

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter highlights the theoretical framework about writing skill and its organization; discourse competence; coherence; cohesion; and the last is about communicative functions (speech acts) focuses on assertive/constative act. The researcher also provides a theoretical framework; and review of previous studies.

#### **A. Writing Organization**

##### **1. Preface for Writing**

Directly, writing leads us to discuss about the language skills which are divided into two big parts; first is macro skill of language and second is micro skill of language. The macro are divided into two kinds, they are receptive and productive skills. Meanwhile the micro skills consist of four known sides, which are listening, speaking, reading and writing. To discuss further about macro skills, the skills which include for receptive skills, it consists of listening and reading; whereas speaking and writing include to productive skills. When talking about writing, absolutely it talks a lot about a productive skill which requires receiving combined receptive skills of language.

Writing is not a bare work which binds the writer in the academic world only. Meanwhile, writing is a work beyond that writer can do out of school. Moreover, it is a life skill which affects much in life. If a person is capable to write clearly, automatically, it also means that s/he is

able to express the ideas convincingly to others; furthermore, it also allows the writer to take ‘thinking time’ which sharpening the critical thinking of the writer while s/he does writing (Kirsznner and Mandell, 2009; Harmer, 2004: 112).

Writing itself owns many different designs. In college, academicians might write a single paragraph, an essay, a paper, or a long research report. At work, people might write a short functional messages such as an email, a memo, a letter, for instance, it might also a proposal, or a report of the job. In daily life as a citizen among society, people also write a letter or an email intended for informing or explaining a problem that needs to overcome. Consequently, do writing is a significant thing to do. If people can write, people is able to communicate; if people can communicate effectively, it might succeed while studying in academic and beyond (Kirsznner and Mandell, 2009).

To make the discussion clearer, writing has been defined by some experts. As the beginning, Nunan (2003: 88) flattens that writing is an intellectual activity of finding the ideas and thinking about the way to express and arrange them into a statement and paragraph that is clear to understand by people. Sokolik (2003) in Linse and Nunan (2005: 98) also adds that writing is a combination of process and product. What means by process here is the act of gathering ideas then working with them until they are done by presented a manner which is polished and comprehensible to readers. Briefly, writing is a work of collecting some

words which can represent the idea of a person, then shed those words into a words combination with some procedures and policy following the writing standard.

## 2. Writing A Paragraph and A Text

### a. Writing A Paragraph

While do writing, there must be begun by the very earliest letter, then a word, a clause, a sentence, a paragraph, and finally a text is constructed. A paragraph, as it is known can be concluded as a group of sentences contains one main idea. It means that every paragraph has a topic. Topic means as what is inside the paragraph which is being discussed about. The next, a paragraph also should contain a focus which means as what is the intention to say. A paragraph can be called as a good paragraph when all of the sentences are connected to the topic and focus (Ireland et al, 2019).

A paragraph contains some regards. One thing which must be presented by a paragraph is the presence of a main idea. Main idea is written in the form of topic sentence. After the main idea has been determined and written, the next is building the supporting sentences. Next, sometimes a paragraph has a conclusion. Those three things are the minimum content inside a paragraph.

One of writing workshop brief guide series of Wesleyan University (Ferreira, 2017: 1) adds some fundamental things which must be presented inside a paragraph. Besides the three mentioned

parts above, evident, cohesion, development, and transitions are four extra additional things which should be put while constructing a paragraph. The evident and the development easily can be put in supporting sentences because their presence is used to support the topic sentence. The cohesion is the unity of the paragraph within some cohesive devices as the glue to stick each sentence, and the paragraph should be coherent. The transition itself means that this is the way to flow from one paragraph to the next.

#### 1) Building A Topic Sentence

A topic sentence acts as the core of the paragraph. The mean of the writer writes is represented by the presence of a thesis statement. Therefore, a thesis statement of a paragraph should be taken first before building a paragraph. Sometimes, the writers are able to put explicitly in the beginning paragraph, or for another time, the writer is also allowed to state the thesis statement on the last paragraph as the closing statement. This one depends on which style used by the writer. Does the writer prefer to use deductive rather of inductive and so forth. Besides, a thesis statement is also can put implicitly, which refers to the reader requires attempting the core thought of the writer in hint.

