

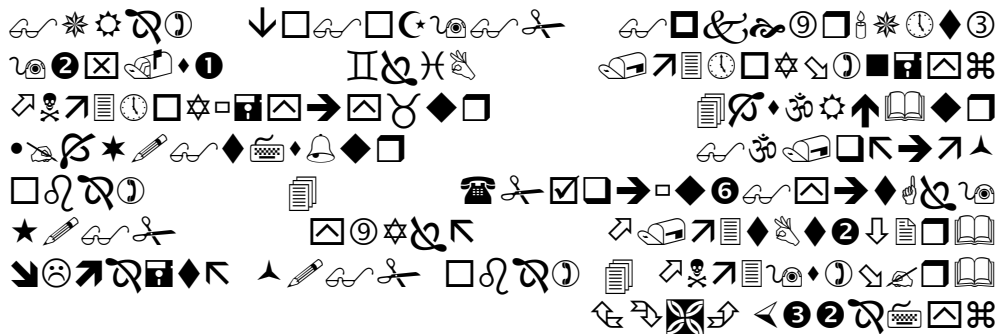
CHAPTER I

INTRODUCTION

A. Background of Study

Language is an important role in human life. Through language, human can communicate to express his feeling, ideas, intention, thought, etc, and also integrates himself to be member of society. Language is also used as the link of the development of science and technology.

The language helps people to build communicate relation and create harmony each other. In addition, language makes everyone know and understand what happened around them. In QS: Al Hujurat 13 as follows:

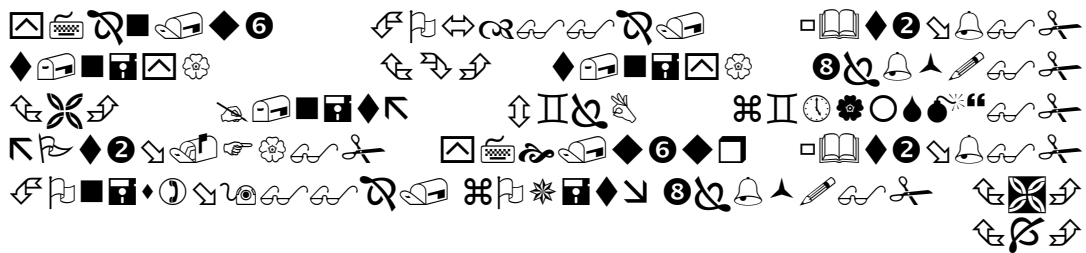


The verse proves that language very important for human. God created human in these life with differences nation-state, tribes, skin colours, etc. He wants the people to know each other. From the verse is known that language crucial in human's life.

Language and communication cannot be separated. Through communication people can interact in everyday life wherever they located. It is impossible for people to live without the language. People communicate with others directly or indirectly in spoken and written form.

To increase the communication, human have to learn and doing practice in using language. So that, the people can improve and develop our spoken and written be more better.

In QS. Al-‘Alaq verse 1-4 as follows:



Based on Surah Al-‘Alaq above, that verse encourages people to learn read and write. It means Allah has ordered us to learn anything by reading and writing.

The language especially in written used formal form which is to give information or report about education, medical, politic, etc. In addition, written formal form can found in academic writing, e.g., writing summary, research proposal, and other scientific works.

For novice writers, the academic writing imposes great challenge for them. It is even higher when write in English as a foreign language. They have to improve their thinking, organizing ideas and development their abilities to summarize and criticize in writing.

The undergraduate students in a university have a lot of projects regarding to writing activity as they are expected to develop their critical thinking through writing. To culminate the title degree based on their discipline,

university students have to do research paper known as thesis which this activity dealing with writing.

Based on *Writing Thesis Guidance Book 2014* at English Departement Antasari State Islamic Institute For Islamic Studies of Banjarmasin, there are three parts of thesis, they are beginning part involves thesis title, approval sheet, statement of authenticity, abstract, motto, dedication, acknowledgment, contents, list of table, list of figures, and list of appendices. Content part involves introduction, theoritical review, research method, findings and discussion, conclusion and suggestion. Then, the last part involves references, appendices, and curriculum vitae. (Mufidah et al., 2014:3-4)

After mention the summary of the entire paper, abstract becomes crucial because readers always read it before reading the entire paper. It tells to inform about the content of a research, the result of reseacrh, and also a vehicle for arousing the curiosity and interest of the reader. According to Hyland in Al-Shujairi et al., Stated: “the abstract is generally also the readers’ first encounter with text, and it is often the point at which they decide whether to continue and give the accompanying article further attention or to ignore it”. (Al-Shujairi, 2016:379)

Abstracts help readers who are going to read the whole thesis, by offering an overview of the research, thus saving their time. Besides, in the abstract needs to put the support words on the researcher statements, it makes readers believe and recognize for the research. So, the writer should be careful

in the way write of abstract and appropriate linguistic categories need to be used.

