

## CHAPTER V

### CLOSURE

This chapter discusses about the conclusion of the study and the suggestion from the researcher about the analysis of boosters and hedges in thesis abstracts.

#### A. Conclusion

Based on findings of the whole problems study that have been presented above. There are several things that can be concluded. It is elaborated as follows:

1. The analysis discovered that English Teacher Education Department Students who graduated in 2015-2017 applied several of boosters and hedges in their thesis abstracts. The researcher found the use of boosters and hedges categories in their thesis abstracts as following:
  - a. Boosters: *always, can, conclude, denote, fact, find/found, must, shows, should, and will.*
  - b. Hedges: *almost, general, indicate, most(ly), suggest, and suppose.*
2. The analysis revealed that English Teacher Education Department students using 10 categories of boosters and 6 categories of hedges. The result showed comparison between boosters and hedges were 44 times and 20 times used in thesis abstracts. Dominantly

employed for boosters such as *should* 12 times, *shows* 9 times and for hedges namely *most(ly)* 7 times, and *suggests* 7 times in their thesis abstract. It means that boosters was applied more frequent than hedges.

## **B. Suggestion**

### 1. For English Teacher Education Department Lecturer

The researcher suggests to the lecturer to add the material about metadiscourse, especially boosters and hedges in subject that had existed, such as: discourse analysis or writing class, especially academic writing class.

### 2. For the students who are writing thesis

Knowing the finding, the researcher suggests to the students who are writing thesis to make the previous informative boosters and hedges in thesis abstracts as the model in their writing thesis abstract by applying boosters and hedges categories in thesis abstracts to convince and engage the readers.

### 3. For other researchers

The study about boosters and hedges in thesis abstracts is rare in Education and Teacher Training Faculty of UIN Antasari Banjarmasin, especially in English Teacher Education Department. Thus, the researcher hopes that this study could give insight for the readers and

students of English Teacher Education Department or other departments of UIN Antasari Banjarmasin.

In addition, the researcher suggests to other researcher who are interested in the same or similar field of study to examine boosters and hedges use in others disciplinarians and different data, for example, essays in writing class.