lexical verbs, 6 (3.9%) Adjectival, adverbial, and nominal modal phrases, 23 (15%) Approximators of degree, quantity, frequency and time, 6 (3.9%) Introductory phrases, 25 (16.3%) If clauses, 5 (3.3 %) Compound hedges. Based on the result of this analysis, the hedges value happens because of the contexts of the difference level (low, medial, high) between ST and TT. The other reasons are the difference of fuzziness and truth value when the hedges are translated into TT by the translator. In addition, the meaning equivalent of the hedges is mostly achieved if the utterances in source language (SL) and target language (TL) have the same meaning. It is suggested that translators should understand not only the Target Language but also the Source Language. It will help the translators to achieve the equivalent concept and to find acceptable translation in translated the text.

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# CHAPTER I

## INTRODUCTION

This chapter is an introduction which consists of six sections: they are (1) Background of the Study, (2) Reasons for Choosing the Topic, (3) Statement of the Problem, (4) Objective of the Study, (5) Significance of the Study and (6) Outline of the Research Report.

### 1.1 Background of the Study

Since globalization era, English has become an international language that is very popular in the world. This language is used by people around the world as a first language in some countries. Popularity of English language is proved in many products of globalization such as movie, music, novel, drama, and so on. On the other hand, it influences the popularity of English translation. Translated works into English become widely known by people around the world. Translating novel is one of the products of translation. Novel becomes golden bridge to spread the words and idea to people around the world. Therefore, English and translation have important correlation that needs to be concerned.

Indonesia has some inspiring novels, one of them is *Negeri Lima Menara*. It has been translated into English. This novel introduces Indonesian culture especially Padang Culture. However, it becomes complicated since the translator should be able to convey the message from this novel into English Language. The

translator should find the appropriate strategy to translate the novel into English and to reach equivalence meaning.

Chesterman (1989) notes that equivalence is obviously a central concept in translation theory. Equivalence is influenced by a variety of linguistic and cultural factors and is therefore always relative. Baker (1992) summarizes criticism that has targeted the circularity of the definitions of equivalence: equivalence is supposed to define translation, translation, in turn, defines equivalence.

Jakobson (1959; 2000) states that the translator recodes and transmits a message received from another source. Thus translation involves two equivalent messages in two different codes. For the message to be 'equivalent' in the source text (ST) and the target text (TT), the code-units will be different since they belong to two different sign systems (languages). From a linguistic and semiotic angle, Jakobson approaches the problem of equivalence with the following, now-famous, definition: 'Equivalence in difference is the cardinal problem of language and the pivotal concern of linguistics' Jakobson (2000: 114). The problem of meaning and equivalence thus focuses on differences in the structure and terminology of languages rather than on any inability of one language to render a message that has been written in another verbal language.

This research investigates the translation of hedges in the dialogues from Indonesian into English in the novel *The Land of Five Towers*. Hedges are defined by Lakoff as “words whose meaning implicitly involves ‘fuzziness’, as “words whose job is to make things fuzzier or less fuzzy” Lakoff (1973: 471). Fuzziness can be related to vagueness, indeterminateness, variation of sense,

which constitutive characteristics of natural languages. Translating hedges needs to be done carefully. The translator must be aware of the situation where the conversation happens and the relationship between the speaker and the addressee(s). The basic lexical distinction of Indonesian and English can bring some problems, especially if there are not equivalent words in the target language. The study of hedges translation needs to be done to see the variety of ways in which the translator takes to translate Indonesian hedges into English.

This research is conducted to examine how hedges are translated into English. This research is specifically designed to investigate how hedges are structured and adapted into English and to identify whether the English translation of hedges has reached the accuracy.

This research needs to be carried out because the hedges value that shift in the dialogues of the Novel *The Land of Five Towers* need to find out. Second, the contexts of utterances in which hedges occur are maintained in *The Land of five Tower* need to explain. Third, the degree of accuracy of the English translation and hedges in *The Land of five Towers* need to figure out. Therefore, this present study intended to investigate the translation of hedges found in the dialogues of *The Land of Five Towers* Novel.

## **1.2 Reasons for Choosing the Topic**

There are several reasons which become the concern of choosing the topic. The reasons are:

The first reason has to do with the strategies to translate hedges. Hedges is one of important aspects for understanding the whole story in the novel since it deals with the meaning that the writer wants to tell to the target readers. It can be useful in adding more information in the translation area, specifically about the way hedges translated into English. So, the English translation of hedges here can trigger other researchers to do further research related to this topic.

The second reason, pragmatic equivalence should be carried out in those novels since the words in SL and TL have the same effect on the readers in both languages. Pragmatic equivalence refers to words in both languages having the same effect on the readers in both languages is important since there are some utterances that cannot be translated literally because their meanings are influenced by the context. So that the translator does not simply translate word by word, the translator should notice the context in which an utterance occurs.

The third reason why the study needs to be carried out is a translator should be able to convey the correct emotion and the message in English in the same way authors conveyed it in the Indonesian version. The translator should consider the correct choice in the translation process to reach the equivalence.

### **1.3 Statements of the Problem**

In translating hedges, a translator will not be only dealing with the differences of the pronominal system between TL and SL but also the context of utterances and cultural matter. However, the choice that the translator takes will influence the achievement of equivalence of the translated text.

