

CHAPTER IV

FINDINGS & DISCUSSION

This chapter provides the findings as well as the discussion of the study result on the use of boosters in The Jakarta post.

4.1 Description of the Data

The booster found in rubric opinions of The Jakarta post submitted in 2016. The three articles of The Jakarta post consist of 135 Booster

Table 1: Identification of The Data

SECTIONS	WORDS	PERCENTAGE
Indonesia's PISA results show need to use education resources more efficiently	958	40.06%
Teachers' day: Questioning role of teachers in Indonesia	717	29.98%
Why full-day school will not work in Indonesia?	716	29.94%
Total	2.391	100%

4.2 Finding and Discussion

4.2.1 Usage of Boosters

To answer the main research, question this study of what types of boosting devices used by The Jakarta Post's rubric opinions, the writer used Hyland's taxonomy and justification of boosters (2005, p.218). After analyzed 3 rubric opinions, the writer later put the findings in the table below and discussed every aspects in several sub-headings.

Table 2: Table of Usage of Each Type

Type	Usage
Lexical Verbs	Show commitment to their propositions especially when dealing with evidence
Modal Verbs	Propose an universally-proven knowledge
Adjectives	Block another viewpoint and alternative voices
Adverbials	Put a phenomena or urgency under the spotlight
Solidarity Features	Occupy a niche and urging readers of their writing

4.2.1.2 Booster Type 1 (Lexical Verb)

Boosters as lexical verbs mostly used to show commitment to their propositions especially when dealing with evidence. One of the found verbs is *Found and Believed*. It helps writer to state the proporsitions strongly and express certainty in the statement especially in stating results as in the excerpts below:

- (1) The PISA Report 2015 it is has found that Indonesia's quality of schools' educational resources is one of the highest (1ROJ)
- (2) As a teacher, I believe he had much personal motivation to contribute to the country through building better education (3ROJ)

Based on the excerpts above, it is seen that the writers commit to their statement since they have a clear evidence to support their statement . 1ROJ uses has found to confidently used shows because he has known The PISA proved that only a slightest in the skills of Indonesia students. Meanwhile 3ROJ confidently used believe showed the writer strong commitment in explaining As a teacher had much personal motivation to contribute building better education

4.2.1.3 Modal Verbs

Boosters with high commitment convey commitment, obligation and compulsion to act perhaps through a sense of duty, self-discipline, or merely through the sense of expediency (Hyland, 2005, p. 567). Additionally, these modals refer to logical (that is, inferential and reasoned) necessity, based on logical deduction. Boosting modals typically refer to the necessity of actions and events and real-world obligations that can be social, moral, physical, psychological, or emotional that compels one to act. It is shown in several excerpt below:

- (1) We need to look back at our educational pioneer, Ki Hajar Dewantara, who lived in an era of limited information, unlike now. (3ROJ)
- (2) In addition, schools should create rules and structures that can nurture students' positive behavior and characters such as respectful and care.(2ROJ)

Based on the excerpt above, writers are seen using boosters especially *should* and *need to*, committedly to strengthen their claims and impart an element of objectivity and the necessity

to undertake such an action without much ado. In (1) 3ROJ the writer showed that to invites reader that to look back at educational pioneer. 2ROJ in (2) The writer strong commitment to his claims in explaining the schools that create rules and structures can nurture student's positive behavior and characters.

4.2.1.4 Boosters Type 3 (Adjectives)

Most of adjectives used are superlatives which express certainty, restriction and emphasis (Algi, 2012). We can see the excerpts below

- (1) In addition, schools should create rules and structures that can nurture students' positive behavior and characters such as respectful and care (1ROJ)
- (2) The percentage of low performers in science among disadvantaged students is among the highest globally. Indonesia ranks ninth among the countries on this measure of inequality (2ROJ)

Based on the example above, we saw that the authors closed the dialogue and expressed certainly by using superlatives. In (1), 1ROJ The writer put these because they were sure and believe with what they have been done through their study or research. In (2), The writer believed that respect can represent how school should create rules.

