A Study on the Use of Hedging Devices Employed by the Main Character in the Novel of Step-Chain Teenlit Series Entitled “Healing the Pain” Written by Ann Bryant (A Sociopragmatics Approach)

THESIS

Submitted as a partial fulfillment of requirements for the Sarjana Sastra Degree in English Department Faculty of Letters and Fine Arts Sebelas Maret University

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FACULTY OF LETTER AND FINE ARTS
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2007
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PRONOUNCEMENT

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I stated sincerely that this entitled “A Study on the Use of Hedging Devices by the Main Character in the Novel of Step-Chain TeenLit Series Entitled ‘Healing the Pain’ Written by Ann Bryant” is originally and formerly written by the researcher. It is not a plagiarism, nor made by others. The belonging related to other people’s work are written in the quotation and included within the bibliography.

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Surakarta

Flurida Triawati

MOTTO
“Oh ye who believe!
Persevere in patience and constancy, vie in such perseverance, strengthen each other, and fear to Alloh SWT that be my prosper
(Holy Quran, Al-I-Imron: 200)

“If you can’t be a highway, be a trail. If you can’t be the sun, be a star. It’s not by size that you win or fail, be the best of what you are”
I Proudly dedicate this thesis to:

My Beloved Mom and Dad     My lovely

oldest sister, Renny

My gorgeous older sister, Dewi

My cutest Nephew, Dzaky

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bismillahirrahmaanirrohiim

In the name of Alloh SWT. There are no allies but Alloh, the one and the only. Deep gratitude is dedicated to Muhammad SAW, the last messenger who led people from darkness to the sparkling light of Islamic way of life. Alloh SWT is the only we shall return to.

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Regardless of my hard work to do my best, I realize that this thesis is still far from being perfect. That is why suggestion and supportive criticism will be kindly accepted. Finally, I except that this thesis will be beneficial for English Department students and for those who are interested in linguistics, especially Sociopragmatics.

Surakarta, June 2007

Flurida Trawati
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ABSTRACT


This research was conducted to describe the kinds of hedging devices of woman speech in the novel of step-chain teen lit series entitled ‘Healing the pain’, to identify the strategy of the main character in applying the hedging devices in the novel of step-chain teen lit series and to find out the reason why the main character applies the hedging devices in the novel of step-chain teen lit series.

This research uses sociopragmatics approach, it is a descriptive study and it employs a total sampling as the sampling technique. The researcher employed novel of step-chain teen lit series entitled ‘Healing the Pain’ as the source of data. The data of this research are dialogues containing hedging devices of woman speech used by Ashley as the main character in the novel of step-chain teen lit series entitled ‘Healing the Pain’. They are classified by Robin Lakoff’s classification of the hedging devices.

The result of this research can be seen as follows:
First, there are five types of hedging devices in the novel of step-chain teen lit series namely Lexical Hedges, Tag Questions, Question Intonations, Superpolite Forms, Euphemisms. Second, most of the hedging devices are influenced by these factors: (1) Ashley considers the status of her interlocutor and the context of situation, (2) the strategy of applying the hedging devices has to be matched with the body language, even tough it can not be seen straighthly but the description in the end of each dialogue show how Ashley’s utterances match with her body language. Third, the main character applies each type of the hedging devices because she has some reasons, the reason can be seen as follows:

- **Lexical Hedge**
  a. Well: the character has the reason to give information although she is less sure about it, to convince the speaker herself, to show uncertainty and to open the conversation in order to get the truth information about uncertain matter.
  b. Oh: the character has the reason to stop the conversation and to make correction about the speaker’s uncertain opinion.
  c. You know: the character has the reason to convince another person about the speaker’s opinion even though she is quite sure another person will agree with her, as a small talk in the beginning of the conversation in order to convince the speaker herself.
  d. I think: the character has the reason to express the speaker’s opinion and to show uncertainty.

- **Tag Question** is employed to soften negative comments and to show uncertainty.

- **Question Intonation** is used to declare something in which the speaker quite sure, to express uncertainty and to show an excitement feeling of something.

- **Superpolite Form** is applied to show solidarity.
Euphemism is said to hide the taboo and to soften negative expression. Based on the conclusion above, it is expected that this research will be useful for future researchers who are interested in studying more about women speech, especially about the hedging devices of teenage speech since the number of study about teenage speech is still limited, they can analyze it from different point of view and other data sources such as comics or film.

CHAPTER I

Introduction

A. Research Background

Language is an instrument of human being in a society. Through a language people can express their ideas, wants, thought, knowledge and feelings. It can be used to communicate with other people because in daily life, we do interaction with other people. Trudgill states that language is not simply as a means of communication information; it is also a very important means of establishing and maintaining relationship with other people (1992: 31). Generally, to create a successful communication, a speaker should use the most appropriate variety according to who the addressee is, where the conversation occurs and what the topic of conversation is. Therefore, language always reflects the social and cultural phenomena occurred. It plays significant roles in maintaining relationship among people.

The differences between a man and a woman speech in society become the one of significant phenomenon, which also differentiates their social roles and functions. This is clearly reflected in linguistic behavior of women and men (Holmes, 1992: 66). Both of a man and a woman use distinctive style of speech to identify and express themselves. According to Wardhaugh women tend to be less innovative than men in their use of language. Women also tend to use certain words in different ways from men and use
some words that men do not use (1976: 128). Men and women differences in speech have been found in every society since they are different creatures. The contrast between the linguistic forms used by women and men is really different degrees in all speech communities. There is a claim that women are more polite than men linguistically.

Women use favored linguistic forms as a way of achieving status through the use of linguistic features, which deny them in other aspects of life (Key, 1975, cited in Fasold: 1990). The use of standard speech forms is due to the fact that women are more status conscious than men. Holmes explains that the reason why women use more standard forms can be clarified into four different explanations; the first, appeal is to social class and its related status for an explanation, the second refers to women’s role in society, the third is women’s status as a subordinate group, and the fourth is the function of speech in expressing masculinity (1992: 171).

Talking about women speech, there are some women speech strategies. One of the speech strategies is a hedging. Robin Lakoff concludes that women use more hedging than men, women may answer a question with a statement that employs the rising intonation pattern which is usually associated with making a firm statement (cited in Wardhaugh, 1998: 314). Lakoff states that hedging is women’s language. Although based on her research, she claims both kinds of modifiers are evidence of unconfident speaker. The modifiers are the hedging and the boosting devices. The hedging devices explicitly are an indication of lack confidence, while the boosting devices reflect the speakers’ anticipation that the addressee may remain unconvinced and therefore supply extra encouragement. Lakoff claims women use the hedging devices to express uncertainty (cited in Holmes, 1992: 316). She also defines hedges as words or phrases, of which
function is to make things fuzzy or less fuzzy, implying that writers are less committed to the certainty of the referential information they present in their writings.

Robin Lakoff has claimed that women use linguistic features such as the lexical hedges and the super polite forms more regularly than men do. It can be seen from the following example:

Ashley: ‘You know when you first met Ben, when he was a patient in hospital?’
Mum: ‘Yes’
Ashley: ‘Well, what was he in hospital for?’
Mum: ‘He had a broken rib and a few other more minor injuries.’

In this example above, the participants are mother and her daughter, Mum and Ashley. It is clearly that the character, Ashley, in the novel employs types of hedging devices. The statement “well, what was he in hospital for?” is a lexical hedge given by Ashley to Mum.

The reason why Ashley uses lexical hedge ‘well’ here is to start the conversation, because Ashley wants to make herself sure about her friend’s story about her stepfather, Ben, by crosschecking her understanding with Mum, Ashley remembers that Mum met Ben for the first time was in a hospital. That is why Ashley tries to deliver her utterance carefully and politely. The use of lexical hedge ‘well’ here is to start the conversation between Mum and Ashley in order to make herself sure in recognizing Ben. Therefore, the function of lexical hedge of ‘well’ here is that Ashley wants to open the conversation with Mum and she also want to know the truth information about uncertain matter in which she has already heard before about Ben.

Based on the phenomenon above, it is interesting to analyze the variety of
linguistic features of woman speech especially in hedging devices in the novel of step-chain teenlit series entitled ‘Healing the Pain’, it is an interesting research since the main character in this novel tend to use certain linguistic features such as lexical hedge, superpolite forms, euphemisms, tag questions, and question intonations which has different function one another.

B. Problem Statement

Based on the research background, the problem statements are arranged as follows:

1. What are the kinds of hedging devices in women speech employed by the main character on the novel of step-chain teenlit series entitled ‘Healing the Pain’?
2. How does the main character apply the hedging devices on the novel of step-chain teenlit series entitled ‘Healing the Pain’?
3. Why does the main character on the novel of step-chain teenlit series entitled ‘Healing the Pain’ employs hedging devices in women speech?

C. Problem Limitation

This research is mainly conducted in order to analyze hedging devices of women speech from sociopragmatics point of view. Women speech itself has many features such as interaction, gossip, hedging and boosting. Therefore, to limit this research the researcher focuses on hedging devices of woman speech in the novel step-chain teenlit series entitled ‘Healing the Pain’ based on Robin Lakoff’s classification.

The hedging devices that are analyzed namely lexical hedges, superpolite forms,
euphemisms, tag questions and question intonations. In short, the research centers on the woman speech found in the novel step-chain teenlit series. Thus, for that reason the research focuses on the hedging devices of woman speech in the novel step-chain teenlit series. Hence, the other types of hedging devices of woman speech found in the other sources are out of the scope of this thesis.

D. Research Objectives

The objectives of the research are:

1. To describe kinds of hedging devices in woman speech employed by the main character on the novel of step-chain teenlit series entitled ‘Healing the Pain’
2. To identify the strategy of the main character in applying the hedging devices on the novel of step-chain teenlit series entitled ‘Healing the Pain’.
3. To figure out the reason that leads the main character to employ hedging devices in woman speech on the novel of step-chain teenlit series entitled ‘Healing the Pain’.

E. Research Benefit

The research is expected to be beneficial for:

1. Students:
   The research result is expected to give an additional knowledge in order to improve their understanding about the women speech, especially about hedging devices of women speech.
2. Other researchers:
   The result of this research can be used as a reference to carry out further research on
women speech, especially about hedging devices of women speech.

**F. Research Methodology**

This research is qualitative that employs a descriptive method. In qualitative research, the samples are taken selectively based on particular purposes. Sutopo states that the qualitative research would rather use purposive sampling than random one (2002: 36). Therefore, purposive sampling technique was decided to apply in this research. The procedures of this research are collecting data, classifying, analyzing and interpreting the data. Bodgan and Taylor argue that a qualitative methodology refers to the research procedures which bring about descriptive data both in written and spoken forms available to be examined (Moleong, 1990: 3).

The researcher in this research analysis the data by using sociopragmatics approach to determine the relationship of the appearance of hedging devices of woman speech with the constellation of participants, topic and setting under the division of ethnography of communication and social dimension. Thus, the data of this research are all dialogues of the novel step-chain teenlit series entitled ‘Healing the Pain’ which are containing hedging devices.

**G. Thesis Organization**

This thesis is divided into five chapters. It is arranged as follows:

Chapter II: Literature Review; which covers Sociolinguistics, Ethnography of Communication, Pragmatics, Language and Gender, Hedging devices, Kinesics, Summary of Novel, Review of related study.

Chapter III: Research Methodology; which covers Research Methodology, Source of Data, Sample and Sampling Technique, Technique of collecting Data, Data Encoding, Technique of Analyzing Data.

Chapter IV: Data and Analysis; which covers Introduction, Classification, and Data Analysis of Lexical Hedges, Tag Questions, Question intonations, Superpolite forms and Euphemisms.

Chapter V: Conclusion and Suggestion.

**CHAPTER II**

**LITERATURE REVIEW**

In order to solve the problem of the research, some theories are needed as basic requirement. Therefore, this chapter discusses some theories related to the topic of the research which covers Sociolinguistics, Ethnography of Communication, Pragmatics, Language and Gender, Hedging Devices, Kinesics, Summary of Novel and Review of Related study.

**A. Sociolinguistics**

1. **Definition of Sociolinguistics**
Sociolinguistics is a study of the relationship between language and society (Holmes, 1992:1). Sociolinguistics explains why people speak differently in different social context and it is concerned with identifying the social function of language and the ways it used to convey social meaning. On the other words, sociolinguistics is used to establish and to maintain social relationship (Spolsky, Bernard, 1998: 6). It means that sociolinguistics believes that language is closely related to the users and the social structures of the users may influence the use of the language.

In short, sociolinguistics covers three aspects, they are: language, society and the correlation between language and society. Hence, it is clear that sociolinguistics concerns with language in the relation to the society. Therefore, sociolinguistics stresses on analyzing language rather the social structure. Sociolinguistics indeed is not only talking about language what it used in the social community but also pays attention to the questions how and why people use certain language when they interact in the social life.

Holmes concludes that not all factors are relevant in any particular context but they can be grouped in ways which are cooperative. In any situation, linguistic choices will reveal the influence of one or more of the following components:

1. The participants
   a. Who is speaking and
   b. Who are they speaking to?

2. The setting or social context of the interaction: where are they speaking?

3. The topic: what is being talked about?

4. The function: why are they speaking? (1992: 12)
2. Scope of Sociolinguistics

According to Wardhaugh, sociolinguistics has two approaches in analyzing a language, they are: micro sociolinguistics and macro sociolinguistics analysis (1998: 12). Micro sociolinguistics studies how social structure influences the way people talk and how language varieties and patterns of use correlate with social attributes such as class, sex and age. It belongs to the individual approach. On contrary, macro sociolinguistics studies what society does with language in their community. In micro sociolinguistics, the attitudes and attachments account for the functional distribution of speech forms in society and the interaction of speech communities. Macro sociolinguistics talks about larger scope than micro sociolinguistics because it is not just about one person but one speech community.

According to Trudgill, micro sociolinguistics is a term sometimes used to cover the study of face-to-face interaction, discourse analysis, conversation analysis and other areas of sociolinguistics involving the study relatively small groups of speakers (1992: 52). On the other hand, macro sociolinguistics is a term sometimes used to cover secular linguistics, the sociology of language, and other areas involving the study of relatively large groups of speakers (ibid: 51). Generally, it discusses communal behavior.

The focus of the discussion is hedging devices of woman speech; therefore the researcher takes micro sociolinguistics as the frame of study and all of the theories used are under the scope of micro sociolinguistics study.

3. Dimension of Sociolinguistics
Sociolinguistics is interested in identifying ways of describing and explaining the relationship between language and the social context in which it is used. It is also useful to take account of four different dimensions for sociolinguistics analysis.

According to Holmes, there are four social dimensions during the communication (1992: 376). These are:

1. Social distance/Solidarity

Social distant or solidarity is useful in emphasizing how well the participants know each other. How well we know someone is one of the most important factors affecting the way we talk to him or her.

2. Status/Power

Status/power points to relevance of relative status in some linguistic choices. The dimension also accounts for variety of linguistics differences in the way people speak. A variety of linguistics differences are a way to signals our social status in a community. The various ways in choosing words can show us whether we are superior, subordinate, or equal.

3. Formality

This dimensions accounts for speech variation in different settings or context, whether a formal or informal situation.

4. Function

Language serves many functions, but in all communities the basic function of referential and affective (social) meaning. The speakers have other varieties which they use with their friends for social and affective functions. Every language presents means of expressing social meaning as well as referential
meaning, and the choice between alternative ways of saying the same thing frequently involves a consideration of this dimension. In other word, the more referentially oriented the interaction is the less it tends to express the feeling of the speaker.

B. Ethnography of communication

1. Definition of Ethnography of Communication

To recognize the speaker of a particular language in particular community, the community should organize their social life. For the reason, it is necessary to know the ethnography of community means studying the dynamics of communication in social groups.