In order to be focused, this study has been limited by presenting and focusing the attention to the following problems:

1. How are the hedges being maintained when they are translated from Indonesian into English in the dialogues of the novel *The Land of Five Towers*?
2. How can the equivalence in form and meaning be achieved?
3. Is there any value shift of the hedges when they are translated from *Negeri Lima Menara* into *The Land of Five Towers* ?

#### **1.4 Objectives of the Study**

Based on the formulated problems above, the following are the objectives of this final proposal:

1. To describe the hedges translated from Indonesia into English in the dialogues of the Novel *The Land of Five Towers*,
2. To explain the achievement of the equivalence in meaning.
3. To find out the value shift of hedges found in the *The Land of Five Towers*.

#### **1.5 Significance of the Study**

This study is expected to give some advantages as follows:

- a. Theoretically



The result of this study will give contribution in translation study dealing with pragmatic aspects, specifically about the way hedges translated into English.

b. Practically

1) For the readers of the novel:

The result of the study will give new information about the pragmatic translation, especially the hedges itself. Furthermore, the readers of the novel will get capability to understand the content of the novel.

2) For Translators:

The result of the study can be used as reference for helping the translator to enrich their knowledge in pragmatic studies and improve their capability in translating.

3) For Students:

The result of the study can help the students to understand other aspect in translation, specifically in translating hedges.

c. Pedagogically

It is hoped that the result of the study give advantages for the researchers or people who want to explore the area study of translation, especially about hedges.

## **1.6 Outline of the Research Report**

This study consists of five chapters in which are systemized as follows:

Chapter I is introduction which contains the basis framework of the study. It presents background of the study, reasons for choosing the topic, statement of the problem, objectives of the study, the significance of the study, and outline of the research report.

Chapter II presents the review of related literature. It gives further explanations regarding the theories used to serve as the basis of analyzing the data in this study. This chapter contains three subchapters. First is a review of previous studies with a similar topic. The second subchapter is review of related literature which presents some theories used for examining the problems. The third one is a theoretical framework that will give a brief description of how the study is going to be conducted.

Chapter III presents a method of investigation of the study. It includes research design, object of the study, a summary of the novel, biography of the author, roles of the researcher, procedures of collecting the data, and procedures of data analysis.

Chapter IV discusses the data analysis and interpretation. It comprises general finding and result of data analysis. General finding describes the data found in general. The further explanation related to the data is presented in the result of data analysis.

Chapter V offers conclusion preserving the main points of data analysis and providing a substantial response to the problems that arise. It also provides

suggestions for the target readers, especially who are interested in this topic and recommended action that is in line with the result of the study.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

The review of related literature for this study begins with (1) Review of Previous Studies, (2) Review of Theoretical Studies, and (3) Theoretical Framework.

#### 2.1 Review of Previous Studies

There are several studies done by other researchers that analyzed about the translation of hedges.

The first study was conducted by Schaffer (2009). The study focused on translational perspective of hedges in political texts using the language pair English and German. She has chosen political texts, mainly speeches by politicians, such as, Tony Blair's speech to the 1995 Labor Party Conference, Maiziere's government declaration and others. The result of the analysis is in the context of political speeches, no clear dividing line between semantic and pragmatic aspects of hedges can be drawn. From a semantic point of view, hedges like 'genuine' or 'real' give specific, ideologically determined, prominence to one example of the category. From the pragmatic point of view, particularly specifying hedges, but also modifying hedges, are often used in implicit argumentation with the political opponents.

Another study was conducted by Alonso (2005). It is about an exploratory study of pragmatic transfer in nonnative English readers' rhetorical preferences. In this study, Alonso analyzed the role of pragmatic transfer in the use of the rhetorical strategy of hedging in academic writing in English as a second language (henceforth, L2). Two groups of Spanish researchers (n=30) took part in the study, performing two different experiments. The first one consisted of reading two versions of the same passage, one hedged and the other un-hedged, and they were asked to decide which text they considered more academic and why. The second experiment consisted of identifying hedges in a passage. The results indicate that Spanish researchers apply pragmatic transfer, either frequently failing to identify hedges in the L2 or considering them as negative evasive concepts.

Axelsson (2013) studied about the translation of hedges from English to Swedish in an academic text. The aim of the study is to investigate the frequency of different categories of hedges in an academic text and to discuss the challenges encountered in the translation process. The primary source used in this study is a popular science textbook. By translating a number of pages from this text, the translation of hedging expressions is exemplified and analyzed. The research method is a combination of a quantitative and a qualitative approach. The study shows that adverb hedges are by far the most common ones in the current ST, and lexical verb hedges and modal auxiliary verb hedges also appear frequently. Phrasal hedges, adjective hedges and *if*-clause hedges are less common, but still appear frequently enough to be regarded as significant traits of the ST. The

conclusion is that hedges appear frequently enough to be identified as a genre-specific trait of academic discourse in English as well as in Swedish. The use of hedges in Swedish academic writing is supported by parallel texts.