#### 2) Constructing Supporting Ideas

To construct a complete paragraph, besides focusing on the thesis statement, a writer should put amount of supporting

ideas. As its name, this one is used to support the thesis statement by providing some examples or further information explaining the main idea. The awareness of using conjunction in order to link one sentence to another one is required here. Thus, besides noticing on the idea which is constructed, it is necessary to obeying the policy of writing solidly.

### 3) Making A Conclusion

A concluding statement for a paragraph is used to close the paragraph. It summarizes the essay's main idea, perhaps restating the thesis. Concluding remarks present the writer's final thoughts on the subject.

## b. Writing A Text

### 1) Text, An Overview

Briefly, a text is the compilation of some united paragraphs which contains within one topic or a thesis statement. Therefore, there are some types of paragraphs within such criteria which construct a text. However, the kinds of the texts also vary. The different text a writer selects, the different ways too to build the way to write and build the paragraphs inside the text. Yet, generally, a text contains some paragraphs which explains and describes more to emphasize the argument, or to paints the pattern or evidence inside the text. Again, it depends on the kind of the text which is written.

## 2) Constructing An Outline

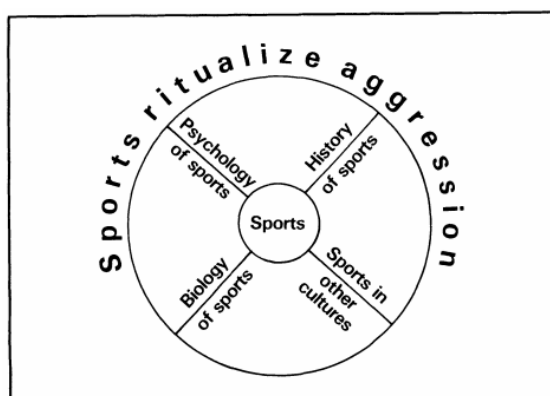
An outline helps the writer to construct the sequence idea of the topic discussed. The organization of outline is started by the presence of an introductory paragraph. Next is body paragraph with some amounts of paragraphs to support and present the improved the proof of the topics. Furthermore, the last of a text is a concluding paragraph.

An outline is a crucial thing to write for improving writing. McKee (1972) finds the result of some experts of writing still use an outline to construct and make the ideas they have being sequence. He also quotes a statement of Allan G. Howes, whom a Technical Sales Manager of Perspective, Needham Heights, Mass., and said that “extemporaneous writing presents the same hazard as extemporaneous speaking.” (McKee, 1972: 10). He also adds an advice by Charles A. M. McGill, he is a technical editor, Stromberg Carlson, Rochester, N. Y. who says “Outline, no other way.”

An outline can help the writer at least three points. First is to determine a logical organization of the main ideas the writer has. Besides, it also helps to supporting evidence and explanation. Second, it checks that all of the ideas and the information inside are relevant to the thesis statement. If writing an outline is declined, the idea can be jumped and the sequence

part has a high risk to be an irregular written form. Third, an outline can see at a glance what the writer needs to give more evidence.

However, not everyone who desires to write is comforted by drawing an outline first. Rae (1986) posits that his college students prove that by writing the academic writing, and started it with an outline; it does not insure his writing. Yet, he offers a new strategy of making a wheel and fulfills it with the content of the outline. At least, what he offers is a part of outline but in a different form. Here is the scheme he offers.



**Figure 2.1. The Wheel Outline**

An outline can be filled with complete sentence, and some just put the phrase and 'idea' roughly in the draft.

While writing an outline, the table below presents the order of outlining a text.

**Table 2.1. Outline Structure**

No	Type	Explanation
1.	Catchy Title	A title should be catchy in order to attract readers' intention to read the whole text. The diction and the length are two things to be considered. The

		position while writing an outline, the earliest part within numbered one is the place where the title written.
2.	Introductory Paragraph	An introductory paragraph contains orderly hook, author, title, main characters, a short summary and a thesis statement. A hook is used to catch readers' interest. Commonly, the form of hook can be a startling fact or some bit of information; a related quotation; a rich and vivid description; and an analogy or metaphor.
3.	Body I	Second paragraph is the earliest part of body. It explains a main idea which emphasizes/describes the thesis statement. Besides, it also contains supporting sentences about evidences, data, reports and etc which supports the main idea. The sequence is as follows: 1) topic sentence; 2) context for the quotes; 3) quote from a text and the cite should be written; 4) example; 5) analysis of the statement; 6) closing statements. The rules above are also applied for next body paragraphs.
4.	Concluding Paragraph	As the last paragraph, it should emphasize the previous arguments which convince the reader about what have been written. The content of concluding paragraph are the summary of the arguments, also the extend of it; it also explain about why the whole of the text is important.