Hymes stated that ethnography of communication is a description of all the factors that are relevant in understanding how that particular communicative event achieves its objectives (Wardhaugh, 1998: 242). It has correlation with Spolsky’s opinion that the major value of ethnography of speaking of sociolinguistics is in setting up an approach to language that goes for beyond the attempt to account for single written or spoken sentences. It widens the scope to include all aspects of the speech event. This proves invaluable in considering the structure of one of the commonest of speech event, the conversation, when two or more people speak to each other (1998: 15).

In brief, it can be concluded that the discipline studying the use of language in relation to social and cultural values is called the ethnography of communication. The essential concepts of ethnography of communication are speech community. It is
necessary to know the concept of speech community, which has relationship with speech situation, speech event, and speech act.

2. Speech community

According to Gumperz in Chaika (1994: 309) speech community is a group of speaker who share a set of norms about the use of a language or languages. One of fundamental notions which ethnography of community must deal is ways of speaking because it has a strong inter-relationship with speech community. Different speech communities may have different ways of speaking. Studies of speech communities reveal the social stratification, social networks, and relevant social groupings. People within one community do not speak the same way. Sociolinguistic studies reveal that each community has different values and these are reflected in different social markers in speech.

Therefore, groups of people who become the member of speech community do not only employ the same forms of language, but also use the same norms of language. Concerning with the scope of community, Spolsky states that there is no theoretical limitation on the location and size of speech community. It is the abstract “space” studied in sociolinguistics, the location in which the patterned variation in selection from the available repertoire takes place. In the practice, it is defined by its sharing a set of language varieties (its repertoire) and a set of norms for using them (1998: 24).

Therefore, it can be concluded that a speech community is not only a group of people who use the same variety, but also those who have the same norms for its appropriate use. People change their norms for speech behavior to conform to the
appropriate speech community by adding, subtracting, and substituting rules for communicative behavior.

3. Organization of Speaking

Within a speech community, there are three interconnected units of interaction called speech situation, speech event, and speech act. The speech act is part of speech event. Then, speech event takes place within speech situation and may consist of one or more speech acts. For example, an apologize might be a speech act that is part of conversation (a speech event), which takes place at a party (a speech situation).

Speech act is the minimal term of the set just discussed. It concerns the speaker’s communication in producing an utterance. The speaker normally expects that the hearer will recognize his or her utterance. Yule (1996: 48-49) says that a speech act is action performed via utterances. In English, they are commonly given more specific labels like apology, complaint, invitation, promise, and request. There are three actions that can be created by the speaker in the conversation, pragmatically.

a. Locutionary act: the basic act of utterance, or producing a meaningful linguistic expression.

b. Illocutionary act: is performed through the communicative force of an utterance. Illocutionary act is the act of getting audience’s recognition from the speaker’s meaning. It is the making of statement, offer, promise, or for some other communicative purpose.
c. Perlocutionary act: a simple utterance has a function to bring the effect from the utterance. What a person does as the response of what we intend is called perlocutionary act.

The essential thing of a speech event is about one person trying to get another person to do something without risking refusal or causing offense. The speech event can be known from a set of utterances produced in the kind of situation. Based on Trudgill, speech event is a higher-level unit for analysis of conversational interaction than speech act. A speech event consists of one or more speech acts (1992: 70). It occurs in a non-verbal context.

Several speech events can occur successfully or even simultaneously in the same situation. Based on Hymes, there are certain components of speech that we should look for, although there are more than eight such components. Dell Hymes puts them into eight groups, each labels with one of the letters of the word ‘SPEAKING’ (1972: 59-65) they are:

a. **Situation** consists of two basic elements: setting and scene. The setting is about the physical circumstances of communicative event, including the time and place in which the conversation occurs, while scene refers to the psychological setting or cultural definition of an occasion as a certain type of scene. In daily life, the same person in the same setting may redefine their interaction as a changed type of scene from formal to informal, serious to festive, or the like. Speech acts is frequently judge as appropriate or inappropriate in relation to scene.
b. **Participant** refers to the speaker/ addressee/ sender and hearer/ addressee/ receiver who are involved in a conversation. Speaker is the person who is speaking or doing action. Hearer is the person to whom the speech is delivered.

c. **Ends** refer to the purpose of the speech events and speech acts. This purpose is divided into outcome and goal.

d. **Act** sequence consists of message form and content. The message form can direct speech or indirect speech. The message form is about how something is said and message content is about what is said. Message content is the topic of the speech. Both involve communicative skills that vary from one culture to another. Speakers have to know how to formulate speech events and speech acts in ways that their culture values and also how to recognize what is being talked about.

e. **Key** refers to the tone, manner, and spirit in which an action is done. It also refers to the feeling, atmosphere and attitude in which a conversation occurs. In general, manner, feeling and attitude are used in reference to the participants, whereas the others namely tone and atmosphere are used in reference to the setting. Nonverbal actions such as gesture, bodily movement, face expression maybe used in signaling of key.

f. **Instrument** includes both channel and form of speech. By channel, it is means the way a message travels from one person to another, for example spoken and written. By forms of speech, it means language and their subdivisions, codes, dialect, varieties and register.
g. **Norm** divided into norms of interaction and norms of interpretation. Norms of interaction is the rules about when, how, and how often speech occurs, while norms of interpretation involve trying to understand what is the actual word used.

h. **Genre** means speech categories such as daily language, prayer, teaching, lecture, play, commercial, form letter, etc.

4. **Communicative Competence**

Communicative competence is a linguistic term, which refers to a learner’s second language ability. It not only refers to a learner’s ability to apply and use grammatical rules, but also to form correct utterances, and know how to use these utterances appropriately. The term unifies the view of language learning implicit in the communicative approach to language teaching (http://en.wikipedia.org/wiki/communicative_competence). On contrary, according to Dell Hymes communicative competence is a member of a speech community that has rules of the language and norms of communication. He also states that knowing the grammar, phonology, and lexicon of a language is not enough. Based on Hymes, language use is not in certain society but in the speech community.

When we learn to use language, we learn how to use it properly in order to do certain things that people do with that language. According to a 1980 paper by Canale and Swain which has become canonical in applied linguistics, communicative competence consists of four components:

1. Grammatical competence : words and rules
2. Sociolinguistics competence : appropriateness
3. Discourse competence: cohesion and coherence

4. Strategic competence: appropriateness use of communication strategies

The understanding of communicative competence has been influenced by the field of pragmatics and the philosophy of language concerning with speech acts (http://en.wikipedia.org/wiki/communicative_competence). In brief, communicative competence constitutes everything involving the use of language and other communicative dimensions in particular social setting.

C. Pragmatics

The general definition of pragmatics are meaning in use or meaning in context. There are aspects of semantics, particularly semantics of the type developed since the late 1980s which could well come under the heading of meaning in use or meaning in context (Thomas, 1995: 2)

According to Yule, pragmatics is the study of the relationship between linguistic form and the users of the forms. Pragmatics allows humans into the analysis. The advantage of studying language via pragmatics is that one can talk out people’s intended meanings, their assumptions, their purpose or goal, and the ends of actions that they are performing when they speak (1996: 4).

Leech in Trosborg redefines pragmatics for the purposes of linguistics as the study of meaning in relation to speech situations and he deals with utterance meaning rather than sentence meaning (1995: 6)
From above definition, pragmatics can be defined as a study which understands the utterances meanings of the speaker based on the situation when the utterances happen.

D. Language and Gender

Gender has close relationship with the sexual differences and sex differences, and then in language it often becomes the controversial issue. A central characteristic of gender and language research is that about the differences itself. This phenomenon comes from the fact that male and female is different creature. Male and female differences in speech have been found in every society. It is concerned with differences between woman and man in the way that they use language.

There is assumption that women are less assertive in their speech than men. Women use fewer taboo forms and more euphemisms than men, women are more conservative in their speech and at the same time more sensitive to matters of correctness, women are also more polite in their speech. In Lakoff analysis, she clearly considered women’s language to be inferior to man’s language which she describes as direct and clear (Weatherall, 2002: 57).

The linguistic forms used by women and men are different in all speech communities. It is claimed that women are more polite than men linguistically and that women and men emphasize different speech function (Holmes: 1992). According to Holmes, there is explanation why women speak with those languages. There are four reasons such as the social status, women’s role in society, subordinate group, and expressing masculinity (1992: 171)
• The social status explanation

Women use more standard forms in their speech than men because they more concern with social status than men. Women realize that the way they speak become the signal of their social status in the community. As we know, a standard speech form is assumed with high social status. Therefore, women apply more standard form indicating that they have higher position in the society than the others.

• Women’s role in society

In the society, there is a claim that women usually have better behavior than men. In society, boys are more freedom than girls. In women life, they have to keep their roles and politeness. Women cannot break a rule as the men do. Women are designed as the modeling correct behavior in the community. Hence, society also expects women to speak more correctly and standard than men.

• Subordinate group must be polite

A third explanation that has been proposed for women’s use of more standard forms is that people who are subordinate must be polite (Holmes, 1992: 173). There is a claim in the society that women have to speak carefully and politely because they have lower status than men in patriarchal society. Therefore, as subordinate or lower status, they have to speak politely to higher status or superordinate which are men. Thus, women use more standard form to respect the superordinate. On the other word, we can say that women want to be valued when they use standard speech form. They do not want to lose their face in the society. They want to get respect from the other.

• Vernacular forms express machismo
Men prefer using vernacular forms than using standard forms because it brings masculinity and toughness. As the mentioned before, so women avoid to use vernacular because such a form is identify of men language. Thus, women to express the feminine use standard forms.

E. Hedging Devices

According to Hyland (1998: 1) Hedging is most appropriately described as “either (a) a lack of complete commitment to the truth value of an accompanying proposition, or (b) a desire not to express that commitment categorically” (cited from Http://www.hawaii.edu/sis/uwhpesl/19_1/wishnoff.doc). It has received most attention in casual conversation where it is extremely common and represents a significant interpersonal and facilitative communicative resource for speakers (eg Stubbs, 1986; Coates, 1987; cited from Hyland, 1998: 9). As a result, speakers use hedges when they wish to create an informal or congenial atmosphere, facilitate turn taking, sustain discussion, show politeness, mitigate face-threats or disguise deficient knowledge and vocabulary. Therefore, hedging has also been said as a means of signaling the distance between a speaker and what is said, and then as a means to structure organizational roles and negotiate discourse statuses (He, 1993; from Hyland, 1998: 9)

However, Lakoff says then that hedging devices are one of the women speech strategies. She claims that there are two kinds of modifiers of women speech strategies namely hedging devices and boosting devices which are evidence of an unconfident speaker (Holmes, 1992: 316)
Hedges have multiple functions. They can add a degree of uncertainty and non-commitment to an utterance and indicate that a speaker does not want to give up his or her speaking turns yet (http://en.wikipedia.org/wiki/hedges). This leads us to consider which phrases or words can act as hedging devices since it can be left out without changing the contents of the sentences.

Essentially, Robin Lakoff characterizes the women’s language as follows:

1. Women often seem to hit phonetic points less precisely than men.
2. Women’s intentional contours display more variety than men.
3. Women use diminutives and euphemisms more than men.
4. Women make more use of expressive forms (adjectives and not nouns or verbs and, in that category, those expressing emotional rather than intellectual evaluation) than men: lovely, divine.
5. Women use forms that convey impreciseness: so, such.
6. Women use hedges of all kinds (well…’, I don’t really know, but, maybe…’) more than men.
7. Women use intonation patterns that resemble questions, indicating uncertainty or need for approval.
8. Women’s voices are breathier than men’s.
9. Women are more indirect and polite than men.
10. Women will not commit themselves to an opinion.
11. In conversation, women are more likely to be interrupted, less likely to introduce successful topics.
12. Women’s communicative style tends to be collaborative rather than competitive.
13. More of women’s communication is expressed nonverbally (by gesture and intonation) than men’s.

14. Women are more careful to be ‘correct’ when they speak, using better grammar and fewer colloquialisms than men (cited in Cameron, Deborah and Kulick: 2003, 49)

The basic function of hedging devices is to indicate that women are not committed to what they say. In other words, they avoid making explicit statements. The interpersonal function of hedge is to take account of the feeling of the addressee. Hedging devices are useful to express opinions but to soften them in the process (http://en.wikipedia.org/wiki/hedges).

However, she specifically divides hedging devices into five features. They are lexical hedges, tag questions, question intonations, superpolite forms, and euphemims.

1. Question Intonations

Intonation patterns of man and woman are different. Women use certain pattern associated with surprise and politeness more often than men. Lakoff, states that women may answer a question with a statement that employs the rising intonation patterns. The question intonation has a high rising tone at the end of the sentence. Rising intonation usually associated with question rather the falling intonations pattern associated with making a firm statement (Wardhaugh, 1998: 314). Lakoff claims women do this strategy because they are less unsure about their opinion.
Furthermore, when a rising intonation is used in a question it does not necessarily expect the addressee will agree with her statement because she is also not sure with her own opinion. She uses a question intonation because she does not really sure her statement is true. Therefore, she uses the question intonation in her utterance.

Example: ‘you go to the club with me tonight, Dean?

It is the sentence that uttered by the girl to her boy friend, since she declares to her boy friend that he should go with her tonight. However, she is unsure with her boy friend’s response, so she uses this strategy. Thus, she says with the rising intonation. It has been mentioned before; the rising intonation has same function as the question intonation. We can also look that this is not the correct question sentence. It is like declarative, but it uses the question intonation. Even though, it uses the question mark.

The phenomenon of significant rise at the end of a declarative utterance has become so commonplace. The media have picked up and dubbed it as the up talk. It is characterizes as feminine, insecure, and lack of confidence. Question intonations are viewed as weakening usage, characteristics of the powerless, and the feminine.

2. Superpolite forms

Talking politeness also involves about the other feeling. We have to think that our utterance will hurt the other or not. Superpolite form also indicates about social distance or solidarity and status of the participant. Being polite person, we have to understand the social values of certain society. It is not just about saying ‘please’ and ‘thank you’ in the right situation (Holmes, 1992: 297).

There are two dimensions between two different types of politeness. According to Holmes politeness consists of:
a. Negative politeness: pays people respect and avoid intruding on them. Indirect directives express negative politeness. Negative politeness expresses the respecting status differences. Using title and last name to your superiors is the example of expression of negative politeness (1992: 297)

b. Positive politeness: is expressing solidarity and minimizing status differences. Informal style, which uses slang or call first name, to subordinate will have the same function as positive politeness.

Politeness can be accomplished in the situation of social distance or closeness. Showing awareness for another person’s face when the other is socially close is often described in terms of friendliness or solidarity. The positive politeness is an utterance which is concerned to show solidarity, emphasize that both speakers want the same thing, and that they have a common goal. A positive politeness strategy leads the speaker to appeal to a common goal and even friendship. Then, negative politeness strategy is mostly typical form in a question containing modal verb (Yule, 1996: 64)

a. Negative politeness strategy

Ex: ‘Could you lend me a pen?’ (Ibid)

It is a negative politeness because it gives the opportunity for the other to answer in the negative to the question. On the other word, if you use this strategy, the other can give refusal to your question.

b. Positive politeness strategy

Ex: ‘Hey, buddy, I’d appreciate it if you’d let me use your pen’ (Ibid: 64)

The speaker decreases the opportunity to the other to answer in negative answer or to refuse your demand.
3. Lexical Hedges

A lexical hedge is one of five linguistics features of women speech strategies introduced by Robin Lakoff. A lexical hedge is a hedging device which is semantically empty phrase such as *like, well, uh, um* and *you see* (Holmes, 1992: 315). It may express that the speaker is not committed to what she says and that they can be used to soften or mitigate utterances in order not to hurt the addressee’s feeling.

Yule also expresses about lexical hedges as follow:

“The speakers also seem to use expressions like ‘anyway’ or ‘well’, ‘I think’ to indicate that they may have drifted into a discussion of some possibly non-relevant material and want to stop” (1996: 38)

He gives example from the description above:

a. As far as I know, they’re married.

b. I don’t know if this is clear at all, but I think the other car was revising.