Wishnoff (2005) studied about the effects of instruction on pragmatic acquisition in writing. In particular, the focus was on the use of hedging devices in the academic writing of learners of English as a second language. Other purpose of the study was to discover whether this training transferred to a less-planned, less-formal, computer-mediated type of writing, namely a Daedalus interaction. Data were compared to a control group that did not receive the treatment. The treatment group showed statistically significant increases in the use of hedging devices in the research papers and in the computer-mediated discussion. This study supports the idea that instruction does indeed serve to heighten students' pragmatic awareness, and thus assists in the development of learners' Pragmalinguistic competence.

After reviewing those previous studies, it showed that the researchers stimulate to conduct the similar research. Some of them had been conducted the research of translation hedges in Swedish into English and German into English. But, it is rarely found the research on translation of literary works from Indonesian into English. By considering that, I was interested to explore the research on an Indonesian novel entitled *Negeri Lima Menara* that is translated into English entitled *The Land of Five Towers* focusing on the hedges found in the dialogues.

## 2.2 Review of Theoretical Studies

This review of theoretical study will present some theories related to the study. It will be about (1) Definitions of Translation, (2) The Process of Translation, (3) Types of Translation, (4) Translation Equivalence, (5) General Knowledge of Hedges, and (6) Categories of Hedges

### 2.2.1 Definition of Translation

Linguists propose some definition of translation. Catford (1965) states that translation is the replacement of textual material in one language (source language) by equivalent textual material in another language (target language). It is supported by Finback (1977) who adds that translation is a process of finding a target language equivalence for a source language utterance.

As it is stated in As-safi, Dubois (1974) defines translation is the expression in another language (or the target language) of what has been expressed in another, source language, preserving semantic and stylistic equivalences. While Meetham and Hudson (1972) in As-Safi (2011) define translation is the replacement of a text in one language by a replacement of an equivalent text in a second language. The term 'equivalence' is any meaning from the source language which expresses the same meaning in the target language (Baker, 1992).

Another definition comes from Bell (1991) who states that if confined to a written language, translation is a cover term with three distinguishable meanings. The first meaning is the word "translating", which concerns on the process (to

translate; the activity rather than the tangible object). The second meaning is carried by “a translation”, concerns on the product of the process of translating (e.g. the translated text). The last meaning carried by translation is “translation” as the abstract concept which encompasses both the process of translating and the product of that process.

Moreover, according to Larson (1984), translation consists of changing from one state or form to another to turn into one’s own or another’s language. In translation, the form of the surface structure of language is replaced by the form of the target language. It is done by going from the form of the first language to the form of the second language by way of semantic structure.

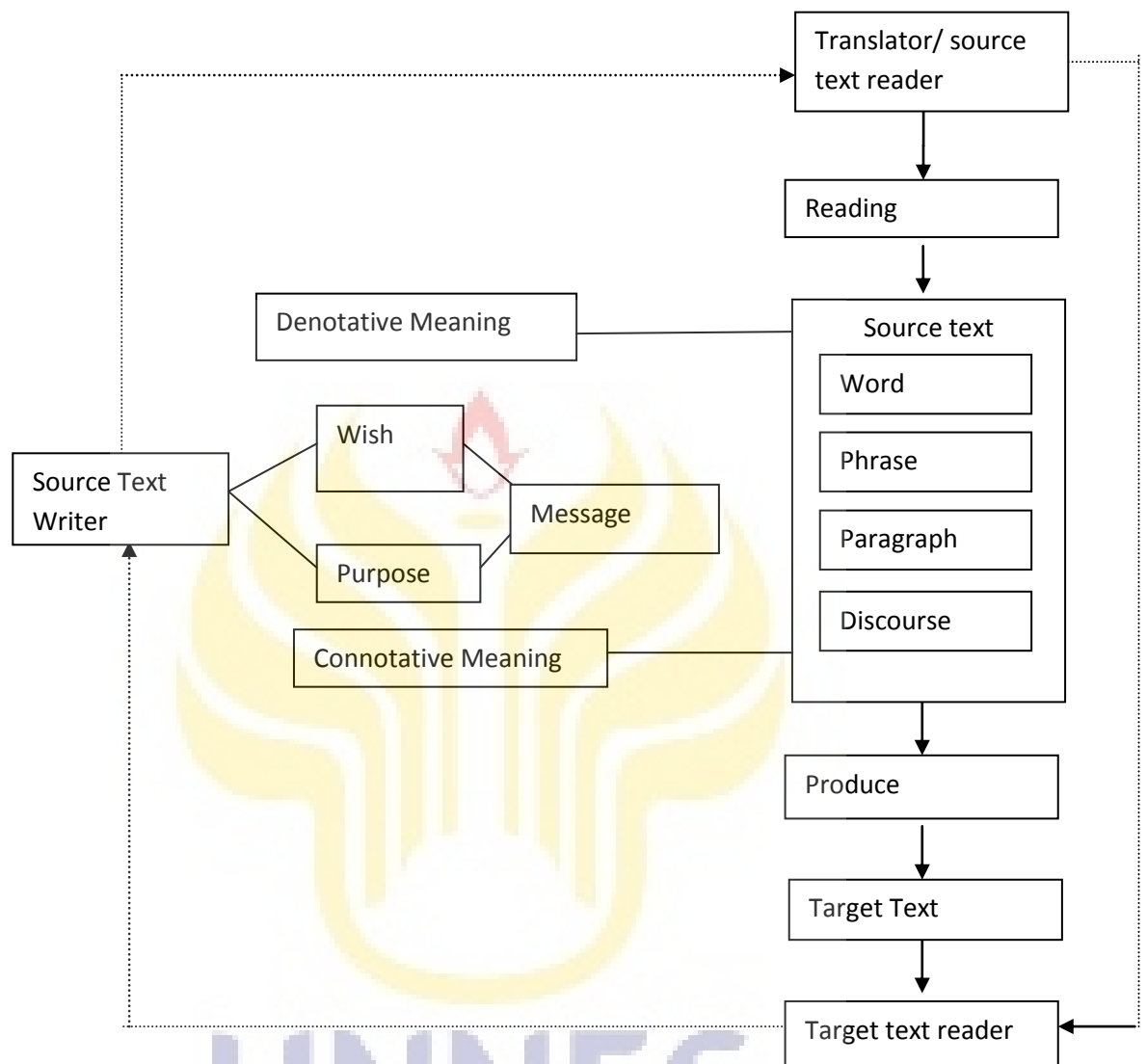
In brief, translation is a process to convey message of texts from one language (source language) into another language (source language) in same meaning. In other word, it is replacement of textual material in one language (source language) by equivalent textual material in another language (target language).