In reality, non-native (NNS) students of college level education who are required to write their thesis in English not always aware of the impacts of the amount of hedges and boosters they use in their writing of abstract, where writers stake claim over their finding and conclude their discussion. Using too many boosters will result in an inaccurate of a finding, and in turn, will be misleading for the readers, while too many hedges will give the appearance of uncertainty (Indriani, 2014:1294).

One of problems faced by students in writing is the use of boosters and hedges. They write abstract using boosters and hedges without knowing its usefulness. Although students are using boosters and hedges in their essays, they are still confused about exactly how to use them (Macintyre, 2013 as cited in Salichah et al., 2015:154). Furthermore, the importance of hedges and boosters in academic discourse lies in their contribution to an appropriate rhetorical and interactive tenor, conveying both epistemic and affective meanings. That is, they do not only carry the writer's degree of confidence in the truth of a proposition, but also an attitude to the audience. More specifically, although hedges and boosters play an important role in academic writing, the students still find any difficulties when using them.(Salichah et al., 2015:155).

According to Hyland (1998:349), "Hedges and boosters are communicative strategies for increasing or reducing the force of statements. Conveying the writer's degree of confidence in the truth of a proposition and

expressing an attitude to the audience”. The use of hedges enables the writers to express a perspective on their statements, to present unproven claims with caution and to enter to a dialogue with their audience, while the use of boosters helps him/her to close down alternatives and to show a high degree of certainty (Hyland, 2005:52).

There are several previous study related to study, the first is *Boosters and Hedges In Abstract Research Paper* by Lilia Indriani. In this study, Indriani analyzed 20 abstracts divided 10 qualitative research and 10 classroom action research that write by non-native students in Tidar University. She found out the hedges and boosters in students’ abstract and found the reason why students use them. Indeed her study and this study analyze the similar data, however, that distinguishes between her study and this study are research method and research problem that she has.

The second is study conducted by Yeganeh, Heravi, and Sawari entitled *Hedges and Boosters in Newspaper Article on Iran’s Presidential Election: A Comparative Study of English and Persian Articles*. In Yeganeh, Heravi, and Sawari study, they analyzed newspaper article on Iran’s Presidential Election and compare both English and Persian articles. They tried to find out the differences and similarities in the use of hedges and boosters between Keyhan and Washington post article before and after the election. And the result showed that article significant different.

The third is *Hedges and Boosters in Academic Writing: A Study of Gender Differences in Essays Written By Swedish Advanced Learners of*

English by Sofia Serholt. In this study, Serholt investigate Swedish advanced learners the use of hedges and booster in their academic writing; and compare them based on gender. A comparative analysis of 20 randomly selected C-essays written by Swedish students of English at several universities was therefore conducted. She's study showed that females were more inclined than males to offer stronger commitments to the propositional information they supplied, but both males and females displayed a substantially higher use of hedges and boosters.

Since tells contains a brief of a research paper, abstract might be the first thing that readers seek before reading the whole paper. Therefore, writer should pay attention to use of hedges and booster in order to convince readers for the research. Thus, writers knowing usability of hedges and booster in the abstract.

Based on the problem and explanation above, the researcher is interested to do a research on "*Boosters And Hedges In Thesis Abstracts At English Department Of UIN Antasari Banjarmasin*".

This research focuses on the analyzes abstract of English department thesis. The abstracts are written by English Education Department' students who were graduated in between 2015 and 2017 in UIN Antasari Banjarmasin. Specific study that is analyzed in this study is boosters and hedges which appears in thesis abstracts.

B. Questions of Study

Based on study background above, the problems that come up can be analyzed in this study concern on the following questions:

1. What boosters and hedges are used in the abstract of English department thesis?
2. How are the frequency boosters and hedges in the abstract of English department thesis?

C. Objective of Study

1. To analyze boosters and hedges in the abstract of English department thesis.
2. To know the frequency of boosters and hedges in the abstract of English department thesis.

D. Significance of Study

This study hopefully can be benefit, as follows:

1. For the teachers, this study is expected to provide an additional teaching material for teacher so that it can be used for teaching booster and hedge in the class.
2. For the students, this study will be useful as information for language learners to improve their knowledge about booster and hedge.

3. For other researchers, this study hopefully can give early information and reference who wants continue or conduct a study on the similar topic.

E. Definiton of Key Terms

In order to make the readers get easier in understanding this study, here the researcher will give the definition of some key terms that important to be understood as the following:

1. Booster

Boosters are words that help writers to express with certainty what they have to say.

2. Hedge

Hedges allow the writer to present information as an opinion or a plausible reasoning rather than a fact.

3. Abstract

Abstract is a brief overview of the key points of an article, report, proposal, or thesis.

4. Thesis

Thesis is a scientific work written by college students as the last job to get a degree.