Both examples indicate that the speaker is not certain or uncertain about the topic that she’s talking. Thus, the speaker uses lexical hedges such as “I think” and “as far as I know”. The speaker is not sure about the information that she knows, so she says the information that they are married with “as far as I know”. In the second sentence, she uses “I think” to tell her opinion even though she is uncertain about her own opinion.

A conversation without any of these small words would sound unnatural. The best proof that we need these lexical hedges comes from a simple test that everyone can do while speaking on the phone. When someone is listening to a person who has a lot to say, listen to her/him. You will hear her/him saying *hmm, oh, well, yeah,* etc at intervals of a second or two. When the listeners keep silent after five to ten second, the speakers
will say, “hello, are you still there?” with worried voice. Therefore, lexical hedges do not always show uncertain feeling but it also has another function like the description above.

4. Tag Question

Eckert points out that tags contain an inverted auxiliary form, determined by the auxiliary in the main clause, and pronoun that agrees with the subject of the main clause. In other word, positive main clause gets a negative tag; a negative main clause gets a positive tag (2003: 167)

Holmes identified four distinct functions of tag questions:

- Epistemic modal, which are used to express uncertainty about information being conveyed.

  The girl reminding about her doll, Alice that had been taken away

  Ex: ‘Alice got taken away by the dustman, didn’t she?’ (The researcher source of data)

  The girl is not sure or uncertain about her doll whether the dustman took it away or not, so she uses this tag question strategy.

- Challenging which are confrontational. They may boost the force of an utterance or pressure someone into replaying. This has the function not to hedge, but rather to strengthen the negative force for the utterance in which it occurs.

  Superintendent to Detective Constable during interview criticizing the Constable’s performance.

  Ex: A: You’ll probably find yourself um before the Chief Constable, okay?

  B: Yes, sir, yes, understood. (1992: 319)
This strategy indicates the certainty of Detective Constable because he answers Superintendent’s question with ‘yes’ twice.

- Facilitative which invites the addressee to contribute to the conversation. It is usually used in the beginning of an encounter. Besides, the teacher to elicit talk from the student because the teacher wants to make it easy for the student to participate uses it.

  Host, Fiona, to Tom, a guest at her dinner party.

  Ex: ‘You’ve got new job Tom, haven’t you?’ (1992: 318)

  This tag does not express uncertainty of Fiona’s feeling that Tom has a new job, but Fiona, the host, those in leadership the roles who are responsible for success of an interaction in her party tries to invite Tom to the topic conversation. Fiona as the host of the dinner party does not want to one of her guest does not join and enjoy the conversation. Thus, she uses this facilitative way to invite Tom to contribute to the conversation.

- Softening which reduces the force of potentially negative utterances. This tag softens a directive or criticism. Therefore, this tag conveys the negative comment in soft way to mitigate the negative impact of the criticism.

  Wife to husband viewing flood on kitchen floor.

  Ex: ‘Well that wasn’t the best bit of plumbing you’ve ever done, was it?’ (p.319)

  The last tag question has function not to express uncertainty but the wife wants to soften her negative comment that she gives to her husband about the plumb.

  According to Holmes, facilitative and softening tags have a politeness function. Facilitative tags express positive politeness and softening tags express negative
politeness. Both of them come from the higher position to lower position. On the other hand, epistemic modal expresses uncertainty and Holmes find differences theory from Lakoff. Although epistemic tags convey the uncertainty, Holmes finds that men with the less powerful usually use this tag. It can be said that it is contradictory theory because Lakoff says that tag question applies the uncertainty of women but Holmes states that it is employed the uncertainty but by men. The last tag, challenging tags are usually used by women and are indicated as boosting devices. Therefore, tag questions do not always express uncertainty but there are another functions.

5. Euphemisms

Euphemism is about the meaning especially about how cultural meanings are expressed in language. Language has the function to avoid saying certain things as well as to express them (Wardhaugh, 1998: 234). People do not say certain things, not because they cannot be, but because people do not talk those things. Therefore, if people want to talk about those things, they just talk in their own community in very roundabout ways.

Talking about euphemism, we talk about one of the women speech strategies and it includes one of hedging devices. Women using euphemism in her speech indicates that she wants to avoid certain words. Thus, she changes those words with another word which is proper in society. According to Wardhaugh, we have employment of euphemism so as to avoid mentioning certain matters directly (1998: 234). In another word, woman uses euphemism to avoid saying certain words directly in her speech.

Euphemism often plays an important role in social bonding in such groups. It signals shared freedom from the control. Euphemism words and expression make us talking about unpleasant things and disguise or neutralize the unpleasantness such as the
subject of sickness, death, dying, unemployment and criminality. It also used to hide mentioning part of body, sex, and body functions directly. Euphemism allows us to talk unpleasant thing in the attractive way. Euphemism is used in order to make them sound better.

F. Kinesics

According to Chaika, Kinesics is the study of body motion (1994: 123). Human shares a basic repertoire of kinesics such as body motion, eye contact, facial expression, gazing, touching and smile. Some of that kinesics represents different meaning based on the culture and gender.

Communication is not just about the voice but it also includes about body motion and facial expression. Every body language has different meaning in different culture. Hall and Kendon say that it is extremely difficult to talk without using body motion and facial expression (in Chaika, 1994: 123). Chaika states kinesics is the technical term for all aspects of this silent language. It is often said that women are silenced but silence is not always or only an absence of expression (Eckert, 2003: 119).

Even though somebody keeps silent without saying anything, we can still know about his or her feeling from his or her body language. We know about the others feeling from the act that they do like take a deep breathe, lifting eyebrow, etc. For example, when you ask your girlfriend to go dinner with you, she may just lift her eyebrow without saying anything. In this case, you, as her boyfriend, know that her eyebrow lifting means she says “yes” to your invitation.
G. Summary of Novel

Ashley Ross is a 13 year old rebellious and selfish teenager. Ashley’s life is turned up side down when her Mum’s boy friend, Ben moves in. He is a novel writer and he is always poking his nose into things, checking up on Ashley and her little brother, Kieran. Ashley determined that Ben is not going to run her life, after all he is not her real Dad. However, she does not want he becomes her stepfather.

Someday, when Kieran was asked by Ben to buy stain remover to the shop, intentionally Ben made Kieran jogged faster than ever. Then, with Ben’s help, Kieran gets fit enough to join the school football team, something he is yearned for. And suddenly Ben and Kieran are best mates. Ashley feels like the odd one out since all her family members turn like Ben. Feeling upset, she begins to think about the past and why her real dad left home, maybe it was her fault. Ashley confides her problems to her school friend, Lucy, but it is overheard by Michelle, who has experiences of stepfamilies. At first, Ashley feels annoyed by Michelle, because she always wants to know anything about Ben. Michelle really does not have any idea why Michelle concerns about stepfather, but after they know each other well Ashley learns the shocking truth about Michelle’s ordeal. Michelle was often hurt by her mean stepfather, that is why she does not want Ashley has the same wound as she ever had.

A dolls’ picnic is the story writing which Ashley make as her English homework, unfortunately Ben is the one who helps her in doing this. It tells about how she treated her dolls by her age of 4 year old, she also talks about why Dad left home and
in her opinion it was all her fault in making Dad went away, it because of her bad behavior in treating her dolls. Incredibly, her story writing is selected as the best story in the story writing competition in her school and Ben is someone who announced it. Another shocking news is that Michelle tells her that Ben is the man who saved her life from her wicked stepfather.

Furthermore, Ashley discovers how Ben and her Mum really met for the first time; it was in a hospital when he had got injuries. It seems she has got Ben all wrong since he is a good man indeed. More over, he took a risk for Michelle’s life. At last, Ashley realizes that every some one new who comes to her life is not always has bad influences for her, because each person will have each lesson to be learned.

H. Review of Related Study

In conducting a research about women speech, especially about hedging devices the researcher is inspired by Gracia Dhian, who made a similar research, entitled “The Analysis of Hedging Devices of Black Women Speech in A Raisin in the Sun Play by Lorraine Hansberry”. It was conducted to describe the type of hedging devices applied by the main character in A Raisin in the Sun to identify the strategy of the main character in applying hedging devices in A Raisin in the sun and to find out the reason why the main character applies hedging devices in A Raisin in the Sun. The results of this research are:
first, there are five types of hedging devices in the play namely question intonation, superpolite forms, lexical hedges, tag questions and euphemisms. Second, most of the hedging devices are influenced by several following factors: Ruth considers the status of her interlocutor and the context of the situation, the strategy of applying the hedging devices has to be matched with the body language and Ruth applies Black English in her utterances. Third, the main character applies each type of the hedging devices because she has some reason: question intonations are employed to express uncertainty, to show shock expression and to show excited expression. Superpolite forms are used to protect woman face, to be valued by other, to show solidarity, to keep the relationship and to respect the other. Lexical Hedges ‘well’ are applied to open the conversation, to convince the speaker herself, to ignore the topic and to show uncertainty. Lexical Hedge ‘oh’ are applied to stop the conversation and to recover close relationship. Lexical hedge ‘you know’ are applied to give suggestion and to attract other’s attention. Tag questions are employed to invite the hearer to join in the topic and show uncertainty. Euphemisms are used to hide the taboo and to smooth the conversation.

This research will be different from Gracia Dhian’s research because this research is conducted to explore woman speech strategy which is taken from the novel of step-chain teenlit series that particularly it is about white teenage speech not black women speech. This research will discover lexical hedges of ‘well’, ‘oh’, ‘you know’, ‘I think’, tag questions, euphemisms, question intonations, and superpolite forms as the other part of hedging devices.

The same research that was conducted centered on women speech as the source of data but there is still limitation research which analyzes teenage speech as the source
of data in sociopragmatics research. In fact, teenage speech usually has more hedging devices than women speech. Yet, the study on woman speech in A Raisin in the Sun above has different focus from this present study. In this study, the researcher conducts a study on the use of hedging devices by the main character on the novel of step-chain teenlit series entitled ‘Healing the Pain’.

CHAPTER III
RESEARCH METHODOLOGY

A. RESEARCH METHOD

This research is a descriptive qualitative research. Bodgan and Taylor (in Moleong, 1990: 3) state that qualitative methodology is a research procedure which brings about descriptive data in the form of written and spoken words of the people or the behavior being observed. It means that the data are collected in the form of words, sentences, pictures and not in the form of numbers. The objective of descriptive method is to describe phenomena from the data analysis out of which a research conclusion will be drawn.

The data in this research are the hedging devices on the novel of step-chain teenlit series entitled Healing the Pain written by Ann Bryant. The hedging devices observed consist of lexical hedges of ‘well’, ‘oh’, ‘you know’, ‘I think’, superpolite forms, euphemisms, question intonations, and tag questions.

B. Data and Source of Data

Data source means the media or the object from which data are obtained
(Arikunto, 1986: 90). The source data of this research is the novel of step-chain teenlit series entitled Healing the Pain.

Arikunto (1986: 162) states that data are all facts and numbers which can be used as the material to find information. The data themselves may appear in the form of discourses, sentences, clauses, phrases, words, or even morphemes which can be obtained from books, newspapers, documents, archives, photos, or video/audio tapes (Subroto, 1992: 34). The data of this research are the Ashley’s hedging devices on the novel of step-chain teenlit series entitled Healing the Pain. It has been mentioned before that the data in this research include superpolite forms, question intonations, euphemisms, tag questions, and lexical hedges of ‘well’, ‘oh’, ‘you know’, ‘I think’ containing hedging devices uttered by Ashley’s character.

C. Sample and Sampling Technique

According to Hadi sample is a part of the data being observed (1983: 70). Sample is often called example which is a subset of the population (Gulo, 2002: 78). Thus, it can be said that sample represents the right description of population.

Sampling technique is a technique in taking sample from population (Gulo, 2002: 78). Concerning the nature of qualitative research, the researcher employed a purposive sampling method. By this method, the researcher took all the transcript of dialogues that occur on the novel of step-chain teenlit series which employ the forms of lexical hedges of ‘well’, ‘oh’, ‘you know’, ‘I think’, superpolite forms, question intonation, tag questions, and euphemisms applied by the main character, Ashley, on the novel of step-chain teenlit series entitled ‘Healing the Pain’.
D. Technique of Collecting Data

The data of the research were collected by doing the following step:

1. Reading the novel of step-chain teenlit series entitled Healing the Pain several times to comprehend the whole story.

2. Transcribing dialogues containing Hedging devices from the novel into the form of dialogue list as the data.

3. Classifying hedging devices from the data based on the types of hedging devices that are used by the main character, based on the theory of Robin Lakoff.
   a. Lexical Hedges (e.g LH)
   b. Tag Questions (e.g TQ)
   c. Question Intonations (e.g QI)
   d. Superpolite forms (e.g SF)
   e. Euphemisms (e.g E)

4. Giving the series numbers to the dialogues containing hedging devices as follow;
   - TQ/ 3/ 54/ Ashley/ Luce
   - E/ 2/ 16/ Ashley/ Granny

   TQ, E : the kind of hedging devices
   3, 2 : the number of the datum
   54, 16 : the number of the page in which the dialogue occurs
   Ashley, Granny : the name of the participants in which the conversation
E. Data Encoding

To make the classification and the analysis of the data in this research easier, the researcher gives some codes to each datum. The examples of data coding of this research are as follow:

- TQ/ 2/ 56/ Ashley/ Ben
- LH. d/ 1/ 16/ Mum/ Ashley

The first example is taken from datum number 2 page 56, and the participants are Ashley and Ben. The second example is taken from datum number 1 page 16 and the participants of the conversation are Mum and Ashley. Hence, 2 and 1 show number of data in the novel, whereas Arabic numbers in the end, 56 and 16 show pages of the novel, at last, Ashley and Ben, and then, Mum and Ashley show the name of the participants in the novel.

The capital letters, TQ and LH show data classification of the hedging devices on the novel. Particularly, small letter “d” after capital letter of “LH” shows type of lexical hedge. Furthermore, the detail of data classification and the hedging devices features can be seen below:

a. LH : Lexical Hedges
   - LH.a : “Well”
   - LH.b : “Oh”
   - LH.c : “You know”
   - LH.d : “I think”
b. TQ : Tag Questions
c. QI : Question Intonations
d. SF : Superpolite forms
e. E : Euphemisms

F. Technique of Analyzing Data

In this research, the technique of analyzing data is conducted in several steps:

1. Identifying the data.
2. Classifying hedging devices from the data based on the theory of Robin Lakoff.
3. Describing the strategy of hedging devices employed by the main character.
4. Explaining why the main character applies the kinds of hedging devices.
5. Drawing conclusion from the analysis of data and giving suggestion.

CHAPTER IV
ANALYSIS

A. Introduction

The main part of the research is data analysis. In this part the hedging devices of woman speech found on the novel of step-chain teenlit series entitled ‘Healing the Pain’ will be revealed and the conclusion can be drawn.

In achieving the goal, the analysis is divided into three subchapters: Introduction, Classification and Data Analysis. In the subchapters Classification, it presents Ashley’s utterance containing the hedging devices strategy. The 22 data that cover hedging devices are marked with the bold and italic words. In the subchapter Data
Analysis is subdivided into three parts: Context of situation, Data description and Data Interpretation.

First of all, Context of situation explains the context of each conversation. The context consists of participants, their relationship, and their status. It also includes the setting of place where the conversation was occurred, the topic of the conversation and the setting of time when the conversation was conducted. Second, Data description presents the transcription of each conversation that contains the hedging devices. Third, Data Interpretation explains the types of hedging devices, the choice of strategy, the reason of hedging devices are applied by Ashley, and then the function of using hedging devices employed by Ashley. Therefore, data interpretation will answer the problem statement.