### **2.2.2 The Process of Translation**

Translation is reading the author’s will and purpose in the form of message which contains both denotative and connotative meanings that exist in the source text that must be reproduced by translators into the receptor’s language. This process runs in a simultaneous cycle (Hartono 2009: 6).

Hartono (2012) also gives the diagram of simultaneous cycle that can be seen below:





**Figure 2.1 Simultaneous Translation Process** (Source: Rudi, 2009)

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The diagram shows the process of translation by translator/ source text reader. In the first stage, the translator/source text reader reads the source text from the source text writer. Translator/ source text reader renders the messages into understandable meaning.

In Weick's (1979) terms, the enact—select—retain cycle might be reformulated as translate, edit, sublimate :

1. Translate: act; jump into the text feet first; translate intuitively.
2. Edit: think about what you've done; test your intuitive responses against everything you know; but edit intuitively too, allowing an intuitive first translation to challenge (even successfully) a well-reasoned principle that you believe in deeply; let yourself feel the tension between intuitive certainty and cognitive doubt, and don't automatically choose one over the other; use the act—response—adjustment cycle rather than rigid rules.
3. Sublimate: internalize what you've learned through this give-and-take process for later use; make it second nature; make it part of your intuitive repertoire; but sublimate it flexibly, as a directionality that can be redirected in conflictual circumstances; never, however, let subliminal patterns bind your flexibility; always be ready if needed "to doubt, argue, contradict, disbelieve, counter, challenge, question, vacillate, and even act hypocritically (be willing to break your own rules)."

Munday (2001) adds the process of translation between two different written languages involves the translator changing an original written text (the source text or ST) in the original verbal language (the source language or SL) into a written text (the target text or TT) in a different verbal language (the target language or TL).

### **2.2.3 Types of Translation**

There are some types of translation stated by some experts. Larson in Simatupang (2000) whose concept of translation will be explained in this research, divides translation into meaning-based translation and form-based

translation. Meaning-based translations emphasize the meaning of the source language text in the natural forms of the receptor language. Form-based translations attempt to follow the form of the source language and are known as literal translation. Such translations are called idiomatic translation.

Other expert divided the translation into two general types; they are literal translation, and non-literal translation or free translation (Simatupang 2000). It is supported by Newmark (1988) who states that literal translation or linear translation translated between word-for-word translation and free translation. In that process, the translator or source text reader carried out the grammatical construction of source language which has closest meaning to target language.

Catford (1965) divides translation into three types. Those are word-for-word translation, literal translation, and free translation. Word-for-word translation is translating every SL word without being adapted with the grammatical system of the target language. Literal translation starts translating from word to word confirming to TL grammar. Free translation is the replacement of the original messages into the target language by adding or omitting some words if it is highly required. Dryden (1992) reduces all translation to three categories:

1. Metaphrase: 'word by word and line by line' translation, which corresponds to literal translation.
2. Paraphrase: Translation with latitude, where the author is kept in view by the translator, so as never to be lost, but his words are not so strictly followed as his sense; this involves changing whole

phrases and more or less corresponds to faithful or sense-for-sense translation.

3. Imitation: Forsaking' both words and sense; this corresponds to Cowley's (1956) very free translation and is more or less adaptation.

Another expert, Jakobson (1959; 2000) divides the translation into three categories. The categories are as follows:

1. Intralingual translation, or 'rewording': 'an interpretation of verbal signs by means of other signs of the same language';
2. Interlingual translation, or 'translation proper': 'an interpretation of verbal signs by means of some other language';
3. Intersemiotic translation, or 'transmutation': 'an interpretation of verbal signs by means of signs of non-verbal sign systems').

Intralingual translation would occur, for example, when we rephrase an expression or text in the same language to explain or clarify something we might have said or written. Intersemiotic translation would occur if a written text were translated, for example, into music, film or painting. It is interlingual translation which is the traditional, although by no means exclusive, focus of translation studies.