### 3) Starting to Write

After outlining the ideas which is going to be developed, the next part is executing the writing progress. Each point is increased according to the guide. The data and quotes are inserted as the outline. The punctuation,



conjunction, and also dictions are chosen sharply in order to get coherence and cohesive inside the text.

## **B. Discourse Competence**

### **1. The Definition of Discourse**

Discourse has been become a trend among linguists in Indonesia since 1970s. It was a trending topic around the world when Firth (1935) argues that besides concerning on grammatical rules, learning a language also should consider the meaning inside the statement. Although Firth's impression was dimmed because of Bloomfield's impact at that time, but later this part of linguistics is reviewed more after his era down.

To make it clearer, a discourse needs to be explained. Discourse is something inside the text wider than sentence linguistically. It is also can be defined as something beyond the text (Schiffrin et al, 2001: 1). Some experts define discourse as a sentence cluster which contains information informatively. Djajasudarma (2017) constructs her argument of discourse as the most complete, the highest, and the wider unit of language above a sentence or a clause wrapped within high coherency and connected cohesion, which has an obvious start and end, delivered either spoken or written form. Moreover, Jorgensen and Philips (2002: 1) propound that discourse means "a particular way of talking about and understanding the world (an aspect of the world)".

The trend about discourse has been become the fashionable term. Yet while using or working with this term, it is commonly familiar

without defining it. However, the main concept to understand what discourse is, it is something fundamental. Because if an information is unclear, the next information behind is hard to understand. Thus, the discourse finally can be concluded by the researcher as the most complete of the unit of language which must be existed inside a text, or the famous definition of discourse is, it language in use, not merely a language in structure.

## 2. Discourse Analysis

One of a well known thing which is necessary to include while discussing about this discourse is discourse analysis. Defining this discourse analysis, it has several meanings according to some experts of language or some linguists.

First definition is based on Stubbs (1989: 1). He asserts that discourse analysis concerns with the linguistic analysis of naturally occurring connected spoken or written discourse. attempts to study the organization of language above the sentence or above the clause, and therefore to study larger linguistic units, such as conversational exchanges or written texts. The study of language in use in social contexts, and in particular with interaction or dialogue between speakers.

## 3. Types of Discourse

In general, discourse are divided into two kinds, first is transactional, and second is interpersonal.

a. Transactional Language

This transactional language happens when both speaker and hearer concerns with some goods and services.

b. Interpersonal Language

Contrary to the definition of transactional language, this interpersonal language happens when both the speaker and hearer touch the social aspects in communicating.

### C. Coherence

1. Definition

To begin this discussion, a brief concept of coherence is explained. For Halliday and Hassan (1976: 2) as cited in Al-Hindawi and Krooz (2017), cohesion constructs coherence. Cohesion itself represents to relations of meaning that exist within the text (Halliday and Hassan, 1976: 2). Moreover, van Dijk (1977), Nis Enkvist (1978) and Robert de Beaugrande (1980) as cited in Witte and Faigley (1981), dislike Halliday and Hassan, they distinguish cohesion and coherence. Coherence here, for them as a mean of a condition which allows a text to be understood in a real world setting. They presents context in this case. Next, Charles Fillmore's (1977) in Witte and Faigley (1981) posits clearer definition, where a coherence is as,

the scenes ... [audiences] construct for texts are partly justified by the lexical and grammatical materials in the text and partly by the

interpreter's own contributions, the latter being based on what he knows about the current context, what he knows about the world in general, and what he assumes the speaker's intentions might be.

