CHAPTER II

THEORETICAL FRAMEWORKS

A. Definition of Thesis

Academic writing is a specific style of writing that is indicative of academic institutions. In other words, it is the style used by undergraduates, graduates and lecturers to explore specific academic issues in essays, dissertations, theses and academic papers. While these shares many similar characteristics with other styles of writing, it also has its characteristic features, and these are the features that we will be examining.[1]

Students need to write in all disciplines. Explain their ideas clearly. However, academic writing may come in a lot of forms, and you might be asked to write an essay, a report, or even an article in a research paper. These are different types of academic writing that adhere to specific styles, but all of them They've got similarities. Also, this study will focus on writing a thesis as one kind of academic writing.[2]

B. Text and Discourse

The term "discourse" refers to a set of events that lead up to a process of communication. A text serves as a medium for interaction. A text is commonly thought to be thought up of written words on a page, or it can be

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[1] Pinyonatthagarn, D. (2011). *Academic Writing in English*

[2] Lailika, H. I. (2019). *Students' Perceptions of The Use of Grammarly as an Online Grammar Checker in Thesis Writing* (Doctoral dissertation, UIN Sunan Ampel Surabaya

made up of communication skills through spoken words, or it might be wholly made up of the ideas of the writer or speaker, or the reader or listener. In contrast to words, a text can include other figures, sounds acts, or suppresses in any order which is used to send information such as ideas, thought processes, or attitudes. It may or may not convey, but it should be deemed a text if the intent to engage is clear[3].

To communicate ideas and concepts, discourse is required. Language stretches are used by people all over the world to communicate their thoughts, any conversation must acquire cohesiveness to be understood.[4]

C. Cohesion and Coherence

Cohesion is referred to the existence or lack of specific indications in the text that helps the audience to create connections between the ideas in the text. Unlike cohesion, which applies to the text's explicit clues. Coherence refers to the reader's interpretation of the text[5]. However, the grammatical and lexical features on the level of a text which can build connections within aspects of the text are referred to as cohesiveness. Let's start with Halliday and Hasan, who published Cohesiveness in English in 1976 and developed the concept of cohesion. Because cohesiveness is achieved by the use of

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[3] Chimombo, M., & Roseberry, R. L. (2013). *The power of discourse: An introduction to discourse analysis*. Routledge.

[4] Bahaziq, A. (2016). Cohesive Devices in Written Discourse: A Discourse Analysis of a Student's Essay Writing. English Language Teaching, 9(7), 112-119.

[5] Crossley, S., & McNamara, D. (2010). Cohesion, coherence, and expert evaluations of writing proficiency. In *Proceedings of the Annual Meeting of the Cognitive Science Society* (Vol. 32, No. 32).

vocabulary and grammar, it can be separated into grammatical and lexical cohesion. Reference, substitution, ellipsis, and conjunction are examples of grammatical cohesion, while reiteration (repetition, synonymy) and collocation are examples of lexical cohesion (co-occurrence of lexical items)[6].

Cohesion and coherence are two fundamental qualities of writings, and their level of cohesion and coherence affects readers' comprehension[7]. The linguistic principle of cohesion focuses on the interactions of definition that occur inside the sentence and describe this one as a text. Cohesion occurs when one explanation of even a contextual item is predicated on yet another. One assumes each other in the way it can be accurately translated without it. Since this occurs, a cohesion connection is established, or the two components, the presupposing and the represented must be at least generally implemented into some kind of text. Cohesion is a component of a linguistic system. The institutional services of reference, ellipsis and many more some of which are designed into another dialect itself provide the ability for cohesion[8].

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[6] Tanskanen, S. K. (2006). *Collaborating towards coherence: Lexical cohesion in English discourse* (Vol. 146). John Benjamins Publishing.

[7] Todirascu, A., François, T., Gala, N., Fairon, C., Ligozat, A. L., & Bernhard, D. (2013). Coherence and cohesion for the assessment of text readability. *Natural Language Processing and Cognitive Science*, *11*, 11-19.

[8] Halliday, M. A. K., & Hasan, R. (2014). *Cohesion in english* (No. 9). Routledge.