### **2.2.3.1 Requirements for a Good Translation**

In order to reach a good and reliable translation, other experts on translation began to state their principles. Dolet (1997; 1540) who writes 'the

way of translating well from one language into another' set out five principles in order of importance as follows:

1. The translator must perfectly understand the sense and material of the original author, although he [sic] should feel free to clarify obscurities.
2. The translator should have a perfect knowledge of both SL and TL, so as not to lessen the majesty of the language.
3. The translator should avoid word-for-word renderings.
4. The translator should avoid Latinate and unusual forms.
5. The translator should assemble and liaise words eloquently to avoid clumsiness.

Tytlar defines a 'good translation' in target language/TL-reader-oriented terms to be:

That in which the merit of the original work is so completely transfused into another language as to be as distinctly apprehended, and as strongly felt, by a native of the country to which that language belongs as it is by those who speak the language of the original work (Tytlar in Munday, 1997: 14).

Here again, the concern is to reproduce the sense, Tytlar in Munday (1997) has three general 'laws' or 'rules':

1. The translation should give a complete transcript of the ideas of the original work.
2. The style and manner of writing should be of the same character with that of the original.
3. The translation should have all the ease of the original composition.

Tytlar's first law ties in with Dolet's first two principles in that it refers to the translator having a 'perfect knowledge' of the original ), being competent in the

subject and giving 'a faithful transfusion of the sense and meaning' of the author. Tytler's second law, like Dolet's fifth principle, deals with the style of the author and involves the translator both identifying 'the true character' of this style and having the ability and 'correct taste' to recreate it in the TL. The third law talks of having 'all the ease of composition' of the ST (Munday 2001:26)

According to Nida (1982), the success of the translation depends above all on achieving equivalent response. It is one of the four basic requirements of a translation, which are:

1. Making sense;
2. Conveying the spirit and manner of the original;
3. Having a natural and easy form of expression;
4. Producing a similar response.

The Institute of Linguists' (IoL) Diploma in Translation is the most widely known initial qualification for translators in the UK. In the IoL's *Notes for Candidates*, 16 (1997) the criteria for assessing the translations are given:

1. Accuracy: the correct transfer of information and evidence of complete comprehension; the appropriate choice of vocabulary, idiom, terminology and register;
2. Cohesion, coherence and organization;
3. Accuracy in technical aspects of punctuation, etc.

Accuracy is in some ways the modern linguistic equivalent of faithfulness, spirit and truth; in the IoL text, there is an attempt at closer definition of accuracy, comprising 'correct transfer of information' and 'complete comprehension'.

Similar criteria are repeated in UNESCO's *Guidelines for Translator* (2010). Accuracy is again the very first requirement. The description of the aim of translation is that, after reaching an understanding of what the ST writer 'was trying to say', the translator should put this meaning into (in this case) English 'which will, so far as possible, produce the same impression on the English-language reader as the original would have done on the appropriate foreign-language reader'. This bears quite close resemblance to the wording of Schleiermacher's recipe (1991) for moving the reader towards the author. Yet the method Unesco suggests as appropriate for achieving this is not to follow an 'alienating' strategy but to find an intermediate way between something that 'sounds' like a translation and something which is so 'aggressively characteristic' of the translator's idiolect that it strikes the reader as 'unusual'.

There are several additional points of particular interest concerning the Unesco criteria: First, the balance between the two poles ('sounding like a translation' and being 'aggressively characteristic') is described using an image ('a perpetual feat of tight-rope walking') which is very close to Dryden' (1968) famous simile of the clumsy literal translator as 'dancing on ropes with fettered legs'. Second, the UNNESCO document makes allowance for the TT readers, who are sometimes non-native speakers of the TL. Third, the suggested solution varies according to text type: the style of articles translated for periodicals should be readable, while politically sensitive speeches require a very close translation to avoid being misinterpreted.

#### 2.2.4 Translation Equivalence

Chesterman (1989) notes that equivalence is obviously a central concept in the translation theory. Equivalence is influenced by a variety of linguistic and cultural factors and is therefore always relative (Baker 1992: 6).

Kenny (1997: 77) summarizes criticism that has targeted the circularity of the definitions of equivalence: equivalence is supposed to define translation, translation, in turn, defines equivalence.

Jakobson (1959; 2000) states that the translator recodes and transmits a message received from another source. Thus translation involves two equivalent messages in two different codes. For the message to be 'equivalent' in ST and TT, the code-units will be different since they belong to two different sign systems (languages). From a linguistic and semiotic angle, Jakobson approaches the problem of equivalence with the following, now-famous, definition: 'Equivalence in difference is the cardinal problem of language and the pivotal concern of linguistics.'

The problem of meaning and equivalence thus focuses on differences in the structure and terminology of languages rather than on any inability of one language to render a message that has been written in another verbal language.

The old terms such as 'literal', 'free' and 'faithful' translation are discarded by Nida in favour of two basic orientations or types of equivalence (Nida 1964: 159).