This coherence then defined by Beaugrande and Dressler (2002) as cited in Zheng (2009) that coherence as the way in which some elements of words, i.e. the configuration of concepts and relations which are recovered in a text, are accessible and relevant. Moreover, Ziff (1984: 31) asserts that to cohere means to stick together. Coherence, thereupon can be explained as a unity and stick relationships among language units which then build a cohere text and makes this text easy to understand for the readers. This section which becomes the most problem risked by non-native speakers while writing scientific article in English. By this gap, coherence which is naturally easy to apply by native speakers of English while conducting writing, at that point placed to something worthy to discuss and uncover.

#### **D. Speech Acts**

##### **1. Definition**

For Searle (1969), speech acts is the basic or minimal units of linguistic communication.

##### **2. Types of Speech Acts**

According to Austin (in Levinson, 1997:236), there are three kinds of elements which involve in saying something. He divides them as locutionary act, illocutionary act, and perlocutionary act.

a. Locutionary Act

Briefly, a locutionary act is an act of uttering a meaningful utterance and using grammatical rules. Yule (1996) utters that a locutionary act is the act of producing meaningful utterances. Meanwhile Cutting (2002) asserts that a locutionary act is what is said. Thus, it can be concluded that a locutionary act is the utterance which is stated by the speaker.

To ease in understanding, here is an example of a locutionary act. There is a speaker in a certain context says a statement like this,

*“This room is so dark.”*

The locutionary act in that statement is the utterance itself, which is *‘this room is so dark.’*

b. Illocutionary Act

The second category of speech act according to Austin is illocutionary act. Yule (1996: 48) mentions that the illocutionary act is what is performed according to the communicative force of an utterance, e.g. offering, ordering, and so forth. To illustrate this illocutionary act, by the same utterance as in point a. above, i.e. *‘This room is so dark.’* the exact meaning of the speaker probably can be a request to switch on the light, open the curtain to enlighten the room,

or asking someone to switch on the lamp. Thus, the illocutionary act is the meaning behind the utterance, or what is intended to the speaker in uttering such statement.

c. Perlocutionary Act

The last one is perlocutionary act. Perlocutionary act is the effect of the speaker after stating an utterance and after the hearer understands the speaker's purpose or intention of saying that. Still in the same example, the locutionary act '*This room is so dark*', then the illocutionary act is to switch on the light, the action of perlocutionary act is standing up, and then come to the switch and do an action in switching the lamp on.

3. Direct and Indirect Speech Act

It is known that there may on a single utterance contains multiple purposes, for example when someone says in a dinner that,

[1] '*Can you pass that salt?*'

This utterance next is categorized into asking question, yet it also can be directed as a request. For McGowan, Shan Tam and Hall (2009), the statement [1] contains two kinds of speech acts, they are directly and indirectly. On partial direct speech act is pretended by asking a question. Meanwhile indirect speech act is pinpointed by a request of the speaker to hearer to put the salt for the speaker.

By then, the illustration above has a mean that speech act has some subdivisions those are direct and indirect speech acts.

#### 4. Types of Speech Acts

Austin differs the kind of speech act in three kinds, while Searle differs it into five kinds of speech act. Austin divides the kinds of speech act into locutionary act, illocutionary act, and perlocutionary act. In other sides, Searle divides the kind of speech acts into commissives, directives, assertive, expressives, and declarations (Searle, 1979).

Levinson (1983:240) explains that there are just five basic kinds of action that one can perform in speaking based on Searle theory, by means of the following five types of utterance.

- 1) Representatives, which commit the speaker to the truth of the expressed proposition (paradigm cases: asserting or explaining, concluding, etc.)
- 2) Directives which are attempts by the speaker, to get the addressee to do something (paradigm cases: requesting, questioning).
- 3) Commisives which commit the speaker to some future course of action (paradigm cases :promising, threatening, offering)
- 4) Expressives, which express a psychological state (paradigm cases : thanking, apologizing, welcoming, congratulating
- 5) Declaration which effect immediate changes in the institutional state institutional (paradigm cases: excommunicating, declaring war, cherishing, firing from employment)

Smith (1991) discuss further about some illocutionary force of assertive acts. For Yule (1996: 53), assertive act contains of utterances about what speaker's believe as a truth. Here are some further explanations:

#### 1. Claiming

Smith (1991) illustrates that assert or state that something is in the case, typically without providing evidence or proof. The following illustration explains further about this claiming.