From the data acquired, the researcher finds that there is five hedging devices occurred by Ashley in the dialogue. The number of hedging devices based on its classification is shown in the following list:

<table>
<thead>
<tr>
<th>Classification</th>
<th>Number</th>
<th>(Percentage) %</th>
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<tbody>
<tr>
<td>Lexical Hedge</td>
<td>12 data</td>
<td>60 %</td>
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<tr>
<td>- Well</td>
<td>5 data</td>
<td></td>
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<tr>
<td>- Oh</td>
<td>2 data</td>
<td></td>
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<tr>
<td>- You know</td>
<td>2 data</td>
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<tr>
<td>- I think</td>
<td>3 data</td>
<td></td>
</tr>
<tr>
<td>Tag Questions</td>
<td>3 data</td>
<td>12 %</td>
</tr>
<tr>
<td>Question Intonations</td>
<td>3 data</td>
<td>12 %</td>
</tr>
<tr>
<td>Superpolite Forms</td>
<td>2 data</td>
<td>8 %</td>
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</tbody>
</table>
**B. Classification**

The researcher takes 20 data purposively because each data has represented all of the forms of hedging devices. The researcher finds five hedging devices occurred in the conversation. It consists of lexical hedges (12 data), tag questions (3 data), question intonations (3 data), superpolite form (2 data), Euphemisms (2 data). In this below, there is all of the description of the hedging devices employed by Ashley.

<table>
<thead>
<tr>
<th>Euphemisms</th>
<th>2 data</th>
<th>8 %</th>
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<tbody>
<tr>
<td>22 data</td>
<td>100 %</td>
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The Description of Types of Hedging devices

a. Lexical Hedges

Ashley: ‘Arty-farty stupid thing to be, isn’t it? I dunno. I think I’d be quite proud if I got a writer living in my house. It’d help if I like English, but I hate it. And it’s got to be truly great, having to play music on the lowest volume known to man so I don’t block His Lordship’s creative channels.’

(Luce gives a sad smile to Ashley and put her arm around her) (Data LH.d/ 1/16/ Luce/ Ashley)

Ashley: ‘I thought Mum said you didn’t have to come and meet us. I am thirteen, you know’ (L.H.c/ 2/36/ Ben/ Ashley/ Kieran)

Ashley: ‘Well, God knows why, but he thought it was some kind of brilliant connection I’d made and he said it would be really cool if I rewrote the whole essay and made it all about that doll’s picnic and said exactly how I felt when I was a little girl. I told him no way was I going to go to all that trouble because I didn’t want Mercy features taking the rip out of me in front of the whole class, and he just said, “hmmm”. Then he told me about when he was my age and something like that had happened to him.’ (L.H.a/ 3/46/ Luce/ Ashley)

Ashley: ‘Oh no…you’ve got it on the computer, haven’t you?’

(He pokes and stabs at the middle of the ashes, where bits of white charred paper have not quite burn away) (L.H.b/ 4/56/ Ashley/ Ben)

Ashley: ‘Well… yeah, but…

(Granny nodding approvingly) (L.H.a/ 5/74/ Granny/ Ashley)

Ashley: ‘No I haven’t! I think it’s a stupid idea. I only do it because there is no point in arguing now he’s God around here. Honestly, Mum, he’s brainwashed you into agreeing with everything he thinks. I tell you, it’s driving me mad.’ (L.H.d/ 6/87/ Mum/ Ashley)

Ashley: ‘Well, I’m not!’

(Ashley slams her hands down on the kitchen table as the back door opens)
‘Guess…what, Mum! I’ve…cut my time …by two second!’ (LH.a/ 7/ 89/ Ashley/ Mum)

Ashley: ‘Oh great! More pressure.’

(Sh e sighs an exaggerates sigh, then looks back at her French homework again) (LH.b/ 8/ 89/ Ashley/ Mum)

Ashley: ‘Well…not exactly. He gets on my nerves though, and I just don’t want him here.’

(She is about to carry on but Mum is coming over her, she sees Ashley on the phone and gives her a bit of stern look because she breaks the always-ask-before-you-use-the-phone rule) (LH.a/ 9/ 91/ Luce/ Ashley)

Ashley: ‘Well, what was he in hospital for?’ (LH.a/ 10/ 160/ Ashley/ Mum)

Ashley: ‘You know, when you first met Ben, when he was a patient in a hospital?’ (LH.c/ 11/ 160/ Ashley/ Mum)

Ashley: ‘I’ll meet him, I think.’

(She realizes that she does not have a clue where he lives now)

‘Which way will he be coming from?’ (LH.d/ 12/ 161/ Mum/ Ashley)

b. Tag Question

Ashley: ‘Arty-farty stupid thing to be, isn’t it?’, ‘I dunno, I think I’d be quite proud if I’d got a writer living in my house’ (TQ/ 1/ 16/ Luce/ Ashley)

Ashley: ‘Don’t you need your first draft anymore? I mean, to copy from…? Oh no…you’ve got it on the computer, haven’t you?’ (TQ/ 2/ 56/ Ashley/ Ben)

Ashley: ‘Alice got taken away by the dustman, didn’t she?’ (TQ/ 3/ 159/ Mum/ Ashley)

c. Question Intonation

Ashley: ‘He’s not my step dad, OK?’ (QI/ 1/ 34/ Michelle/ Ashley)

Ashley : ‘Don’t be stupid! (She screeches) Of course I’m not! (She is expecting Mum to come at her, but she just raises her eyebrows, then carries on making tea, while Ashley stares at her French textbook with a big scowl on her face) ‘Why d’you let him make decision? What’s it got to do with him whether I do my homework straight away after school, or leave it till later? It doesn’t make any difference, does it?’

Ashley: ‘You mean you’re allowed to go off during school time?’ (QI/ 3/ 131/ Ashley/
d. Superpolite forms
Ashley: ‘You don’t have to wait for Mum to get back, Gran. I don’t mind babysitting Kieran.’ (SF/ 1/ 4/ Kieran/ Granny/ Ashley)
Ashley: ‘Do you want any help, Mum? (She asks instead) (SF/ 2/ 32/ Ashley/ Mum)

e. Euphemisms
Ashley: ‘No I haven’t! I think it’s a stupid idea. I only do it because there’s no point in arguing now he’s God round here. Honestly, Mum, he’s brainwashed you into agreeing with everything he thinks. I tell you, it’s driving me mad.’ (E/ 1/ 87/ Mum/ Ashley)
Ashley: ‘I’m not acting being a teenager, I am one. Whereas you’re acting like a stepfather, and that’s something you’ll never be!’ (E/ 2/ 93/ Ashley/ Ben)

C. Data Analysis

In this subchapter, the data analysis covers all of the hedging devices employed in this Teenlit series. There are five hedging devices. The analysis consists of three parts: context of situation, data description, and data interpretation.

1. Lexical Hedges

A. Lexical Hedges of “well”

Data LH.a/ 3/ 46/ Luce/ Ashley

a. Context of situation

The dialogue takes place in the classroom, precisely in Ashley’s seat while Luce is sitting on the desk with her feet on the chair. This dialogue is between Ashley and Luce, Luce is Ashley’s best friend. Therefore, their status is equal. The topic of their conversation is about Ashley’s stepfather, Ben who helps her in doing her homework. It
occurs in the morning and in an informal situation. In that morning Ashley is talking to Luce about what has happened in her house the night before, Ashley always shares all her life problems with Luce because she is the only best friend she has at school and out of school. Luce often listens what Ashley tells to her, that is about Ashley’s stepfather, Ben, who always wants to know all her business and he usually asks Ashley to do her homework as soon as she gets back from school.

b. Data description

Luce : ‘I bet he didn’t know what to say then, did he?’

(Ashley’s mind scenes back over all the question Ben has asked her, then she tells it to Luce)

Luce : ‘Oh, he knew what to say all right,’ ‘go on, then…’

Ashley : ‘Well, God knows why, but he thought it was some kind of brilliant connection I’d made and he said it would be really cool if I rewrote the whole essay and made it all about that doll’s picnic and said exactly how I felt when I was a little girl. I told him no way was I going to go to all that trouble because I didn’t want Mercy features taking the rip out of me in front of the whole class, and he just said, “hmmmm”. Then he told me about when he was my age and something like that had happened to him.’

Luce : ‘Yeah?’

c. Data interpretation

From the data description, it can be taken into account that Ashley and Luce have close relationship. At school, as usual when Ashley meets Luce she directly shares all her problems to Luce and on that morning before the bell rings they are having a chat in their chairs. Ashley is bored with her own life since Ben moves in her house to live with her family. Ashley does not like Ben, yet she does not hate him, she just cannot stand with all his questions about anything the whole time.
Afterwards, Ashley says to Luce that the night before Ben offered a favor to her in doing English exercise. In fact, after coming back from school Ashley said to Ben that she did not have any homework. On contrary, while Ashley and her family have just finished dinner that night, Ben straightly invited both Ashley and her brother, Kieran to have a walk, and of course neither Ashley nor Kieran were agree with that weird idea. Thus, they had alibi that they must do their homework and could not join walking. Unfortunately, Ben and Mum knew that Ashley was pretending for having one. As a result Mum asked her for doing her homework by Ben’s favor because he is best in English and story writing in which Ashley was having for the homework. Then, Ashley must have done her homework with Ben, just the two of them.

At first, Luce does not have any idea that Ben is good at English even in writing although Ben is a writer and he absolutely could not help Ashley with her homework. However, Luce has wrong prediction about it, because when she delivers a question to Ashley and Ashley replies that Ben helped her well. In answering Luce’s question Ashley employs lexical hedge ‘well’ because at the beginning she also does not believe Ben can help her well. She uses ‘well’ to give information about how is the way he gave a favor to her in doing English homework since Luce does not have any idea of that like Ashley did before.

Therefore, the function of lexical hedge ‘well’ here is to give information to another person about something she less in believe and quite sure the hearer will agree with her explanation. This strategy also occurs in the source of data (novel), which existed in data 9 (p.91) but has different situation and topic. The use of ‘well’ in data 9 (p.91) is also used to give such kind of information to another person, but she cannot
guarantee the hearer will have same idea with her, here Ashley delivers information to Luce, but she does not sure with her opinion and she in addition quite sure Luce will agree with her. The topic is that Ashley feels uncomfortable that she should share her house with Ben, when Luce asks her whether she hates Ben or not Ashley answers her question by using ‘well’ to give information to Luce that she does not actually hate him, she just does not want Ben live with her because he gets on her nerves, yet Ashley actually does not sure Luce is believing her statement.

**Data LH.a/ 5/ 74/ Granny/ Ashley**

**a. Context of situation**

The conversation happens in Granny’s house in the afternoon, exactly in the kitchen between a grand mother and a grand daughter, Ashley and Granny. Ashley has a lower status than Granny. This conversation occurs in an informal situation. The topic of their dialogues is about Ashley’s uncomfortable feeling. Ashley has just got into Granny’s house in the afternoon, whereas she shocks for seeing Ashley stands in her front door. Ashley hugs her and thinks how lovely it is to see her smiling face after having quarrel with Ben at home. Ashley goes round and sees Granny without Ben’s permission, on contrary Ben is asked by Mum to control Ashley and her brother, Kieran as long as she is working in the hospital.

**b. Data description**

Granny : ‘Oh dear… what’s he done now?’
Ashley : ‘It’s supposed to be for parents to sign, and he’s not even our dad or anything?’
Granny : ‘It’s probably all for the best that he’s got his finger on the pulse, love. You’re lucky to have someone to help you, you know’
Ashley : ‘**Well**… yeah, but…’
(Granny nodding approvingly)

Granny: ‘I bet he knows affair bit, doesn’t he, being a writer?’

c. Data interpretation

Ashley runs away from home and goes to see Granny, she goes there in sad and mad expression because she feels uncomfortable to live under Ben’s control. She turns mad because on that afternoon after school Ben offered her to help him pulling out a massive plant in her garden. While gardening, her brother, Kieran seemed getting close with Ben. It is one thing she hates recently. She thought that Kieran was going to cooperate with Ben and Kieran was proud of Ben’s praise that in Ben’s opinion Kieran was strong enough for his ages because Kieran helped Ben in pulling out a strong root. As a result, Kieran felt that he was very fit and has to say thank to Ben. Besides, Ashley had a duty to spade up and jammed, then she should put her foot hard down on it to try and shifted the root a bit, but after a few second it has just began to move.

Ashley got angry when the massive bramble root came out as Ben and Kieran toppled backwards and her spade shot a great spray of soil all over her face and her school uniform. Then it made Ben and Kieran laugh at her. While Kieran was going out to buy stain remover to clean her school uniform, Ashley collected her brave to ask Ben in sound as sullen as possible about the collage which she wants to give it to Mum without her understanding. Suddenly, Ben asked Ashley to do her homework first before doing her collage, and it made Ashley disagree with his consideration, moreover he said that Mum let him signing a parent homework record. On the other hand, Ashley’s blood was boiling by hearing his statement, she thought that he had no right to sign her parent homework record, because Ben is not her father. That is why she stormed into the house and went straight up to her own room, there she sat on the bed seething and thought that
there was no way she would let him sign it, because he is not even a grand parent. With no consideration she went to Granny’s house without Ben’s permission.

In Granny’s house Ashley tells to Granny what happened on that afternoon while she was having a chat with Ben and Ben made Ashley feels resentful because he once again asked her to do her homework, that is why she runs to Granny’s house to avoid him. By recognizing Ashley’s face Granny knows that Ashley is having a terrible moment at present since she has ever lived with her for ages. However, Granny likes Ben, in her opinion Ben is a good man and he does not want to bother anyone. Then, Granny says that Ashley is lucky for having someone like Ben who always helps her in any conditions. Ashley replies Granny’s opinion by inserting the word ‘well’ as one of lexical hedges.

Ashley uses ‘well’ in her utterance because she actually does not want to talk about what has happened at home to Granny. However, she explains the reason why she is running away there. She tells Granny that Ben will sign her homework record and she thinks that Ben does not praiseworthy have it because he is not her parent. Ashley does not sure Granny will believe her explanation, therefore she utters lexical hedge ‘well’. Moreover, Ashley’s status here is lower than Granny that is why Ashley tries to deliver her utterance carefully. Ashley’s reason in saying ‘well’ is that she wants to show uncertainty. Ashley herself does not certain whether Granny will believe in her explanation or not. She thinks that Granny will not believe in her answer although she tells the truth. Thus, the function of ‘well’ word in these utterances is to show that the speaker is uncertain with her own statement even tough she does not lie.

Data LH.a/ 7/ 89/ Ashley/ Mum
a. Context of situation

The dialogue occurs in the kitchen. The participants are Mum and Ashley. Mum is Ashley’s mother. Therefore it is between a mother and a daughter. Based on their age, we can say that Mum has a higher status than Ashley. This conversation happens in an informal situation. Ashley is bored in facing Ben’s control and she turns fed up since Mum will go with Ben in a parents’ evening at Ashley’s school. Ashley sometimes feels that her Mum does not give her much intention anymore since Ben comes around them. The topic of this conversation is about parent’s evening in Ashley’s school.

b. Data description

Ashley: ‘You’re not going with Ben to the parents’ evening, are you? You’d better be going with dad.’

Mum: ‘Dad’s perfectly happy for Ben and me to go together.’

Ashley: ‘Well, I’m not!’

(Ashley slams her hands down on the kitchen table as the back door opens)

‘Guess…what, Mum! I’ve…cut my time …by two second!’

c. Data interpretation

The dialogue above happens after they were having dinner together as usual Ashley and Kieran are doing their homework. Ashley is sitting at the kitchen table slaving away at her French homework, wondering how much more of this hell she can take. Thing has got much worse over last fortnight. Kieran has gone from three press-ups to twenty jogs. Ben is more nauseatingly perfect than ever and Mum is turning that way too. The homework is taking her ages because she is determined not to ask Ben for any help, and Mum cannot speaks French to save her life.