These are defined by Nida as follows:

1. Formal equivalence:



Formal equivalence focuses attention on the message itself, in both form and content. One is concerned that the message in the receptor language should match as closely as possible the different elements in the source language (Nida 1964:159). Formal equivalence is thus keenly oriented towards the ST structure, which exerts strong influence in determining accuracy and correctness. Most typical of this kind of translation are 'gloss translations', with a close approximation to ST structure, often with scholarly footnotes, allowing the student (since this type of translation will often be used in an academic environment) to gain close access to the language and customs of the source culture.

2. Dynamic equivalence:

Dynamic equivalence is based on what Nida calls 'the principle of equivalent effect', where 'the relationship between receptor and message should be substantially the same as that which existed between the original receptors and the message' (Nida 1964: 159).

Another expert, Koller (1979) goes on to describe five different types of equivalence:

1. Denotative equivalence is related to equivalence of the extralinguistic content of a text. Other literature, says Koller, calls this 'content invariance'.
2. Connotative equivalence is related to the lexical choices, especially between near-synonyms. Koller sees this type of equivalence as elsewhere being referred to as 'stylistic equivalence'.

3. Text-normative equivalence is related to text types, with different kinds of texts behaving in different ways.
4. Pragmatic equivalence, or 'communicative equivalence', is oriented towards the receiver of the text or message. This is Nida's (1964) 'dynamic equivalence'.
5. Formal equivalence, which is related to the form and aesthetics of the text, includes word plays and the individual stylistic features of the ST. It is elsewhere referred to as 'expressive equivalence' and is not to be confused with Nida's (1964) term.

Translation involves far more than replacement of lexical and grammatical items between languages. Once the translator moves away from close linguistic equivalence, the problems of determining the exact nature of the level of equivalence aimed for begin to emerge (Bassnett: 1991).

### **2.2.5 Value Shift of Hedges in Translation**

In this research, some of hedges translation in *The Land of Five Towers* has shifted of value. Those can cause the culture in Indonesian as the ST is totally different to English as TT. As Salager Meyer (1994) states, hedging is often linked to purposive vagueness and tentativeness, which suggests that hedges are typically associated with an increase in linguistic fuzziness. This view can be traced back to Lakoff's work, which emphasized that natural language sentences are not often entirely true, false, or nonsensical, but rather somewhat true and

somewhat false, and that membership in conceptual categories is not a simple —yes no question, but a matter of degree (1972:458-459).

Brown and Levinson (1987) explicate Lakoff's work and say that hedges may be regarded as elements that can —modify the degree of membership of a predicate or noun phrase in a set. In this capacity, then, hedges can also be used to place the truth value of referential information somewhere on the continuum between absolute truth and falsehood.

From the theories above, the researcher takes conclusion that the truth value in hedges is suitable with Salager Meyer's theory (1994). The translation of hedges means transfer the hedges value from ST into TT. Then, the shift of hedges value in translation means that the truth value of the hedges words or phrases in the ST is not translated in the TT which make the value of the hedges in the TT is shifted.

#### **2.2.6 General Knowledge of Hedges**

According to Schroder & Zimmer (1997) hedging research has gone from a focus on semantics in the 1970s, to a pragmatic focus in the 1980s. Initially, hedging seems to have been regarded as a primarily negative phenomenon, expressing imprecision and fuzziness, but over time it has come to be perceived as a means of expression which authors use purposefully to express politeness and/or uncertainty. Historically, research on hedging has dealt mainly with two aspects, according to Mauranen (1997) and Hyland (1998), namely writers' reasons for using it, and the different means of expressing hedging.

Another expert, Markkanen & Schroder (1997) and Clemen (1997) state, hedging was first identified as a linguistic phenomenon in the mid-1960s.

However, it was linguist George Lakoff (1972) who first defined hedges more specifically as “words whose meaning implicitly involves fuzziness – words whose job is to make things fuzzier or less fuzzy.”

Essentially it represents an absence of certainty and is used here to describe any linguistic item or strategy employed to indicate either a) a lack of commitment to the truth value of an accompanying proposition or b) a desire not to express that commitment categorically. The term does not therefore include other attitudinal markers or devices which convey the writer's conviction; items are only hedges in their epistemic sense and only then when they mark uncertainty.

In addition, Webster's II, New Riverside Dictionary (1984) states, a hedge is any “deliberately ambiguous statement” or any equivocal statement. House and Kasper (1981) include hedges among other mitigating devices in their politeness marker category “Downgraders.” They call these devices hedges, play-downs, understaters, downtoners, or “minus” committers (House & Kasper, 1981).

Hedging is central to academic writing as it expresses possibility rather than certainty and collegiality rather than presumption. Scientific claims are rarely made without interpretive statements and these involve both assessments of probability and judgements concerning the impact of linguistic choices on readers (Hyland, 1998:viii).

Apart from Hyland, researchers such as Mauranen (1997), Hellspong & Ledin (1997), and Varttala (2002) acknowledge hedges as a genre-specific trait in academic discourse. The field of scientific research needs to use hedges due to its

very nature: predictions are uncertain, results preliminary, and findings modified over time. As Hyland (1998) points out, researchers cannot make claims which are inadequate or false. Hence, they use hedges to reduce the risk of losing face if proven wrong.