4.2.1.5 Boosters Type 4 (Adverbials)

Boosters as the adverbs *still*, *only*, *especially* were found in this study. The writer made the statements indefinite and imparting vagueness

The excerpt of boosters found in adverbs:

- (1) Only a small share of disadvantaged and advantaged students in Indonesia expect to pursue a career in science compared to other countries participating in PISA. (1ROJ)
- (2) He goes on to states that parents could benefits from full-day schooling too. Knowing that students in a safe and positive environments would bring peace of minds for parents especially for them who are working full-time. (2ROJ)
- (3) Although teachers are often positioned as victims of higher authorities and forced to comply with educational policies without having an opportunity to question them, teachers can still engage and enact such policies on a day-to-day basis in the classroom in meaningful ways as they have direct contact with students. (3ROJ)

From the excerpt above 1 (1 ROJ) we can see that there is the room for readers to argue by saying that students in Indonesia expect to pursue a career then it is not to participating in PISA. Meanwhile the used of *especially* in the excerpt 2 (2ROJ) closes any thought of other learning subject by using especially in this sentences gives emphasis in working full-time. *Only* and *Especially as booster* also do the same thing. They limit and bring out the center point of the writer intends to propose (Lichinsky, 2008). While in 3ROJ, the writer used *still* can clearly state that the importance of engage and enact teacher in educational policies. The writer found *Still* as boosters mostly used to emphasize and highlight phenomena or something urgent like in examples above.

4.2.1.6 Boosters Type 5 (Solidarity Features)

Solidarity feature booster *It is believed that, it is found that* were found in this study.

The examples of boosters found in solidarity features:

- (1) , it is found that Indonesia's quality of schools' educational resources is one of the highest (fourth out of 69) among PISA-participating countries and economies. (1ROJ)
- (2) It is believed that school in Indonesia is rigid organization with clear objectives, standardized curriculum, and classes are divided and evaluated using traditional methodologies. (2ROJ)

From the excerpt above 1 (1 ROJ), the used boosters *it is found that* underlines the writer's Certainly in explaining his findings which is Indonesia quality of schools educational resources is one of the highest among PISA participating countries and economies. On the other hand, in the excerpt 2 (2ROJ) to convince the readers in explaining school in Indonesia are divided and evaluated using traditional methodologies is rigid organization.

4.2.2 Classification of Types of Boosters

To answer the subsidiary questions which are “**What are boosting devices used?**” and “**What is the most dominantly device?**” The writer presented the findings in several tables below and the explanation follow :

The writer classified the hedges and boosters appeared by Kondowe (2014) arrangements to answer the research questions. 3 rubric opinions in The Jakarta post, the result of boosters found can be seen as table below:

Table 3: Frequency and Percentage of Total Type

TYPES	ITEMS PER SECTIONS				% OF TOTAL BOOSTERS			
	ROJ1	ROJ2	ROJ3	Total	ROJ1	ROJ2	ROJ3	Total
LEXICAL	13	5	3	21	9,48%	3,64%	2,18%	15,32%
MODAL	4	7	8	19	2,91%	5,10%	5,83%	13,86%
ADJ	15	22	17	54	10,94%	16,05%	12,40%	39,41%
ADV	15	5	11	31	10,94%	3,64%	8,02%	22,62%
SOLID	7	3	2	12	5,10%	2,18%	1,45%	8,75%
TOTAL	54	42	39	137	39,41%	30,65%	28,46%	100%

From the table above, it is seen that rubric opinion dominates the number of boosters used with ROJ1 54 boosters (39,41%), ROJ2 42 booster (30,65%), and ROJ3 39 booster (28,46).

The writer also found numerous boosters for each type. Adjective come out as the most dominant boosters with 54 words (39,41%) found among ROJ1,ROJ2 and ROJ3. Adverbial followed with 31 words (22,62%) found in total. 21 words (15,32%) of Lexical Verbs then place the third position. Modal verb and Solidarity Features sit placed on the two last positions of most used types with 19 words (13,86%) and 12 words (8,75%).