1. I say X
  2. I imagine that some people will say this is not true.
  3. I think that I have good reasons to say this.
  4. I think that I can cause people to have to say that this is right.
- I say this because I want to cause other people to think that it is right.

#### 2. Assuring

Assuring can be stated as tell someone something positively or confidently to dispel any doubts they may have.

e.g. *Tony assured me that there was a supermarket in the village.*

Make someone sure of something.

e.g. *She assured herself that he was sleeping.*

Removal of 'worry ' from the mind of the hearer. Because assuring is used to ensure someone of the truth or accuracy of something.



### 3. Arguing

Give reasons or cite evidence in support of an idea, action, or theory, typically with the aim of persuading others to share one's view.

e.g. *"It stands to reason," she argued.*

Persuading someone to do or not to do sth by giving reasons.

e.g. *"I tried to argue him out of it."*

### 4. Conjecturing

Searle and Van der Veken (p. 93 in Smith) states that conjecturing is to weakly assert that P while presupposing that one has at least some evidence for P. The speaker knows about P but the evidence s/he has is not complete. The final utterance will contain some element of uncertainty or at best tentative certainty. Form an opinion or supposition about something on the basis of incomplete information.

e.g. *Many conjectured that the jury could not agree.*

### 5. Informing

Give sb facts or information; tell.

e.g. *He wrote to her, informing her of the situation.*

The speaker has an authority on the subject matter of P (i.e. information rather than the hearer.)

### 6. Reporting

To inform something that has been done (Hornby, 1995:993).

The speaker tries to embrace the hearer to know about something that happens in speaker's life.

Give a spoken or written account of something that one has observed, heard, done or investigated.

e.g. *The representative reported a decline in milk and meat production.*

Used to indicate that something has been stated, although one cannot confirm its accuracy.

e.g. *These hoaxers are reported to be hacking into airline frequencies to impersonate air traffic controller.*

#### 7. Asserting

Hornby (1995:61) defines that asserting is the act of conveying information about the truth and fact. States a fact or belief confidently and forcefully. Stating the fact and truth thing.

#### 8. Explaining

Make an idea, situation, or problem clear to someone by describing it in more detail or revealing relevant facts or ideas.

e.g. *They explained that their lives centered on the religious rituals.*

### E. Syntactical Realizations

#### 1. Sentence Complexity

There are three kinds of complexity in a sentence, those are:

##### a. Simple sentence

Greenbaum and Nelson (2002) assert that simple sentence at least formed as subject and predicate. This ten may be expanded into some patterns, those are SV, SVO, SVC, SVAdv. No additional conjunctions are found in a simple sentence.

b. Compound sentence

Still with Greenbaum and Nelson (2002: 125), whom state that multiple sentences which contains a coordinator conjunctions (i.e. and, but, or, which indicates to link equal sentence), then this sentence is categorized into a compound sentence.

c. Complex Sentence

A complex sentence, for Greenbaum and Nelson (2002: 125) is a kind of multiple sentences where, a subordinator conjunctions is found, which indicates inequality of each clauses inside the sentences.

2. Mood

Grammatical mood has three subdivisions, those are

a. Indicative

Indicative is a usual mood of declaratives, interrogatives and exclamative sentence (Greenbaum and Nelson, 2002: 62). Declarative is directed by the pattern of SV, interrogatives is signed by Aux+S+V.

b. Imperatives

This section is started by a base form. Where, the form is V+S. Usually used to order or request.

### 3. Sentence Voice

The considerations of sentence voice is based on the pattern found in VP. The types are divided into two kinds, those are: Active Voice and Passive Voice

### 4. Phrases

#### a. Noun Phrase

As Greenbaum and Nelson (2002: 47) assert that the main word of NP is a noun or a pronoun. The pattern may follow this one, i.e. [Det+pre-modifier+noun+post-modifier).

#### b. Verbal Phrase

Verb phrase has a verb as the main word. The pattern may follow [aux1+aux2+aux3+aux4+main verb] (Greenbaum and Nelson, 2002: 54).

#### c. Adjective Phrase

The main word of adjective phrase is an adjective. The pattern may follow, (pre-modifier+adj+post modifier) (Greenbaum and Nelson, 2002: 67).

#### d. Adverbial Phrase

An adverb is the main word of adverbial phrase. The pattern can be drawn as, [pre-modifier+adverb+post modifier] (Greenbaum and Nelson, 2002: 69).