In Myers' (1989) discussion of the use of politeness in scientific writing, he groups all such linguistic devices under his category of "negative politeness and hedging," focusing less on the description of the linguistic devices themselves than on their purpose or motivation. He states, "Hedging is a politeness strategy when it marks a claim, or any other statement, as being provisional, pending acceptance in the literature, acceptance by the community—in other words, acceptance by the readers" (Myers :1989).

Myers goes on to point out that hedging can be realized in many different linguistic forms, and gives examples of the use of conditional statements, modifiers, verb choice, framing statements that indicate the weight a statement should have or the degree of doubt involved, and even statements of personal opinion.

Based on those statements, a hedge is defined as a word or phrase which expresses caution, hesitation or uncertainty regarding the truth value or level of precision in a statement.

### **2.2.7 Categories of Hedges**

Study of hedges started out as a semantic analysis (Lakoff, 1992). It has subsequently been pointed out that these hedges should be subdivided into

different types, and they are related both to semantic and to pragmatic indeterminacy (e.g. Kay, 1979; Lakoff, 1982; Chafe, 1994). Both Kay and Lakoff link hedges to cognitive schemata or 'idealized cognitive models (ICM)' (Lakoff, 1982).

By using hedges, the speaker explicitly adds or modifies contextual information, which makes it possible to operate relatively freely the scope of precision of an utterance. Pinkal (1985) classifies hedges according to the way in which they influence the status of precision of modified expression. These are classified by Pinkal as follows:

a. Modifying Hedges

Modifying hedges (e.g. 'fairly', 'too', 'typical') shift the scope of indeterminateness of utterance. Such hedges often modify relative expressions which are based on a scale of degree (e.g. something can be done with more or less hesitation).

b. Quantifying Hedges

Quantifying hedges (e.g. 'in every respect', 'in some respect') relate to characteristics of the whole scope of precision.

c. Despecifying Hedges

Despecifying hedges (e.g. 'roughly', 'kind of') extend the scope of indeterminateness, particularly of expressions which are indeterminate as to the periphery.

d. Specifying Hedges

These hedges are related to vagueness in terms of category membership in that they narrow down the scope of indeterminateness of concept or proposition, thus making it more precise.

One of the linguists, Sweetser (1981) introduced *evidentiality hedges*. Evidentiality hedges can be used to introduce fuzziness with respect to the speakers' degree of commitment to the truth of proposition being conveyed. They indicate the evidential status of statement being made (Sweetser, 1981 : 32). Examples are 'I think, it seems that, to the best of my knowledge, for all I know'.

In Hyland's Research Article (1998), the main categories of hedges are provided as below.

1. Content-Oriented hedges

These linguistic devices "mitigate the relationship between proportional content and a representation of reality, they hedge the correspondence between what the writer says about the world and what the world is thought to be like" (Hyland, 1996: 439, see also 1998 : 162).

2. Accuracy- oriented hedges

Hyland (1998) argues that in the context of RAs (Research Articles), these hedges deal with authors wish to be as precise as possible in cases the propositions put forth and the state of affairs in the world may not be in full correspondence.

- 1)...these subjects retained, *approximately* between 43 and 54%...

- a. Attribute Hedges

A hedge of this kind can indicate that “results vary from an assumed ideal of how nature behaves and allows a better match with familiar descriptive terms” (Hyland, 1998:164). Adverbs or adverbial devices which express precision in term of degree or frequency are among this hedge type.

b. Reliability Hedges

Reliability hedges such modal auxiliaries, full verbs, modal adverb, adjective, and nouns express a conviction about propositional truth as warranted by deductions from available facts, relying on inference, deduction, or repeated experience. They refer to present states and are usually in the active voice without writer agentivity” (Hyland, 1998:167).

2)...I *postulate* that in settings involving friends, relatives and...

3. Writer-Oriented Hedge

They are viewed as a strategy intended to “shield the writer from the possible consequences of negotiability by limiting personal commitment” (Hyland, 1998:170,172). In fact Hyland (1998) states that a central feature of such hedges is the absence of writer agentivity that involves impersonal constructions, passive voice, or other means of avoiding direct reference to the author.

4. Reader-Oriented hedges

These hedges deal mostly with the relationship between author and audience, they “confirm the attention writers give to the interactional



effects of their statements” and “solicit collusion by addressing the reader as an intelligent colleague capable of participating in the discourse with an open mind” (Hyland, 1996:446). Personal attribution, hypothetical conditions and questions are included in this category.

The significance of hedges becomes more evident as far as academic writing is concerned. Familiarity with these strategies may be a help for non-native writers to overcome the exhaustive norms of being accepted as the members of academic community since publishing a written academic genre such as RAs demand the authors’ demonstration of such familiarity with rhetorical constructions and social understanding of the community.

Research on LSP (Language for Specific Purposes) has repeatedly shown that hedges are crucial in academic discourse because they are central rhetorical means of gaining communal adherence to knowledge claims. Indeed, scientific “truth” is as much the product of social as that of an intellectual activity, and the need to convince one’s fellow scientific of the facticity of the experimental results explains the widespread use of hedges in this type of discourse.

Typically, hedges are expressed through the use of the following “strategic stereotypes”: Hedges can define become many types and they are based on their characteristics and functions. These types of hedges based on Meyer in Miller (1981:109 – 110), in his theory hedges can define as expressed through the use of the following.