The writer will also specify each types and it will be served in the following table:

Table 2: Table of Boosters Type 1 (Lexical Verbs)

Booster : Lexical verb	Frequency
Show/shown/shows	5
Mean/meant/means	3
Believe/ believed	3
Seem/seems/see	3
Know/known	2

21 lexical verbs as boosters found in 3 rubric opinions in The Jakarta post. Hyland (2005, p. 566) defines lexical verbs as devices to indicate writers' commitment based on evidence. Lexical

verbs like *show*, *know*, *believe*, *mean*, etc. illustrate positive-politeness markers as they show solidarity with the discourse community by exhibiting responses that assume shared knowledge and desires.

Show/Shows/Shown in the first place. The writer also found *mean/meant*, *believe/believed* and *seem/seems/see* as the second frequently used boosters with 3 words. *Know/Known* are revealed as third frequently used lexical verbs with 2 words.

Table 3: Table of Boosters Type 2 (Modal Verbs)

Booster : Modal verb	Frequency
Have/has/had to	3
Need/needed/needs to	8
Should	8

In this particular research, unlike other types, Modal Verbs boosters found are only three. *Should to* (8) and *need/needed/needs to* (8) comes out as the most frequently used while *Have/has/had to* (3) in second position. In fact, *Need/Needs/Needed to* and *Has/Have/Had to* are the resemblances of obligation like *should*. But, the extreme connotations reflected by *should* are more put a side by the writer since they believe it will highly endanger their statement.

Table 4: Table of Boosters Type 3 (Adjectives)

Booster : Adjectives	Frequency
Educational	11
Highest	4
Lowest	3
Scientist	2

It is seen, *educational* is the most frequently used with 11 occurrences. *Highest* follows with 4 occurrences. *Lowest* on third position with 3 occurrences and the fifth is *Scientist* with 2

occurrences. This finding then shows that The Jakarta post's rubric opinion are still lack of confidence in boosting by using adjectives since it deals with variety of lexicon and rich vocabulary.

Table 5: Table of Boosters Type 4 (Adverbials)

Booster : Adverbials	Frequency
Still	9
Only	4
Most	3

Adverbials come out as the most dominant type of boosters with 46 words and represent 22,62% of total. *Still* is the most frequently used words (9). *Only* is on the second place with 4 words while 3 words of *Most* on third place. Adverbs are reported to be more prevalent to boost claims in The Jakarta Post's rubric opinion writing since they might easier to read for reader with confidence (Hyland & Milton,1997).

Table 6: Table of Boosters Type 5 (Solidarity Features)

Booster : Solidarity feature	Frequency
As the result	4
We all know	3
It is found that	2
It is believed that	1
In fact	1
It is claimed that	1

It is also noticeable that type 6 (type 5/6? Diatas type 5 soalnya) boosters have been used thirty-six times out of the total boosters used constituting 8.75%. *As the result* ranked first in Type 6 chart with four occurrences. *We all know* was found six times in the data and placed as the second most commonly device. *It is found that as* on third position resulting 2 occurrences. *It is believed, in fact and It is claimed that* on third position resulting 1 occurrence. Despite of the

low number of boosters Type 6 found, it is assumed that some of the Jakarta post rubric opinions are actually aware to the use of solidarity features to create niche and urgency in their writing.

Rubric opinion in The Jakarta Post			
Section	Indonesia's PISA results show need to use education resources more efficiently	Teachers' day: Questioning role of teachers in Indonesia	Why full-day school will not work in Indonesia?
Boosters	39,4%	30.65%	28,46%
Total	98.51%		

Table8:Frequency of Boosters in 3 rubric opinion

Finally, it is also worth commenting the frequency of boosters in rubric opinion in The Jakarta Post as it indicates how boosters is seen whether important or not (Biber, 2009). Over 130 boosters in 2,391 words made the writer found 5,63 boosters per thousand words. Indonesia's PISA result show need to use education resources more efficiently gathers 39,4% boosters per thousand words and Teachers' day: Questioning role of teachers in Indonesia gather 30,65% boosters per thousand words where why full day school will not work in Indonesia? Were less common with 28,46% boosters per thousand words.