Ashley has been signing on looking hacked off or something, because suddenly
Mum asks her to demand a favor from Ben and Ashley gets mad because she does not want Ben takes control of all her world. Ashley cannot suit herself anymore in her house and according to her everything’s different since Ben has been there, he has brainwashed Mum and Kieran into agreeing with everything he thinks. Thus, it is driving her mad.

Mum’s opinion is that Ashley is jealous of Kieran because he hates Ben’s influences at first, but now they are like best mates, therefore no one agrees with her thought at present. Ashley does not like Ben because of his authority in controlling everything, that is her point. Moreover, Mum will go to the parents’ evening with Ben, surely Ashley is fed up of everything.

Ashley uses a lexical hedge ‘well’ to deliver her opinion although she is less sure Mum will agree with her statement. Ashley is upset for knowing that Mum will go with Ben in a parents’ evening in her school. Ashley is such a rebellious girl, since she is a teenager who often rebels psychologically; she is still searching her identity. Therefore, she often delivers what she wants to say directly. The function of ‘well’ here is to convince her Mum that in her opinion Ben is perfectly not her father and he has no right to come to school to attending a parent’s evening, in delivering her utterances Ashley actually realizes that Mum maybe will not agree with her statement.

Data LH.a/ 10/ 160/ Ashley/ Mum

a. Context of situation

This conversation takes place in the kitchen room. Between Mum and Ashley, so
Mum has a higher status than Ashley. The conversation happens in an informal situation, in the afternoon after Ashley coming back from school. The topic of their conversation is about recognizing Ben. Actually, Ashley feels embarrassing with her judgment on Ben and it a turn out that Ben is not as bad as her estimation. Therefore, on that day she wants to confess all her predictions about Ben with Mum and in the same time she also wants to apologize to Mum. Through her winning in the writing competition makes her realize that she gets all wrong about Ben since Michelle, Ashley’s classmates who always cares about Ben, tells her that Ben is the man who has rescued her life. It means that Ben is not like Michelle’s stepfather.

b. Data description

(Mum and Ashley go down from Ashley’s room to the kitchen, briefly she asks Mum about Ben)

Ashley: ‘You know when you first met Ben, when he was a patient in hospital?’
Mum: ‘Yes’
Ashley: ‘Well, what was he in hospital for?’
Mum: ‘He had a broken rib and a few other more minor injuries.’

c. Data interpretation

Ashley is getting unsure that she wins the story writing competition at school, indeed she has got a runner up winner. However, it is a great surprise for her, her friends and her family because at first she does not believe she will win. Ashley’s English teacher, Mr. Mercer promises to the students that Jeremy Powell will pronounce the announcement of the winner, Jeremy Powell is a famous novel writer. Before the day of the announcement nobody at school knows who Jeremy Powell is and when the day of announcement has come both Ashley and Luce are shocked as if Ashley will loose her breath away, because Jeremy Powell is Ben, her stepfather who is kicked out from home.
by her bad tempered. Moreover, Ben is the one who gives her runner up prize.

Ashley is wondering about Michelle, another new best friend of Ashley who is always concerned about stepfather, why Michelle keeps silent like a ghost when Ashley is being announced as the runner up winner. Out of hall Michelle tells to Ashley that Ben is a good man who comes to help her on that time, the time when her stepfather would crash out on her but suddenly she saw a torch light blobbing around a head of her, then Ben grabbed Michelle’s wrist to get off from her mean stepfather. Until now Michelle recognizes Ben’s face straight away, just from seeing him that once in her brother’s torch light on that horrible night. She will never forget what Ben has done for her. Michelle is sure that on that day he must have got beaten up and Michelle has owed her life with Ben because he risked his life for her. By hearing Michelle’s story Ashley turned pale, she could hardly believe that Ben is absolutely a good man.

After coming back from that announcement Mum welcomes her with her happy face. Mum is proud of Ashley since she wins the writing competition. Ashley has got nervous, she does not know to tell her Mum that all she got on Ben is wrong. While Ashley is sitting at the kitchen table Mum comes and sits down beside her, she tells Ashley that she is wrong if she thinks Ben chooses her to be the winner, on the contrary there are other stories which he likes better. However, according to Ben Ashley’s story is indeed the best, but he cannot give her first prize because if anyone knows that he is going out with Mum they will say it is unfair. Mum also says that it is not Ashley’s fault that her dad went away and left them and it was nothing to do with her like what Ashley writes in her story writing, which is entering her become the winner.

Both Mum and Ashley are apologizing one another and when Ashley tries to ask
Mum about her first meeting with Ben in a hospital, Ashley delivers ‘well’ in her statement in polite manner, because Ashley wants to make herself sure about Michelle’s story by crosschecking her understanding with Mum, Ashley remembers that Mum met Ben for the first time was in a hospital. That is why Ashley tries to deliver her utterance carefully and politely. The use of lexical hedge ‘well’ which uttered by Ashley is to start the conversation between Mum and Ashley in order to make herself sure in recognizing Ben. Therefore, the function of lexical hedge of ‘well’ here is that Ashley wants to open the conversation with Mum and she also want to know the truth information about uncertain matter in which she has already heard before about Ben.

B. Lexical Hedges of “Oh”

Data LH.b/ 4/ 56/ Ashley/ Ben

a. Context of situation

The dialogue happens between Ashley and Ben in the back garden of Ashley’s house in the afternoon. Ben has a higher status than Ashley because Ben is Mum’s boyfriend, thus Ben of the age of Mum. This dialogue occurs in an informal situation. In the afternoon, after school Ashley gets Ben burning something. Ashley cannot help being curious, making bonfires in the back garden is not a thing she has ever done before because she is not allowed to make it by Mum. The topic of their conversation is about Ben’s first draft.

b. Data description

Ashley : ‘What have you been burning?’
Ben : ‘My first draft. It’s a little ritual of mine.’
Ashley : ‘Don’t you need your first draft any more? I mean, to copy from…?’

(Ashley feels stupid as soon as she has spoken)
Ashley: ‘Oh no...you’ve got it on the computer, haven’t you?’

(He pokes and stabs at the middle of the ashes, where bits of white charred paper have not quite burn away)

c. Data Interpretation

Ashley and Kieran are coming back from school, on the bus on the way home. Ashley sits next to Luce, she feels really tense and anxious of seeing Ben in her house to welcome her and Kieran. On the bus Luce and Michelle keep asking her about Ben, about what is he doing now and has Ashley read his novels yet. Ashley actually does not want her friends to think Mum is living with a looser because in her friends’ point of view Ben has not got a job. After Michelle and Luce leave the bus Ashley can breathe easily with no worry in answering their questions.

When Ashley and Kieran get off at their stop they are very happy because there is no sign of Ben. All the way home Ashley feels as though she is holding her breathes, half expecting Ben to suddenly appear at any second. She has actually got her hand on the door handle when Ben’s voice makes her and Kieran jump. Ben greets Ashley and Kieran while he is poking at a pile of black ashes with a stick. Ashley is wondering what Ben is doing with making bonfires in the back garden. Ashley asks Ben what actually has he burning. Ben explains to Ashley that he is burning his rough copy of his novel. Normally, Ashley will find that quite a witty comment, but Ashley is too curious about Ben doing this ritual thing to react.

Ashley applies lexical hedge ‘Oh’ in her last statement. She feels stupid at first by asking him such kind of question, but she does not really know why he burns his first draft and does he need it anymore someday. She uses lexical hedge ‘Oh’ here is that she wants to make correction about her own uncertain opinion to Ben in order to get the right
statement from Ben since in her opinion Ben has already kept his first draft on the computer but he had not. It also supported by a tag question of “haven’t you” to show her interest in knowing the certain matter which going to be answered by Ben. Therefore, the function of lexical hedge ‘Oh’ here is that Ashley wants to make correction about her uncertainty in something in order to get the right statement from Ben since in her opinion Ben has already kept his first draft on the computer, but he had not indeed.

Data LH.b 8/ 89/ Ashley/ Mum

a. Context of situation

The conversation is between Ashley and Mum in the kitchen room, or between a mother and a daughter, therefore Mum has a higher status than Ashley. This conversation occurs in an informal situation and happens after they are having dinner. The topic is about doing Ashley’s homework. Ben asks her to do her homework straight away after school and Mum agrees with him, but Ashley does not and she thinks she should not do all what he asks to her because he is not her parent.

b. Data description

Ashley : ‘Why d’you let him make decision? What’s it got to do with him whether I do my homework straight away after school, or leave it till later? It does not make any difference, does it?’
Mum : ‘Does it?’
Ashley : ‘No, it does not!’
Mum : ‘Hmm…we’ll see about that in a couple of weeks’
Ashley : ‘What do you mean?’
Mum : ‘There’s a parents’ evening coming up, isn’t it there?’
Ashley : ‘Oh great! More pressure.’

(She sighs an exaggerates sigh, then looks back at her French homework again)
c. Data interpretation

Ashley is confused in doing French homework and Mum catches her confusion. Therefore, she tells her to ask Ben to help her in doing it. Ben is good at French unlike Mum. Ashley is angry with Mum because according to Mum Ashley is jealous of Kieran in having Ben’s attention. At present, Kieran is getting so close with Ben, but Ashley absolutely disagrees with Mum’s statement since she cannot stand with Ben’s rule.

Ashley does not understand why Mum lets Ben make any decisions in her own home although he is not a part of family members. Then, Ashley feels nauseous of living within uncooperative house, everything has changed since Ben coming to live in her house. Mum thinks that in recent days Ashley will like Ben like Kieran does. It can be seen from her utterance “we’ll see about that in a couple of weeks” it means that she is going to suit with Ben soon, because there will be a parents’ evening in Ashley’s school and Mum will come with Ben. However, Ashley a protest about Ben’s coming in the parents’ evening, according to Ashley Ben is not her father and it must be her real dad who comes accompanying Mum not Ben.

In this conversation, Ashley employs lexical hedge “Oh”. Ashley’s reason of using ‘Oh’ here is to stop the conversation. Ashley wants to finish their chat about Ben’s under control because she does not want to have quarrel with Mum about uncertain matter, it is supported by Ashley’s non-verbal action that she directly looks back at her French homework, which makes less and less sense by the minute. The function of using lexical hedge ‘Oh’ is that Ashley wants to quit the conversation and she really does not want to discuss the problem about Ben’s coming in parent’s evening with Mum because she also quite sure she will allow him to come, that is why she intends to cut their
C. Lexical Hedges of “you know”

Data LH.c/ 2/ 36/ Ben/ Ashley/ Kieran

a. Context of situation

The dialogue occurs in Ashley’s house, in the back yard in the afternoon. The participants of this dialogue are Ben, Ashley and Kieran. It is between a stepfather, a stepson and a stepdaughter. Ashley’s status is lower than Ben because she is younger than Ben. It is in an informal situation. The topic of their conversation is about Ashley’s defense. Ashley is annoyed by Ben’s protection, since Ben is in her house he always tries to give her and Kieran much intention. Ashley absolutely does not respect with his unimportant intention. Therefore, even tough Ashley is the subordinate she is willing to get mad with him.

b. Data description

Ben : ‘Sorry, I lost track of the time. How are you guys doing?’
Ashley : ‘I thought Mum said you didn’t have to come and meet us. I am thirteen, you know’
Kieran : ‘Yes!’
(He says aggressively)
Ben : ‘I know I don’t have to, I just felt like a walk’ (he laughs) ‘I found I was beginning to see double, staring at the computer screen.’

c. Data interpretation

The hedging device occurring is in this sentence “I am thirteen, you know” according to Lakoff, “you know” is one of the lexical hedges. Ashley employs ‘you
know’ in this conversation because she has a reason why she chooses it. In short, the hedging device used by Ashley is the lexical hedge. Ashley tells all about Ben to Luce at school. She is bothered by Ben’s removal into her house. The thing she hates most. Therefore, she has a horrible day at school and she cannot concentrate at all.

On the way home, on the bus Ashley sits next to Luce, two of Ashley’s friends, Liz and Ella are just in front of them. They know about Ben and it is annoying Ashley, when Liz and Ella get off at the next stop, Michelle who has been sitting nearby, slid into their seat. Michelle is butting into Ashley’s conversation with Luce, that is why Ashley cannot help feeling uncomfortable because Michelle is the girl who keeps herself to herself. If they have not been right behind Michelle they will have a whisper conversation together, trying to work out why she is so interested in the subject of Ben. However, she may hear them, so they keep quiet. After that, she does not know what Luce is thinking about, but personally Ashley is getting herself all wound up in case Ben has decided to ignore Mum and come to meet Ashley and Kieran at the bus stop to welcome them after school.

At that time, on the bus she turns around and sees Kieran at the back with his mates. He is standing up so he can see more out of the window. His eyes are darting all over the place. He must have the same think as Ashley’s, when the bus pull up at their stop, there is no sign of Ben’s existence. Ashley let her breath out. But, suddenly there is some one rushing toward them; he is Ben who comes to welcome them. Ashley turns feeling sick of him.

The reason of the use of a lexical hedge ‘you know’ in Ashley’s utterance is to strengthen her own opinion that according to Ashley in her age she is adult enough in
caring herself and she does not need Ben’s protection, but according to Ben she has not already adult for her age and she is still need caring. Ashley never hope Ben comes to her house even she does not like Ben’s treatment as if she is a baby whereas she is being thirteen now and it means Ashley is adult enough for treating herself. Ashley uses ‘you know’ in her utterances because she wants to convince another person about her opinion although she is quite sure another person will agree with her idea. Thus, the function of lexical hedge ‘you know’ here is that the speaker wants to prove to another person about her own opinion although she is less sure about it.

**Data LH.c/ 11/ 160/ Ashley/ Mum**

**a. Context of situation**

The conversation happens in the kitchen room in the afternoon, between Mum and Ashley. Mum has a higher status than Ashley because Mum’s position as a superordinate and Ashley as a subordinate. It occurs in an informal situation. The story about Ben from Michelle makes Ashley realize that she has got wrong about Ben. Therefore, after having a chat with Michelle at school on that afternoon she wants to admit to Mum that she has got misunderstanding about Ben. The topic of this conversation is about recognizing Ben.

**b. Data description**

*(Mum and Ashley go down form Ashley’s room to the kitchen, briefly she asks about Mum about Ben)*

Ashley : ‘**You know**, when you first met Ben, when he was a patient in a hospital?’

Mum : ‘Yes.’

Ashley : ‘Well, what was he in hospital?’

Mum : ‘He’d a broken rib a few other more minor injuries.’
c. Data interpretation

Being a runner up winner of story writing competition is something, which Ashley does not believe. At first, she does not want to join in that competition because her story is too personal, it retells about doll’s picnic, about her childhood memories in treating her dolls as her friends, but implicitly in that story she is blaming herself since her behavior makes dad went away. She shares all her memories into her writing. After school, Mum welcomes her with the happiest face. Michelle’s story about Ben who has taken a risk of his life to save her life from her wicked stepfather make Ashley turns nervous with her Mum and she should clarify her consideration about Ben soon.

In the kitchen room Ashley confesses to Mum that her though about Ben is all wrong, because at school Michelle told Ashley that Ben was a good man who has ever taken a risk for her life. Then, Mum says that what on her story writing also improper, ever since it is not her mistake to cause dad went away, Ashley has just got catch up in the whole situation, a horrible situation where Mum and Dad were quarreling with great sound and made Ashley shaking her head faster and started humming loudly in order not to hear Mum’s screaming. Afterwards, she saw her Dad went away and Mum asked her not to cover the dolls with a wet blanket because they would get soaked, on that time Mum said that Ashley was a naughty girl, that is why until now on she thinks that Dad’s leaving is just because of her bad behavior.

By hearing Ashley’s view about her own problem Mum hugs her tightly and promises that nothing is her mistake. Unexpectedly, Mum has a present to Ashley, it is Alice doll, the doll she likes most when she was a child. Alice doll actually has been thrown into the recycle bin but Mumrummages it from the attic. Then, Ashley has
something that she wants to ask to Mum, it is about Michelle who recognized Ben.