1. Modal auxiliary verbs

Modal auxiliary verbs are the most straightforward and widely used means of expressing modality in English academic writing, the most tentative ones being: *may, might, can, could, would, should*.

The researcher uses Halliday's theory to explain the value of modal auxiliary verbs. In SFL (Systemic Functional Linguistics) based on Halliday (1994), modal auxiliary verbs can be divided into three levels, they are :

- a. Low level, consist of modal auxiliary *can, may, could, might*.

The modal auxiliary verbs above used if the probability something happen is very low or maybe it will not happen.

- b. Median level, consist of *modal* auxiliary verbs *will, would, should*.

The modal auxiliary verbs above used if the probability something happen is fifty-fifty percent, so it might be happen or not.

- c. High level, consist of modal auxiliary verbs *must*.

The modal auxiliary verbs above used if the probability something happen is 100%. So it must be happen, but high level of modal auxiliary verbs are not including into hedges because hedges means probability and fuzziness.

## 2. Modal lexical verbs

Modal lexical verb (or so called "speech act verb" used to perform act such as doubting and evaluating rather than they merely describing) of varying degree of illocutionary force: *to seem, to appear* (epistemic verbs), *to believe, to assume, to suggest, to estimate, to tend, to think, to argue, to indicate, to propose, to speculate*. Although a wide range of verbs can be used in this way (Banks,

1994), there tends to be a heavy reliance on the above-mentioned examples especially in academic writing.

### 3. Adjectival, adverbial, and nominal modal phrases

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

### 4. Approximators of degree, quantity, frequency and time

This can be realized through for example: *approximately, roughly, about, often, occasionally, generally, usually, somewhat, somehow, a lot of*.

### 5. Introductory phrases

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

### 6. "If clauses"

This is usually realized through the use of the following phrases: *if true, if anything*.

### 7. Compound hedges

These are phrases made up of several hedges, the commonest forms being: A modal auxiliary combined with a lexical verb with a hedging content (*e.g., it would appear*) and 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 *seem reasonable to assume* that); quadruple hedges (it *would seem somewhat unlikely* that, it *may appear somewhat speculative* that), and so on.

### 2.3 Theoretical Framework

Translation takes important role in development of education. The translator should know about many techniques in translation since many books are written in English. However, there are many problems as a translator in translating a source text (ST) into target text (TT) such as the different culture, context of situation, pattern language and so on.

This research will investigate the translation of hedges found in the dialogues from the Indonesian novel *Negeri Lima Menara* written by Ahmad Fuadi and the English version novel entitled *The Land of Five Towers* translated by Angie Kilbane. The main objective of this study is to know how the hedges are maintain in the dialogues of the novel when they are translated from Indonesian into English and how can the equivalence in form and meaning be achieved. The investigation approach of this study employed qualitative approach and conduct descriptive analysis, since the study concerns more with utterances than numerical data.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter states conclusions of the study and suggestions on the basis of the result of the study. Conclusions are derived from the data findings and interpretations of the previous chapter after analyzing the hedges in the Indonesian novel *Negeri Lima Menara* and its translation novel *The Land of Five Towers*. Furthermore, some suggestions are also given for those who are interested in conducting research related to this topic.

#### 5.3 Conclusions

The purpose of this study describe about the translation of hedges found in the source novel entitled *Negeri Lima Menara* written by Ahmad Fuadi. This Novel is translated into English by Angie Kilbane entitled *The Land of Five Towers*. This research found seven types of hedges. There are Modal auxiliary verbs, Modal lexical verbs, Adjectival, adverbial, and nominal modal phrases, Approximators of degree, quantity, frequency and time, Introductory phrases, If clauses, and Compound hedges. This research was designed as a qualitative research.

This Novel contains 780 utterances from chapter 1 until chapter 46. After going through data investigation process, there are 152 utterances that categorize as hedges. Those utterances are contains 85 (55.9% )Modal auxiliary verbs, 4

(2.6%) Modal lexical verbs, 6 (3.9%) Adjectival, adverbial, and nominal modal phrases, 23 (15.1%) Approximators of degree, quantity, frequency and time, 6 (3.9%) Introductory phrases, 23 (15.1%) If clauses, 5 (33 %) Compound hedges.

Based on the result of this analysis, some points can be drawn as follows.

First, the hedges value happens because of the contexts of the difference level (low, medial, high) between ST and TT. The other reasons are the difference of fuzziness and truth value when hedge is translated into TT by the translator.

Second, the meaning equivalent of the hedges is mostly achieved if the utterances in SL and TL have the same meaning. But, sometimes the hedges in SL cannot be fully translated into TL because it has the different language terminologies and background situation in both Novels. It is suggested that translators should understand not only the Target Language but also the Source Language. It will help the translators to achieve the equivalent concept and to find acceptable translation in translated the text.

#### **5.4 Suggestions**

Based on the research finding, the researcher has some suggestion. The writer suggests that the translator must be careful in case of pragmatic translation, especially in hedges translation. Because hedges create fuzziness meaning, oddity, and awkwardness between speaker/writer and hearer/reader that should be done by creativity and capability to convey the messages which may have some shifts or changes from source text (ST) to target text (TT). So the reader can easily understand the translation.

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