#### e. Prepositional Phrase

The prepositional phrase has a possibility as a noun phrase, however, to differ, it has or an *-ing* clause. The pattern is [prep+complement] (Greenbaum and Nelson, 2002: 70).

#### **F. Pattern of Coherence**

To answer the third research question, the definition of the pattern of coherence needs to be provided obviously. Pattern, for Cambridge Dictionary has a mean as ‘any regularly repeated arrangement, especially a design made from repeated lines, shapes or colours on a surface.’ E.g. [1] ‘*Look, the frost has made a beautiful pattern on the window.*’ [2] ‘*I’ve never really cared for **floral** patterns.*’ Papentun in Toussaint and Toussaint (2014) adds that a pattern is a certain number of objects connected together by a certain number of relationships. Louis and Nenkova (2012) assert on their research report about the example of syntactic pattern. They explain about some definition sentences are written by a noun phrase, then followed by a copular verbs i.e. to be and has some noun phrases reporting the concept of the first noun phrase in this sentence e.g. an aqueduct is a water supply. On their explanation, Louis and Nenkova mention that those the syntactic pattern of the current sentence.

By then, a pattern can be defined as the way how something is conceptualized in such design, repeatedly. Furthermore, in the concept of ‘coherence pattern’ used in this thesis then is directed to how a coherence of the text, especially for scientific article journal is realized by considering the existence of language functions or speech acts and syntactical realization.

How the coherence elements are interconnected one another, and how their relationship are, become the elements to conceptualize the coherence pattern. Those existed speech acts and syntactical realization then is combined to draw a design, in order to find the written pattern.

### G. Conceptual Framework

This angle draws the conceptual framework of the writer used. The chart below is the mind mapping of the way the writer thinks.

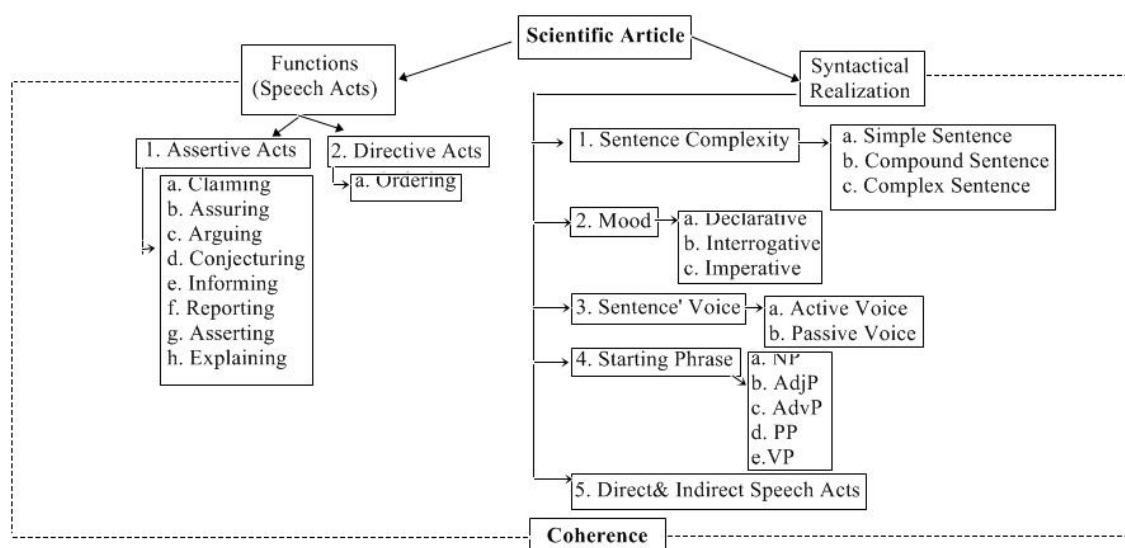


Figure 2.2 Scheme of Conceptual Framework

To find out the coherence in scientific article written by native speakers of English, functions i.e. speech acts and syntactical realizations are analyzed. For speech acts, there are some illocutionary forces which considered in accordance with the type of scientific articles, those are claiming, assuring, arguing, conjecturing, informing, reporting, asserting and explaining. For directive act, ordering as the illocutionary act can be obtained.