Ashley utters **lexical hedge of ‘you know’** in her statement is to state her opinion because she actually unsure that Mum’s first meeting with Ben was on hospital, where he has got the injuries because of his sacrificial in saving Michelle’s life. Ashley employs ‘you know’ in the beginning of the conversation is one of the indications that it is used to open the conversation or it is just as a small talk, however she also wants to make herself sure about that story. Therefore, the function of a lexical hedge in her utterance is that she wants to say her opinion about the uncertain matter by saying ‘you know’ in the beginning of her conversation as a small talk in order to get the real story from the hearer.

**D. Lexical Hedges of “I think”**

**Data L.H.d/1/16/ Luce/ Ashley**

**a. Context of situation**

The conversation occurs in the toilet room precisely at school, between Ashley and Luce, therefore their status is equal. It happens in the morning before the class begins. The topic of their conversation is about Ben’s job. Ashley is angry with Mum, it just because the night before Mum told her and Kieran that Ben is going to move to her house and live with her family. That is why she feels disturbed by Mum’s announcement.

**b. Data description**

Luce : ‘Won’t he go out to work?’
Ashley : ‘I wish.’

*(Luce looks puzzled, and then she suddenly clicks)*

Luce : ‘Oh yeah, he’s a writer, isn’t he?’

*(Ashley curls her lip and nodes)*

Ashley : ‘Arty-farty stupid thing to be, isn’t it? I dunno. **I think** I’d be quite proud
if I got a writer living in my house. It’d help if I like English, but I hate it. And it’s got to be truly great, having to play music on the lowest volume known to man so I don’t block His Lordship’s creative channels.’

(Luce gives a sad smile to Ashley and put her arm around her)

Luce : ‘Poor Ash.’

c. Data interpretation

The dialogue happens in an informal situation, Ashley is always share what she wants to tell with Luce because according to Ashley Luce is her best mates. On that morning Ashley and Luce were having a chat in the toilet room, at school, the place where students do not allowed to have conversation. Ashley’s mind is annoying herself because she cannot control her tempered in not feeling angry with Mum, she keeps thinking about Mum’s announcement the night before. Mum announced that Ben is going to live with them recently days. This shocking news surely made her and her brother, Kieran turned annoyed.

Luce is always try to make Ashley has a happy day at school, she does not want to see her best friend cheerless. Thus, in their conversation she intended to change the topic and cheer Ashley up by asking what does Ben do, it means Luce hope that Ben will not stay at home the whole time and Ashley does not need to meet him every time. By answering Luce question Ashley expresses her opinion about Ben by using lexical hedge ‘I think’. In her first statement, Ashley considers that being a writer is such a stupid thing to do for Ben and she said that she might will less proud if she should share her house with him.

Ashley uses lexical hedge ‘I think’ in her utterance to express her opinion that she will be quite proud if she got Ben lives with her in the same house and the most troublesome part is that she definitely will never compatible with Ben. Ashley actually
does not sure Luce will agree with her opinion and she expects Luce will give respond to her. Therefore, the function of lexical hedge ‘I think’ here is as a means of expressing opinion, which characterized by the existence of opinion expressed by the speaker and the respond given by the hearer.

Data LH.d/ 6/ 87/ Mum/ Ashley

a. Context of situation

The conversation happens between Mum and Ashley in the kitchen room. Ashley has a lower status than Mum, because Mum is her mother. This conversation occurs in an informal situation. After having dinner Ashley does her French homework but she catches difficulties in doing it. Then, Mum asks her why she does not do her homework as soon as she gets back from school, yet Mum’s question makes her angry because according to Ashley there are no differences in doing homework earlier or later. The topic of this conversation is about Ashley’s disobedience.

b. Data description

Mum : ‘Why don’t you just wait till Ben gets back? He won’t be long, then he can help you
Ashley : ‘No.’
Mum : ‘Suit yourself.’
Ashley : ‘Huh! I can’t suit myself any more in this house. Everything’s is different since he’s been here. I’m sure I’d be much better at this stupid French if my brain had had a break.’
Mum : ‘Oh not again, I thought you’d accepted that it’s best to get your homework out of the way as soon as you get home from school.’
Ashley : ‘No I haven’t! I think it’s a stupid idea. I only do it because there is no point in arguing now he’s God around here. Honestly, Mum, he’s brainwashed you into agreeing with everything he thinks. I tell you, it’s
driving me mad.’

c. Data interpretation

French homework is one of the school subjects which Ashley hates most, she does not really understand about French and the worse is no one in the home who can help her in doing it properly. After she is having dinner she sits at the kitchen table slaving away at her French homework, she definitely could not do it. Unfortunately, Mum catches her confusion since she suddenly asks her to wait for Ben, in Mum’s opinion Ben might be able to help her well.

According to Ashley she does not have to ask for Ben for anything because she has not been suit herself with Ben forever. Ashley hates Ben’s rules, he always asks her to do her homework as soon as she gets back from school. Yet, Ashley considers Ben has brainwashed Mum and Kieran into agreeing with everything he thinks and she is bored being the one who always wrong at home, Ashley thinks that there are no differences in doing her homework earlier or later, because the most necessary is she does it properly.

The reason of using lexical hedge ‘I think’ in Ashley’s utterance is that she wants Mum to know that Ben has brainwashed her and Kieran, so they always agree with all his rules and he also makes their life has changed totally. Therefore, she expresses her opinion by using lexical hedge ‘I think’, she wants to deliver her own opinion to Mum about her antipathy with Ben’s rule which has made Mum and Kieran always have the same idea with him, then she knows well Mum will never concur with her opinion.

Data LH.d/ 12/ 161/ Mum/ Ashley

a. Context of situation

The conversation happens in the kitchen room between Ashley and Mum. As Mum’s daughter she has a lower status than Mum. The topic of this conversation is about
Ashley’s willingness to meet Ben. This dialogue occurs in the afternoon and in an informal situation. Here, Ashley has already realized her mistake in recognizing Ben and she wants to apologize to Mum. Since Ben comes along into her life she thinks that Ben is just the man who always asks her for something she hates to do and she absolutely cannot stand with all his authorizations. However, after hearing Michelle’s story about Ben she turns ashamed because Ben is not like her thought.

b. Data description

Mum : ‘You could tell him now if you want.’
Ashley : ‘What? Phone him?’
Mum : ‘I phoned him earlier on to tell him a letter came for him in the post. He’s calling round to collect it. But he won’t be staying.’ (Mum adds quickly)
Ashley : ‘What time is he coming?’
Mum : ‘He said he was going to jog over at about five, because his car’s broken down.
(Ashley glances at her watch and it shows five past five)
Ashley : ‘I’ll meet him, I think.’
(She realizes that she does not have a clue where he lives now)
‘Which way will he be coming from?’
Mum : ‘Graham Road way.’

c. Data interpretation

Ashley does not believe that Jeremy Powel, the man who gives her prize in writing competition is Ben. She also cannot hardly certain when her friend, Michelle recognizes Ben as the one who had ever saved her life. By hearing the real story about Ben from Michelle she turns guilty because she has treated Ben as he is a mean man who always disturbs her life.
Michelle has ever told to Ashley that her stepfather was a wicked man that is why she always asks Ashley about her stepfather going to be whether he treats Ashley bad or not, because she does not want Ashley gets injuries like she ever had before. Michelle’s stepfather was often treated Michelle rude, he acted all cruel, then someday when her stepfather was coming home from drinking he taken action sadistic to her, but fortunately Ben was coming over to save her life. Hence, until now she is never forget the man who ever save her life and he is Ben.

Afterwards, Ashley wants to confess to Mum that all her opinion about Ben is wrong, Ben is a good man who has ever protected Michelle from her wicked stepfather. Then, she also wish for say sorry to Ben. Ashley utters lexical hedge of ‘I think’ in her sentences to show her uncertainty in delivering her own statement, because when she tells Mum that she wants to meet Ben to make apologize, she does not really know where she should meet him now and she does not have any idea where is Ben live at the present since she kicked him out couple weeks ago. And then, Mum straightly says the place where she may meet Ben now. Therefore, the function of lexical hedge of ‘I think’ here is to show uncertainty about the ideas which the speaker conveyed and she definitely need suggestion to answer her hesitancy.

2. Tag Question

Data TQ/ 1/ 16/ Luce/ Ashley

a. Context of situation

The dialogue takes place in the school, exactly in the school’s toilets. On that morning, Ashley does her school day with no intention at all and it is just because she always catches her mind on Ben, in the toilets Ashley tells Luce, her best friend that she
was shocked by her Mum announcement that Ben is going to live in her house and she can not bear all his question about anything the whole time. The topic of their conversation is about Ben’s job.

b. Context of Situation

Luce : ‘Won’t he go out to work?’
Ashley : ‘I wish’

(Luce looks puzzles, and then she suddenly clicks)

Luce : ‘Oh yeah, he’s a writer, isn’t he?’

(Ashley curls her lip and nods)

Ashley : ‘Arty-farty stupid thing to be, isn’t it?’, ‘I dunno, I think I’d be quite proud if I’d got a writer living in my house’

c. Data Interpretation

Luce is her only one best friend that Ashley has. Ashley always tells all her problems to Luce. Ashley has a bad day in the school because the night before Mum announced that Ben will live with them and they should let Granny moved out from their house since she deserves to have her own life. At the same time, Mum also not doing night’s job anymore, so she can take them care in the night, moreover they have Ben who is living with them now. This announcement surely made both Ashley and her brother, Kieran were shocked, however Ashley could control her emotion unlike Kieran, although she seemed to have lost her will to live and she choose not to care of Ben.

Luce wants to know more about Ben, does he will always be at home all the time with nothing to do or anything. Actually Luce has recognized Ben that he is a writer but she is quite sure about that. Ashley answer Luce’s question by using a tag question ‘Isn’t it?’ The function of tag question here is to soften the negative comments to mitigate the negative impact of the criticism by teasing Ben through her words although
she is quite certain with her statement. Ashley does not want to make a bad impression by mocking him and she uses tag question to show her uncertainty in calling Ben as a man who has a stupid job.

**Data TQ/ 2/ 56/ Ashley/ Ben**

**a. Context of situation.**

The dialogue takes place in the back yard of Ashley’s house. It occurs between Ben and Ashley or between a stepfather and a stepdaughter. Therefore, Ashley’s status is lower than Ben. This dialogue occurs in an informal situation. Ashley and Kieran are coming back from school when they see Ben is making bonfires in their garden. As Ashley can remember Mum never let her even Kieran to burn something there, because the garden is too small and it can burn their home if they are not careful. The topic of this conversation is about Ben’s ritual.

**b. Data description**

Ashley : ‘What have you been burning?’
Ben : ‘My first draft. It’s a little ritual of mine.’
Ashley : ‘He means the kind of rough copy of his book’
(Ashley whispers to Kieran)
Ashley : ‘Don’t you need your first draft anymore? I mean, to copy from…? Oh no…you’ve got it on the computer, haven’t you?’

**c. Data interpretation**

Ashley always shares all about Ben’s problem with Luce that is why even on the bus on the way home Ashley chooses to take a seat next to Luce and she can tell more private without be anxious of loosing each word of her explanation. On the way home Ashley must be panic and anxious because Ben always waits for her and Kieran back from school to greet them. He thinks he can take their intention, but according to Ashley
it is a big mistake. Ashley does not respect to Ben all the way. Ashley is bored when her
friend keep asking on her about Ben not only at school but also on the bus, on the way
home and when Michelle who always curious on Ben leaves the bus Ashley feels relived.

Afterwards, both Ashley and Kieran get off at their stop they feel happy in not seeing Ben around there, but suddenly they hear Ben’s voice and it makes Ashley turns
annoyed. Ben greets Ashley and Kieran while he is poking at a pile of black ashes with a
stick. Ashley is too curious in what reason Ben is burning something. Then, bravely she
asks Ben what actually he has been burning. Ben tells to Ashley that he does not need his
novel’s first draft anymore and it is better to him to burn it rather than collect it. Usually,
Ashley will find that quite a witty comment, but she is too curious about Ben activities in
burning something.

As the response of Ben’s explanation, Ashley tries to make sure by applying a
hedging device namely a tag question such as a facilitative tag because she wants to
invite Ben to a deeper conversation. Ashley is uncertain whether Ben’s first draft is saved
in the computer or not, on contrary she sees by her own eyes that Ben is burning it and
Ben has explained her that he is burning his rough copy of his novel. Therefore, the
function of tag question here is that Ashley wants to know about the accuracy of the
understanding she has given because she is not sure with her own ideas indeed.

Data TQ/3/159/ Mum/ Ashley

a. Context of situation

The conversation takes place in the kitchen room in the afternoon, after Ashley
gets back from school. This conversation is between Mum and Ashley, as has explained
before that Ashley is Mum’s daughter, therefore Ashley’s status is lower than Mum. The
topic of their conversation is about Alice doll. It happens in the afternoon and in an informal situation. That day is a surprise day for Ashley because she wins the writing competition in her school and when she enters the front door Mum welcomes her happily. Ashley’s winning makes her relationship with Mum, Kieran and Ben turns better. It is just because of Michelle’s story which changes her opinion about Ben. Then, Ashley knows something surprising that what she written on her story writing is all wrong, it is not her fault that make Dad went away.

b. Data description

Mum : ‘Oh Ashley, I can’t bear to think of what you’ve been going through. I promise nothing was your fault. You were just a little girl having a doll’s picnic in the rain.’

Ashley : ‘It’s OK, Mum. I’m not upset anymore. Now I understand.’

Mum : ‘Ben felt so sorry for you. When he read your story he realized how much you were hurting inside.’

(Ashley nods and both Mum and Ashley are silent for a while)

Ashley : ‘Alice got taken away by the dustman, didn’t she?’

Mum : ‘But not all the dolls like hiding, did they? So when you asked about the newspaper I got thinking, and decided to have a rummage through all the stuff in the attic. Go and have a look in your room.’

c. Data interpretation

Ashley is coming back from school when Mum is standing at the front door with her happy face, Mum hardly ever welcomes Ashley from school, but on that afternoon she intentionally gets home earlier because Mum heard Ashley wins the story writing competition at school. Mum knows much about the story which Ashley write from Ben, it is about the doll’s picnic, where Ashley used to play with the dolls by her age of four years old. The story told about how she treated her dolls and it became thoughtful when
Ashley guessed that Dad left home was because of her fault.

Mum and Ashley are sitting on the kitchen table together, Mum open the conversation firstly, she tells Ashley that Ben actually wants give her first prize because Ashley’s story is the best but Ben cannot do that because if anyone knows that he is Ashley’s Mum boy friend they will say it is unfair. Mum recognizes Ashley’ story through Ben, Ben also helps Mum to find Alice doll since it is Ashley’s utmost favorite doll. Ashley’s story writing makes both of Mum and Ben realize that Ashley is hurting inside, Ashley thinks that Dad left home was because of her fault. Therefore, Mum and Ben understand why Ashley behaves as if she does not like Ben and hates anyone at home. It is all because of her personal problem.

When Mum and Ashley sit on the kitchen room, in silent Ashley’s thought begins to think about one of her favorite dolls, Alice doll. Suddenly, she asks Mum whether the dustman had taken Alice doll or not, because as far as her understanding that all her old stuffs were taken away. To make sure about the information being conveyed Ashley uses the utterance of ‘Alice got taken away by the dustman, didn’t she?’. It is one of hedging devices, named tag question. Ashley’s reason in using tag question is that she wants to make sure whether the dustman took all her dolls away and she does not even have one doll left at home or not. Therefore, the function of tag question here is to express uncertainty about information being conveyed by the speaker.