Cohesion is a linguistic possession of a text that holds all in some manner; a cohesive text appears to contextually connect its sentence structure around each other. This conceptual perspective of cohesion is related to the viewer, who defines the features in such a provided co-text in addition to another factor inside the same sentence. This is the first think requirement; it depends on the surface connections between all the phrases that make up a text in an attempt to develop an estimate of the total inside a template. The structured ground of the text elements functions by grammar rules and conferences. It aids the reviewer in deciphering each definition and application.

Take a look at the actual obvious reasons to see what I mean: Six baking apples washed and cored Placed them outside of a fire-resistant dish» The object "them" throughout the following verse probably refers to the first part of the sentence "six baking apples." For this case, we can't find the second sentence without either understanding a first, that mostly indicates what "them" means standing for. That also is, "them" would be an element that aids the audience's view of the connection around punctuation as in a sentence[9].

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[9] Azzouz, B. (2009). A discourse analysis of grammatical cohesion in student's writing.

Coherence is another aspect of a text that text linguistics emphasizes and recognizes as a requirement. The text's coherence is defined as the comprehensive fulfilment of what is stated in the text, the text's following statements supporting the previous ones, and the text's lack of contradiction. In the early research of text linguistics, coherence was considered as the connection that includes all forms of grammatical and semantic interactions between the sentences that make up a text[10].

D. Grammatical Cohesive Devices

Cohesive devices which in their turn link the elements that are structurally unrelated through the dependence of one on the other for its interpretation. Without these cohesive devices, not only the text would lose its 'coherent' aspect, but the semantic system cannot be effectively activated, therefore no cohesion at all.

Other names for the same phrase-term include 'cohesive ties,' 'cohesive connections,' 'cohesive links,' cohesive signs, and so on. Despite this, the purpose and meaning of these descriptors are nearly identical. In reality, most researchers, including myself, use all of these descriptors equally based on our evaluation of the literature.

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[10] Karadeniz, A. (2017). Cohesion and Coherence in Written Texts of Students of Faculty of Education. *Journal of Education and Training Studies*, *5*(2), 93-99.

Cohesive devices, in general, are single words or expressions that hold the text around each other. Cohesive devices are required in connection in order for the speaker or listener to perceive the relationship between various sentences or sections of language[11].

E. Grammatical Cohesion

Grammatical cohesion has become a grammatical relationship that exists between components of a discussion. Halliday and Hasan in cohesion in English divide grammatical cohesion into four categories: reference, substitution, ellipsis, and conjunction. As a result, a reference can point to something inside or outside of a text. Substitution is when a little piece of text is substituted with a larger piece of text. Ellipsis is the practice of missing parts of phrases in the idea that the meaning will be conveyed by a previous sentence[12]. While the grammatical relationship that exists between propositions is known as a conjunction[13]. The main types of grammatical cohesion that will be examined that far:

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[11] Bechoua, S. (2012). Teaching grammatical cohesive devices to enhance reading comprehension the case of first year students university of Larbi Ben M'hidi, Oum el Bouaghi. *Oum El Bouaghi.*

[12] Jabeen, I., Mehmood, A., & Iqbal, M. (2013). Ellipsis, reference & substitution as cohesive devices the bear by Anton Chekhov. *Academic Research International*, *4*(6), 123.

[13] Chanawangsa, W. (1986). *Cohesion in Thai (Conjunction; Repetition; Reference)* (Doctoral dissertation, Georgetown University)

1. Reference

The term "reference" is defined as a system that presents and tracks the identities of respondents via text. There have been 3 kinds of reference components that are commonly assumed: personal, demonstrative, but also comparative.

A. Personal Reference

Every three agreements with a personal pronoun, possessive adjectives, and possessive pronouns are included in the type of individual. All of these components are references; they apply to something by describing its purpose or position in the speech event. This is recognised as the types of organizations of reference, in which a person refers to a specific role; the commonly discussed sections are the first person, second person, and third person, changing with any number dimensions of meanings of words. It contains the following items:

a. Personal pronoun: I, you, they, we, she, he, it.

b. Possessive adjective: them, our, its, her, his, my, your

c. Possessive pronouns: ours, mine, his, her, your, theirs

Besides illustration: Alex was not required to change the globe. He would have chosen to rule similarly to his

successors. "He" mostly as a personal pronoun referring to "Alex"

B. Demonstrative Reference

The term demonstrative reference refers to a type of visual display (this, these, here, there, that, those, then).