Besides considering to functions, syntactical realization are also considered in the case. Sentence complexity, mood, sentence voice, starting phrases, and direct indirect speech acts performing are analyzed significantly.

Thus, by those compilation, it is believed that the coherence of how native speakers write scientific article naturally and coherently can be unwrapped up.

## **H. Review of Previous Studies**

Some of these previous studies help the researcher to ease while working this research, and broaden the knowledge which donates some new idea about the research which is written.

Petra Martinková. (2013). “Means of Coherence and Cohesion in Spoken and Written Discourse.” Scientific article. This research report is based on spoken narratives to which speakers have additionally provided written versions. The recorded and collected material consists of 50 spoken texts and 50 written texts by 50 different respondents. The objective of this work is to extend previous similar linguistic experiments and to bring more experimental material to compare results obtained with the means of coherence research. By this research, the researcher takes a further understanding of coherence on either written and spoken utterances.

Suwandi. (2016) “Coherence and Cohesion: An Analysis of The Final Project Abstracts of The Undergraduate Students of PGRI Semarang.” The result of this study shows that the abstracts of Indonesian which were analyzed have not satisfactorily achieved coherence though some cohesive

devices like reference, conjunctions, ellipsis which are used to link one sentence to the other. Some grammatical mistakes are also found such as the plural forms, active-passive voice. This finding gives an input for the researcher to find out the coherence on scientific writing.

Masduqi, Harits & Fatimah. (2017). "Research Trends In Efl Writing In Indonesia: Where Art Thou?" Studies in EFL writing in Indonesian universities mostly focus on the effectiveness of certain approaches by looking at the result of students' written tests. This paper discusses current issues and research trends in EFL writing in Indonesia and offer recommendation for further research which should address students and other stakeholders which significantly influence the teaching of EFL writing in Indonesia.

Suryani, Ina & Kamarudin, H & Abd Aziz, Noor Hashima & Yaacob, Aizan & Abd Rashi, Salleh & Desa, Hazry. (2014). "Rhetorical Structures in Academic Research Writing by Non- Native Writers." *The Journal of Higher Education*. The available research writing guidelines constructed in the native speaker context often fall short in addressing rhetorical aspects related to cultural issues that have been known to influence most non native English (NNE) writings. Motivated by the complexity of rhetorical presentation in research articles and the problems on writing research articles by NNE writers, this paper is aimed to explore the rhetorical moves used by the Malaysian writers in the introduction section of Computer Science research



articles for journal publication. This one contributes to help the researcher to find out the gap which is possible to be studied.

Karadeniz, Abdulkerim. (2017). “Cohesion and Coherence in Written Texts of Students of Faculty of Education. Journal of Education and Training Studies.” The students’ skills in using cohesive devices, elliptical narrative and conjunctive components are varies significantly depending on the department in which they are receiving their education. It is observed that there is a highly significant relationship between the length of the text and coherence and consistency. Again, it is observed that there is a significant relationship in a positive direction between consistency and coherence. A significant relationship at a low level between the students’ skills in creating a consistent text and references, elliptical narrative and substitution of the cohesive devices is also seen.

Briesmaster, Mark and Paulo Etchegaray. (2017) “Coherence and cohesion in EFL students’ writing production: The impact of a metacognition-based intervention.” The results suggest that the EFL students used more metacognitive procedures when writing afer having received the intervention. Moreover, a slight improvement was observed in the area of cohesion. For this reason, the EFL classroom should increase opportunities for writing and reflection activities when producing in the L2 within a more extensive intervention.

Xiuying, Zhang Chuanze. (2014) “Analysis of the Problems on Coherence in College English Writing”. This essay mainly focuses on the

analysis of the syntactical problem on coherence in college English writing, then explore the main reasons for the problem in students' writing to help them improve their English writing. This research result reports the Chinese writing on English. By this, it might give some inputs on how EFL learners gain writing in coherence.sJeremy Jones. (2007) "Losing and finding coherence in academic writing". An analysis of samples of students' writing reveals two interesting results: that native and non-native English-speaking student were sometimes indistinguishable in their quality of writing, and both groups tended to suffer from a loss of coherence in argument. This paper probes the nature of non-coherence in these students' writing, suggests reasons for it and proposes some remedies.