3. Question Intonation

Data QI/ 1/ 34/ Michelle/ Ashley

a. Context of situation

The setting place of this conversation is on the school bus. It is precisely in the
afternoon. Two participants are involved in it, Ashley and her friend, Michelle. Therefore, their status is equal. The topic of their conversation is about calling on Ben. It occurs in an informal situation. Here, Ashley at first is actually having a chat with Luce since they are sitting in the same seats, but after another some friends of Ashley, they are Liz and Ella get off at the next stop, directly Michelle slides into their seat.

b. Data description

Michelle : ‘So it’s not going too well with your step dad then, Ashley?’
(By hearing her question Ashley cannot help feeling uncomfortable, because it does not seem right for Michelle to be asking like this)

Ashley : ‘He’s not my step dad, OK?’
Michelle : ‘What is he then? Just some bloke your Mum picked up?’
Ashley : ‘He’s… he’s not anything,’
Michelle : ‘Yeah, right’
(Michelle turns around and Ashley feels stupid for giving such a pathetic answer)

c. Data interpretation

From the above conversation, it is clear that Ashley employs a kind of hedging device. Her sentence ‘He’s not my step dad, OK?’ is a question intonation. It is addressed by Ashley to Michelle. In the beginning, Ashley is having conversation with Luce since she is the only friend who always listens Ashley’s problem, Luce knows well about Ben than anyone.

On the way home, as usual Ashley chooses to sit next to Luce in order to have a chat personally with her, Ashley often need Luce’s response about Ben. On the bus, the two of Ashley’s friends, Liz and Ella are just sit in front of her and Luce. They keep asking about Ben, so it makes Ashley annoyed. Ashley does not want anyone knows much about her stepfather going to be because she deliberately does not like him and at
the next stop both of Liz and Ella get off, it makes Ashley can breath freely, yet Michelle who has been sitting nearby, slides into their seat. Ashley really does not have any idea why Michelle wants to know about Ben all the time and one thing Ashley hates from Michelle is that she always calls Ben as Ashley’s stepfather, but according to Ashley he is not.

The function of question intonation here is that Ashley wants to state her uncertain opinion about Ben, in her opinion he is not her stepfather because Ben and Mum have not married yet, therefore there are many possibilities they may break up someday. Besides, Michelle keeps calling Ben as her stepfather. Ashley thinks that Michelle does not have any rights to be talking like that. Therefore Ashley’s reason in employing her utterance is that she wants to declare her opinion that Ben is not her stepfather, her utterance in fact is not a question, even tough it uses a question mark in the end of the sentence, it is used to indicate that she less in sure in declaring her own statement.

Data QI/ 2/ 88/ Mum/ Ashley

a. Context of situation

The dialogue happens in the kitchen room, between Mum and Ashley. Mum’s status is higher than Ashley because Ashley is her daughter. This dialogue occurs in an informal situation. The topic of this conversation is about Ashley’s jealousy. It precisely takes in the afternoon. Ashley has got French homework and she cannot do it indeed. Mum asks Ashley to wait Ben comes home to give her a favor in doing it, because
according to Mum Ben can help Ashley with her French homework. But, Ashley does not agree with Mum’s opinion, Ashley thinks that Ben gets much involved in her life. Ben always controls her all the way.

b. Data description

Mum : ‘I think that’s half the trouble, isn’t it?’
Ashley : ‘What?’
Mum : ‘You’re jealous of Kieran.’
Ashley : ‘Don’t be stupid! (She screeches) Of course I’m not! (She is expecting Mum to come at her, but she just raises her eyebrows, then carries on making tea, while Ashley stares at her French textbook with a big scowl on her face) ‘Why d’you let him make decision? What’s it got to do with him whether I do my homework straight away after school, or leave it till later? It doesn’t make any difference, does it?’

c. Data interpretation

The hedging device applied in this conversation is a question intonation. The question intonation employed by Ashley is ‘…it doesn’t make any difference, does it?’. It is addressed by Ashley to Mum. Firstly, Mum asks Ashley to wait for Ben till he gets back because he can help Ashley doing her French homework and Mum also presses Ashley to suit herself with Ben. However, Ashley rejects Mum’s idea, according to Ashley she cannot suit herself anymore with everything in her house, because everything is different since Ben has been there and Ashley prefer keep her mind stupid to demand a favor from Ben.

Ashley does not agree with what Mum has already said. Moreover, Mum said that Ashley was jealous of Kieran because now Kieran is Ben’s number one fan even tough he hates Ben at first like Ashley does and Mum suggests Ashley to suit herself with that condition because Ben is not as bad as her estimation. Ashley absolutely feels that
everyone in her house has been brainwashed by Ben since Mum and Kieran agree with everything Ben thinks. It proves when Mum agrees with Ben that Ashley must do her homework as soon as she gets back from school. On contrary, Mum does not feel bothered by Ashley’s objection, she acts all calm and sensible like Ben. It makes Ashley turns angry.

Ashley’s reason of applying the question intonation is that she wants to deliver her own statement about Ben’s influence in her life even tough she does not sure with her opinion. It is actually not the correct question sentence but it is the declarative and uses the question intonation although uses the question marks in the end of sentence. Therefore, the question intonation employed by Ashley has a function to declare or deliver her own statement about something although she is less unsure about it and she needs Mum gives response to her ideas.

Data QI/ 3/ 131/ Ashley/ Michelle

a. Context of situation

This conversation is located on the bus, on the way home after watching Michelle’s skateboarding exercise in the afternoon. The participants in this conversation are Ashley and Michelle, so their status is equal. The topic of this conversation is about skateboarding competition. It occurs in an informal situation. The situation between them is little bit warm because they are having a good relationship, recently. Michelle is selected on the skateboarding competition and she asks Ashley her exercise after school. Therefore, Ashley comes to join to watch her exercise whereas Kieran is doing football exercise at school, thus Ashley can go without restraint. Ashley is so excited when she watches by herself how great Michelle is at skateboarding.
b. Data description

Ashley : ‘When’s the competition?’
Michelle : ‘Tomorrow. It’s more than a competition, actually. It’s a whole day at this disused airfield at Griggsmere.’
Ashley : ‘You mean you’re allowed to go off during school time?’
Michelle : ‘Well, only if you’ve been…you know…’
Ashley : ‘What, selected?’ (Michelle looks down) ‘Michelle, that’s brilliant. You’re clever!’

Michelle is not best partner, however since Michelle over heard Ashley’s conversation with Luce about her stepfather they become close friend. Firstly, Ashley actually does not want to share about her problem with Michelle because she knows Michelle does not normally join in conversations with anyone, she is quite a loner at school and out of school she always spends her time down at the skateboard ramps with her brother and his mates, but after knowing her much more Ashley turns like her.

On that day, Michelle invites Ashley to watch her skateboard exercise in the top of multi-storey car park, Ashley is starting to feel really nervous and wondering when Michelle asks her to come. There is a reason why she wants to join, it is just because Michelle supported her to join writing competition at school, so Ashley has a duty to prop her up. On contrary, Michelle is also join skateboarding competition without Ashley’s understanding. Therefore, she shocks when she told her about that.

Ashley is going to like Michelle, she thinks that Michelle is different from the
other girls at school. Ashley cannot do skateboarding, hence she is interested to watch Michelle’s exercise after school, at the beginning she does not know if Michelle is entering the competition on the next day till she asks ‘when’s the competition’ and Michelle replies that it is more than a competition because it is a great competition where it spends a whole day at disused airfield at Griggsmere, in her statement she also employs the word ‘tomorrow’ to answer Ashley’s question, to announce her that the competition will happen by tomorrow and she tells that it is such kind of a great competition. The words of ‘the whole day’ which is used by Michelle clearly indicates that the competition will take her school time even it holds a whole day, it means that the competition is not a common competition but it must be the great one. Therefore, Ashley does not believe Michelle is joining in that great competition. It is supported from the rising intonation she employs, means that she is so excited by knowing Michelle is joining skateboard competition, moreover it is a big competition and she also says Michelle is brilliant to show her astonishment.

The question intonation used by Ashley is not a question as a central component although it used a question mark in the end of her sentences but it is showing her excitement that she does not feel certain with what is said by Michelle and through her sentence she wants to make herself believe in hearing the right utterance from Michelle. Therefore, she employs the question intonation to express an excitement feeling of something.

4. Superpolite forms

Data SF/ 1/ 4/ Kieran/ Granny/ Ashley

a. Context of situation
The conversation takes place in a kitchen room, in the afternoon after Ashley and Kieran coming back from school. The participants are Granny, Ashley and Kieran. The status of Granny is higher than Ashley and Kieran. It happens in an informal situation. Ashley is willing to take care of Kieran as long as Mum is working and granny is rushing hours to help Eileen at her house. The topic of their conversation is about Ashley’s offer in caring of Kieran.

b. Data description

Kieran: ‘When’s Mum coming back?’

(Granny is turning on TV, he must have caught that glance at the clock too)

Granny: ‘She won’t be long. Then I’m going to help Eileen with her jam-making.’

Ashley: ‘You don’t have to wait for Mum to get back, Gran. I don’t mind babysitting Kieran.’

(Granny ignores Ashley and flaps her hand at the TV)

Kieran: ‘I don’t need babysitting. I’m eleven years old.’

(Granny ignores Ashley and flaps her hand at the TV)

c. Data interpretation

The sentence ‘I don’t mind babysitting Kieran’ is a different kind of the hedging device namely a superpolite form. Superpolite form is Ashley’s way to give solution to Granny since she sees Granny is hurrying in doing her job and she wants to make Granny’s job easier.

This sentence is a kind of the superpolite form because Ashley uses word ‘I don’t mind’ in her utterance. In this case, Ashley’s statement is a kind of politeness. The politeness employed by Ashley is a kind of positive politeness and the relationship between Granny and Ashley is very close. On the other hand, in this situation Ashley is the subordinate and although their relationship is close Ashley keeps respecting Granny.
Ashley is having daydreaming at home recently and Granny always remind her because it is like nothing to think. However, the truth is Ashley cannot help daydreaming. There are much horrible thoughts bugging her, thoughts about Ben, and when she has first changed her mind about him. She thinks that it is so brilliant at the beginning, when Ben and Mum start going out with each other. Mum stop being tired and snappy all the time, then starts being really good fun, Kieran and Ashley don’t actually see that much of Mum, because when Mum is not working at the hospital she is going out with Ben, but both Ashley and Kieran are not annoyed because Mum looks very happy. The problem is that at present Ben is often coming home even when Mum at work and it makes Ashley got her nerve.

On that afternoon, after having lunch together, Kieran’s private teacher, Mr. Mercer is coming to give him extra lesson at home. While Kieran asks Granny when Mum is coming home Granny’s eyes always catch at the clock, it indicates that she is in a great hurry to get home. By seeing Granny is rushing in time Ashley offers herself to babysitting Kieran.

The polite strategy applied by Ashley is a positive politeness. The positive politeness is to show solidarity. An English teenager is hardly ever speak politely to the older, yet Ashley uses this kind of politeness strategy because she wants to help Granny and makes her work easier. Thus, Granny can go home earlier and unnecessary to wait Mum backs from work. Ashley who has lower status has to be polite to the higher status. This strategy also occurs in the data number 2 (p.32) but has different topic and situation. The use of superpolite form in data number 2 (p.32) is also used to show solidarity in order to help Mum to set the table, here Ashley offers a favor to Mum to set the kitchen
table. In fact, at that time she is angry with Ben who also exists in that situation, because he always asks both Ashley and Kieran as if he is their real father. However, Ashley can control her emotion to not having mad to Ben and keeps asking Mum whether she needs her help or not to show intimacy between her and Mum, Ashley actually may ignore Mum and Ben but she keeps honoring them although she has got bad feeling on Ben. In brief, the subordinate must be polite to the superordinate.

5. Euphemisms

Data E/ 1/ 87/ Mum/ Ashley

a. Context of situation

This conversation occurs in a kitchen room. It happens after Ashley’s having dinner with Mum. She is doing her French homework but she cannot do it properly. The participants are Mum and Ashley. Ashley is Mum’s daughter, therefore Mum has a higher status than Ashley. The conversation happens in an informal situation. The topic of their conversation is about Ashley’s rebelliousness. Mum asks Ashley why she does not do her homework in a little while after school, according to Ashley doing her homework earlier or later does not have any differentiation. The important thing is that her homework is done.

b. Data description

Mum : ‘Suit yourself.’
Ashley : ‘Huh! I can’t suit myself anymore in this house. Everything’s different since he’s been here. I’m not sure I’d be much better at this stupid French if my brain had had a break.’
Mum : ‘Oh, not that again, (Mum is giving one of her exasperate mother looks to Ashley) I thought you’d accepted that it’s best to get your homework out of the way as soon as you get home from school.’
Ashley: ‘No I haven’t! I think it’s a stupid idea. I only do it because there’s no point in arguing now he’s God round here. Honestly, Mum, he’s brainwashed you into agreeing with everything he thinks. I tell you, it’s driving me mad.’

c. Data interpretation

The hedging device occurring in this case is called **euphemism**. Euphemism is a word to change the bad language. Ashley uses the euphemism in this sentence such as ‘he’s God round here’ her utterance refers to a meaning that has a bad association. Thus, Ashley employs the euphemism as a part of the hedging device in this case.

From the description, obviously Ashley conveys the euphemism in her utterance. It comes out when she has got angry about everything in her house, which turns different since Ben’s arrival. Ashley is trying to do her homework, but it seems too difficult, it is taking her ages because she is determined not to ask Ben for any help although Mum asks Ashley to ask Ben’s favor. Ashley does not want Ben authorizes her, making some rules in doing her homework. Ashley cannot suit herself anymore in her house. Moreover, Kieran who used to hate him turns to be his number one fans. According to Ashley Ben has brainwashed Mum and Kieran into agreeing with everything he asks for. Therefore, it is making Ashley nuts.

Ashley is becoming annoyed when Mum approving Ben that Ashley should do her homework as soon as she get home from school. Ashley absolutely disagrees with it because she does not want to obey all Ben’s rule. And she is being stubborn about his opinion. Ashley does not say ‘now he is a dictator round here’. She just says ‘now he’s God round here’. Ashley avoids using word ‘dictator’ in her utterance because in her opinion ‘God’ word is softer than dictator, it can be concluded that Ashley employs the
euphemism in her utterance.

She uses this kind of the hedging device strategy by applying ‘now he is being a dictator round here’ because she has an exact reason and wants to avoid using bad word. It proves in her next utterance that Ben has brainwashed both Mum and Kieran and the word ‘brainwashed’ has connection with the word ‘dictator’, the one who always control someone else in under pressure, but she chooses use ‘God’ word that has positive meaning. She applies the euphemism and changes a bad word with the proper word.

Data E/ 2/ 93/ Ashley/ Ben

a. Context of situation

This conversation is located on a sitting room. It happens in the evening. The participants of this dialogue are Ashley and Ben. It can be said that Ashley has a lower status than Ben and this dialogue occurs in an informal situation. The topic of this dialogue is about their misunderstanding. It happens because Mum always warns her to stop talking on the phone line and it makes Ashley turns mad. She feels lonely at home; everyone is busy with his own business. Moreover, she is the only person who dislikes Ben. That is why she calls Luce to refresh her mind and tells about her boredom living in her own house.

b. Data description

Ashley : ‘What d’you do that for?’

(She leaps off the settee and starts shouting)

Ben : ‘To show you that you can’t go on acting like a rude teenager.’

Ashley : ‘I’m not acting being a teenager, I am one. Whereas you’re acting like a stepfather, and that’s something you’ll never be!’

(She slams out of the room and goes upstairs two at a time)

c. Data interpretation
Since Ben is living in Ashley’s house everything is different. Ashley has just bored with his rules. On that evening after having a conversation with Mum, she is absolutely does not agree with what has Mum said to her, that she will come to a parents’ evening in Ashley’s school with Ben, the man she hates recently days. When Kieran who turns to be Ben’s number one fan comes home with Ben, Ashley directly grab her book and rushes to the door, anything to get out of their cozy little circle. Afterwards, Ashley picks up the phone from the hall table, goes into the sitting room and rings Luce. Luce is Ashley’s best friend, she always say her life problems, therefore Luce knows well about her recently problem, it must be about Ben. Ashley is fed up of Ben’s authorization.