For instance: Anne recently purchased a new Mercedes. That's exactly what I'm looking for. The phrase "that" has become a demonstrative reference with "a new Mercedes."

C. Comparative Reference

A comparative reference is often a reference that is made indirect through the use of a specific descriptive manner.

a. To contrast 2 things: adverbial + -er (bigger, taller).

b. To start comparing two or more things: adverb + -est (biggest, tallest)

c. Another, less, the same, more, similarly, and fewer.

The term "reference" relates to being about which we want to speak. Exophoric (situational) or endophoric reference objects can be used (textual). The state of affairs that one part cannot be linguistically described unless it can be known with another dimension in the text is linked to as a reference. In semantic or contextual texts, pronouns, articles,

demonstratives, and comparatives are used as relating systems to relate with items.[14]

2. Substitution

Substitution is indeed the act of replacing one product with another; substitution is found in the relationship among words. Substitute can be used as a noun, a verb, or a clause in the Native language. There are three kinds of substitutions:

A. Nominal substitution

was its act of replacing a noun and perhaps a nominal group with another noun this form's aspects are, one/ones, and the same.

For instance: This <u>shirt</u> is torn, I will buy a new <u>one</u>

B. Verbal substitution

In the process of replacing a verb or a group of verbs with some other verb, the verb component "do" is being used to replace items of all these categories.

For instance: I challenge you to win the game before I do.

Here, *do* is a substitution for *win the game*

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[14] Anwar, M. C. (2017). *Exploring Cohesive Devices on the Abstracts of Undergraduate Thesis Written by English Language Teaching Department Students of IAIN Syekh Nurjati Cirebon in October 2016 (Qualitative Research)* (Doctoral dissertation, IAIN Syekh Nurjati Cirebon).

C. Clause substitution

The process of replacing terms by "so" or "not".

For instance: Everybody appears to believe he is guilty. If so, I'm sure he will receive to accept. In this case, "so" is being used to replace "he is guilty."

3. Ellipsis

Ellipsis refers to the inference of a term or element of a sentence. The important feature of ellipsis is still something occurring in the collection of an associated (structured) feature that is excluded in the structural system. There were also 3 major types of ellipsis:

A. Nominal ellipsis

Refers to punctuation inside a specific word or an obvious noun, common noun, proper noun, or pronoun. which may be excluded or the purpose of head assumed by several other components.

For instance: Anna bought a black car, but I like the white

Here, the word *car* includes omission of noun headword

B. Verbal ellipsis

An elliptical verbal group assumes one or perhaps more terms from the preceding verbal group.

For instance: a. *will* anyone be waiting?

b. andi *will*, I should think

Here, the word *will* repeat an element from the verbal group

C. Clausal ellipsis

The disappearance of an item clause in a text

For instance: a. do you want ice cream?

b. yes, (said Andre)

Here, the word "*yes*" is the answer to the question above, the omitted clause in this sentence is *'i want* which should be *'yes, I want*

4. Conjunction

Conjunction differs from other types of cohesive relationships in its existence. Conjunctive aspects are cohesive not effectively but indirect effects through one's different connotations; they aren't mainly devices for obtaining forward into the previous (or observing) text, but they convey specified meanings that imply the position of several other elements in the discussion. There are 4 kinds of conjunctions.

A. Additive

Additive conjunctions link grammatically correct items. Additive conjunctions include: and, as well as, additionally, also, moreover.

B. Adversative conjunction

Adversative conjunctions should be used to describe opposing outcomes or points of view. Words like, but in contrast, fortunately, in addition, and while, are used to articulate this type of conjunction.

C. Causal conjunction

Causal conjunctions implement outcomes, explanations, or goals. They are distinguished through the use of words like as, thus, therefore, so, because, and "on".

D. Temporal conjunction

Temporal conjunctions convey the facts of what happened at the moment, including finally, then, soon, around, the same time, at this point, etc.