Ashley is calling Luce to refresh her mind because she does not want to see another her family members gathering in one place seems like a stupid happy family and she does not want joining in that situation. She is so sick of that whole set-up, Mum, Ben, Kieran are all getting on her nerves. While Ashley is talking to Luce Mum sees her phoning and she gives her a bit of a stern look because Ashley has broken the always ask before you use the phone rule and when Mum comes back again she is catch Ashley is still on the phoning and Mum surely turns angry because she has warned her to use it just two more minute but Ashley keeps talking to Luce. Next, Ben comes in looking at Ashley more than a bit cross. He repeats what Mum has asked to her, to stop talking.

The euphemism in this dialogue is the sentence like ‘whereas you’re acting like a stepfather, and that’s something you’ll never be!’ Ashley’s utterances means that Ben acts like a stepfather who has an authorization to ask her, in fact he is not. The word ‘acting’ here is better than ‘pretending’ because ‘pretending’ usually use in negatives meaning, while the word ‘acting’ is not often has negative interpretation. The reason of
using euphemism in this dialogue is that she tries to avoid using bad word e.g. ‘pretending’ although she is angry with Ben. She knows that ‘acting’ word is more polite than ‘pretending’. After all, both of them have same meaning. However, Ashley keeps honoring Ben because he is her Mum’s boy friend and he is older than her, therefore she ignores ‘pretending’ word and changes with ‘acting’ utterance.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

The conclusion is drawn based on the results of the data and in chapter IV. It is presented to answer the problem statements of the research. The following are the finding of the research:

1. There are five types of the hedging devices applied by Ashley as the main character on the novel of step-chain teenlit series entitled Healing the Pain. They are the lexical hedges (12 data), the question intonations (3 data), the tag questions (3 data), euphemisms (2 data), superpolite forms (2 data).

2. In conducting the hedging devices, Ashley employs some of the following strategies:
   • Ashley considers the status of her interlocutor and the context of situation. She conveys a superpolite form and euphemism to the superordinate. Yet, she uses a lexical hedge and a question intonation to the superordinate and the subordinate, since as an English teenager she is sometimes break the rule of social norms to show her self-identity. In applying her strategy, she uses it based on the topic and
the situation of the conversation.

- The strategy of applying the hedging devices has to be matched with the body language. Ashley’s action can support the reason why she applies the hedging devices in her utterance. On the novel, actually the body language of the character cannot be seen straightly, however the description in the end of each conversation show how Ashley’s utterances match with her body language.

3. The main character of the novel of step-chain teenlit series entitled Healing the Pain applies each type of the hedging devices since Ashley has some reasons. The reasons can be seen, as follow:

- Lexical Hedge
  a. Well: the character has the reason to give information although she is less sure about it, to convince the speaker herself, to show uncertainty and to open the conversation in order to get the truth information about uncertain matter.
  b. Oh: the character has the reason to stop the conversation and to make correction about the speaker’s uncertain opinion.
  c. You know: the character has the reason to convince another person about the speaker’s opinion even though she is quite sure another person will agree with her and as a small talk in the beginning of the conversation in order to convince the speaker herself.
  d. I think: the character has the reason to express the speaker’s opinion and to show uncertainty.

- Tag Question is employed to soften negative comments and to show uncertainty.

- Question Intonation is used to declare something in which the speaker quite sure,
to express uncertainty and to show an excitement feeling of something.

- Superpolite Form is applied to show solidarity.
- Euphemism is said to hide the taboo and to soften negative expression.

**B. Suggestion**

This research analyzes the hedging devices in woman speech on the novel of teenlit series entitled Healing the Pain, which is one of two modifiers claimed by Robin Lakoff. From the analysis of the hedging devices above, the researcher offers some suggestions to students and the other researchers.

- **To English Department students:**
  The students are suggested to study the hedging devices as one of women speech strategies based on the other linguists theory, such as from Janet Holmes’ theory. They can also apply the use of hedging devices in order to prove that these are indeed employed to show the students’ lack of confident in speaking.

- **To other researchers:**
  This research is said as the beginning for further research especially for other students who want to analyze the hedging devices as a part of women speech strategies. It will be more complete research if the other researchers can analyze the comparison in the use of hedging devices in women speech between black women and white women. They are also possible to conduct the study of hedging devices from other resources such as comics or movies.
BIBLIOGRAPHY


Appendices

Data SF/1/4/ Kieran/ Granny/ Ashley

Kieran: ‘When’s Mum coming back?’
(Kieran asks Granny while his eyes are turning on TV, he must have caught that glances at the clock too)

Granny: ‘She won’t be long. Then I’m going to help Eileen with her jam-making.’

Ashley: ‘You don’t have to wait for Mum to get back, Gran. I don’t mind babysitting Kieran.’ (1)

Kieran: ‘I don’t need babysitting. I’m eleven years old.’
(Granny ignores Ashley and flaps her hand at the TV)

Data LH.d/1/16/ Luce/ Ashley

Luce: ‘Won’t he go out to work?’
Ashley: ‘I wish.’
(Luce looks puzzled, and then she suddenly clicks)

Luce: ‘Oh yeah, he’s a writer, isn’t he?’
(Ashley curls her lip and nodes)

Ashley: ‘Arty-farty stupid thing to be, isn’t it? I dunno. I think (2) I’d be quite proud if I got a writer living in my house. It’d help if I like English, but I
hate it. And it’s got to be truly great, having to play music on the lowest volume known to man so I don’t block His Lordship’s creative channels.’

(Luce gives a sad smile to Ashley and put her arm around her)

Luce : ‘Poor Ash.’

**Data TQ/ 1/ 16/ Luce/ Ashley**

Luce : ‘Won’t he go out to work?

Ashley : ‘I wish’

(Luce looks puzzles, and then she suddenly clicks)

Luce : ‘Oh yeah, he’s a writer, isn’t he?’

(Ashley curls her lip and nods)

Ashley : ‘Arty-farty stupid thing to be, isn’t it?’, (3) ‘I dunno, I think I’d be quite proud if I’d got a writer living in my house’

**Data SF/ 2/ 32/ Ashley/ Mum**

(Ashley is getting mad with Ben. However, she tries to respect him in order not to hurt Mum)

Ashley : ‘Do you want any help, Mum? (4) (She asks instead)

Mum : ‘ No, we’ll sort the meal out, thanks, love.’

(Ashley has a sudden cozy picture of Granny and herself setting the table together. Now all of a sudden it’s Ben. however, she is not putting up with that)

Ashley : ‘ I’ll set the table,’

**Data QI/ 1/ 34/ Michelle/ Ashley**

Michelle : ‘So it’s not going too well with your step dad then, Ashley?’

(By hearing her question Ashley cannot help feeling uncomfortable, because it does not seem right for Michelle to be asking like this)

Ashley : ‘He’s not my step dad, OK?’ (5)

Michelle : ‘What is he then? Just some bloke your Mum picked up?’

Ashley : ‘He’s… he’s not anything,’
Michelle: ‘Yeah, right’

(Michelle turns around and Ashley feels stupid for giving such a pathetic answer)

Data LH.c/ 2/ 36/ Ben/ Ashley/ Kieran

Ben: ‘Sorry, I lost track of the time. How are you guys doing?’
Ashley: ‘I thought Mum said you didn’t have to come and meet us. I am thirteen, you know’ (6)
Kieran: ‘Yes!’

(He says aggressively)

Ben: ‘I know I don’t have to, I just felt like a walk’ (he laughs) ‘I found I was beginning to see double, staring at the computer screen.’

Data LH.a/ 3/ 46/ Luce/ Ashley

Luce: ‘I bet he didn’t know what to say then, did he?’

(Ashley’s mind scenes back over all the question Ben has asked her, then she tells it to Luce)

Luce: ‘Oh, he knew what to say all right,’ ‘go on, then…’
Ashley: ‘Well, (7) God knows why, but he thought it was some kind of brilliant connection I’d made and he said it would be really cool if I rewrote the whole essay and made it all about that doll’s picnic and said exactly how I felt when I was a little girl. I told him no way was I going to go to all that trouble because I didn’t want Mercy features taking the rip out of me in front of the whole class, and he just said, “hmmm”. Then he told me about when he was my age and something like that had happened to him.’

Luce: ‘Yeah?’

Data LH.b/ 4/ 56/ Ashley/ Ben

Ashley: ‘What have you been burning?’
Ben: ‘My first draft. It’s a little ritual of mine.’
Ashley: ‘Don’t you need your first draft any more? I mean, to copy from…?’
(Ashley feels stupid as soon as she has spoken)

Ashley : ‘Oh (8) no… you’ve got it on the computer, haven’t you?’

(He pokes and stabs at the middle of the ashes, where bits of white charred paper have not quite burn away)

Data TQ/ 2/ 56/ Ashley/ Ben

Ashley : ‘What have you been burning?’
Ben : ‘My first draft. It’s a little ritual of mine.’
Ashley : ‘He means the kind of rough copy of his book’
(Ashley whispers to Kieran)

Ashley : ‘Don’t you need your first draft anymore? I mean, to copy from…? Oh no… you’ve got it on the computer, haven’t you?’ (9)

Data LH.a/ 5/ 74/ Granny/ Ashley

Granny : ‘Oh dear… what’s he done now?’
Ashley : ‘It’s supposed to be for parents to sign, and he’s not even our dad or anything?
Granny : ‘Its probably all for the best that he’s got his finger on the pulse, love. You’re lucky to have someone to help you, you know’
Ashley : ‘Well … (10) yeah, but…
(Granny nodding approvingly)
Granny : ‘I bet he knows affair bit, doesn’t he, being a writer?’

Data LH.d/ 6/ 87/ Mum/ Ashley

Mum : ‘Why don’t you just wait till Ben gets back? He won’t be long, then he can help you
Ashley : ‘No.’
Mum : ‘Suit yourself.’
Ashley : ‘Huh! I can’t suit myself any more in this house. Everything’s is different since he’s been here. I’m sure I’d be much better at this stupid French if my brain had had a break.’
Mum: ‘Oh not again, (I thought you’d accepted that it’s best to get your homework out of the way as soon as you get home from school.’

Ashley: ‘No I haven’t! I think it’s a stupid idea. I only do it because there is no point in arguing now he’s God around here. Honestly, Mum, he’s brainwashed you into agreeing with everything he thinks. I tell you, it’s driving me mad.’

Data E/1/87/ Mum/ Ashley

Mum: ‘Suit yourself.’

Ashley: ‘Huh! I can’t suit myself anymore in this house. Everything’s different since he’s been here. I’m not sure I’d be much better at this stupid French if my brain had had a break.’

Mum: ‘Oh, not that again, (Mum is giving one of her exasperate mother looks to Ashley) I thought you’d accepted that it’s best to get your homework out of the way as soon as you get home from school.’

Ashley: ‘No I haven’t! I think it’s a stupid idea. I only do it because there’s no point in arguing now he’s God round here. (12) Honestly, Mum, he’s brainwashed you into agreeing with everything he thinks. I tell you, it’s driving me mad.’

Data Q1/2/88/ Mum/ Ashley

Mum: ‘I think that’s half the trouble, isn’t it?’

Ashley: ‘What?’

Mum: ‘You’re jealous of Kieran.’

Ashley: ‘Don’t be stupid! (She screeches) Of course I’m not! (She is expecting Mum to come at her, but she just raises her eyebrows, then carries on making tea, while Ashley stares at her French textbook with a big scowl on her face) ‘Why d’you let him make decision? What’s it got to do with him whether I do my homework straight away after school, or leave it till later? It doesn’t make any difference, does it?’ (13)’

Data LH.a/7/89/ Ashley/ Mum
Ashley: ‘You’re not going with Ben to the parents’ evening, are you? You’d better be going with dad.’

Mum: ‘Dad’s perfectly happy for Ben and me to go together.’

Ashley: ‘Well, (14) I’m not!’

(Ashley slams her hands down on the kitchen table as the back door opens)

‘Guess…what, Mum! I’ve…cut my time …by two second!’

Data LH.b/ 8/ 89/ Ashley/ Mum

Ashley: ‘Why d’you let him make decision? What’s it got to do with him whether I do my homework straight away after school, or leave it till later? It does not make any difference, does it?’

Mum: ‘Does it?’

Ashley: ‘No, it does not!’

Mum: ‘Hmm…we’ll see about that in a couple of weeks’

Ashley: ‘What do you mean?’

Mum: ‘There’s a parents’ evening coming up, isn’t it there?’

Ashley: ‘Oh (15) great! More pressure.’

(She sighs an exaggerates sigh, then looks back at her French homework again)

Data LH.a/ 9/ 91/ Luce/ Ashley

Luce: ‘Do you actually hate him then, Ash?’

Ashley: ‘Well…(16) not exactly. He gets on my nerves though, and I just don’t want him here.’

(She is about to carry on but Mum is coming over her, she sees Ashley on the phone and gives her a bit of stern look because she breaks the always-ask-before-you-use-the-phone rule)

Data E/ 2/ 93/ Ashley/ Ben
Ashley: ‘What d’you do that for?’

(She leaps off the settee and starts shouting)

Ben: ‘To show you that you can’t go on acting like a rude teenager.’

Ashley: ‘I’m not acting being a teenager, I am one. Whereas you’re acting like a stepfather, (17) and that’s something you’ll never be!’

**Data QI/ 3/ 131/ Ashley/ Michelle**

Ashley: ‘When’s the competition?’

Michelle: ‘Tomorrow. It’s more than a competition, actually. It’s a whole day at this disused airfield at Griggsmere.’

Ashley: ‘You mean you’re allowed to go off during school time?’ (18)

Michelle: ‘Well, only if you’ve been…you know…’

Ashley: ‘What, selected?’ (Michelle looks down) ‘Michelle, that’s brilliant. You’re clever!’

**Data TQ/ 3/ 159/ Mum/ Ashley**

Mum: ‘Oh Ashley, I can’t bear to think of what you’ve been going through. I promise nothing was your fault. You were just a little girl having a doll’s picnic in the rain.’

Ashley: ‘It’s OK, Mum. I’m not upset anymore. Now I understand.’

Mum: ‘Ben felt so sorry for you. When he read your story he realized how much you were hurting inside.’

(Ashley nods and both Mum and Ashley were silent for a while)

Ashley: ‘Alice got taken away by the dustman, didn’t she?’ (19)

Mum: ‘But not all the dolls like hiding, did they? So when you asked about the newspaper I got thinking, and decided to have a rummage through all the stuff in the attic. Go and have a look in your room.’

**Data LH.a/ 10/ 160/ Ashley/ Mum**

Ashley: ‘You know when you first met Ben, when he was a patient in hospital?’

Mum: ‘Yes’
Ashley: ‘Well, (20) what was he in hospital for?’
Mum: ‘He had a broken rib and a few other more minor injuries.’

Data LH.c/11/160/ Ashley/ Mum
Ashley: ‘You know, (21) when you first met Ben, when he was a patient in a hospital?’
Mum: ‘Yes.’
Ashley: ‘Well, what was he in hospital?’
Mum: ‘He’d a broken rib a few other more minor injuries.’

Data LH.d/12/161/ Mum/ Ashley
Mum: ‘You could tell him now if you want.’
Ashley: ‘What? Phone him?’
Mum: ‘I phoned him earlier on to tell him a letter came for him in the post. He’s calling round to collect it. But he won’t be staying.’ (Mum adds quickly)
Ashley: ‘What time is he coming?’
Mum: ‘He said he was going to jog over at about five, because his car’s broken down.
(Ashley glances at her watch and it shows five past five)
Ashley: ‘I’ll meet him, I think.’ (22)
(She realizes that she does not have a clue where he lives now)
‘Which way will he be coming from?’
Mum: ‘Graham Road way.’