

## CHAPTER II

### REVIEW OF LITERATURE

In this chapter, the researcher reviews the related theories and literatures to understand the question theoretically.

#### A. Review of Related Literature

##### 1. Coherence in writing

Coherence, according to some researcher, is achieved through the relationships among sentences and ideas in a text that contribute to its rhetorical unity. Thus, when the reader is able to reconstruct the writer's implication on the basis of the information and strategies he/she brings to the comprehension process and the text's cues<sup>1</sup>. Li Fengjie et al also stated that coherence means clear and sensible connection between parts and all the parts in a sentence are connected in smooth and logical order. Since the conceptual meaning of English sentences mainly depends on word order, so the arrangement of the parts of a sentence is especially important to accurate expression of ideas.<sup>2</sup> In order to make a clear and sensible connection in the text, the writer needs to put some features in the text. Icy Lee in her paper stated there are five features that included in coherence. They are: 1) A macrostructure that provides a pattern characteristic and appropriate to its communicative purpose, 2) An information structure that guides the reader in understanding how information is organized and how the topic of text is developed, 3) Connectivity of the underlying content evidenced by relations between propositions, 4) Connectivity of the surface text evidenced by the presence of cohesive devices, and 5) Appropriate metadiscourse features

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<sup>1</sup> Nadia Hellalet, "Textual coherence in EFL Student Writing" *IOSR Journal Of Humanities And Social Science (IOSR-JHSS)* Volume 15, Issue 3 (Sep. - Oct. 2013), PP 54-58

<sup>2</sup> Li Fengjie – Yuan Xiuying – Zhang Chuanze, "Analysis of the Problems on Coherence in College English Writing" *international Journal of Language and Linguistics*, Vol.2, No.6, 2014,pp.387-390

Icy Lee also explained that macrostructure is an outline of the main categories or functions of the text. The writer's purpose plays an important role in determining it. For example, when the writer's purpose is to tell a story, it is common to arrange the events using a chronological order.<sup>3</sup> In this case, the introduction of research proposal's purpose is to argue that the writer ideas are important, thus the writer could arrange the ideas' strength and weakness, so that both sides are examined, followed by a conclusion in which the writer could confirm the importance of the ideas.

Furthermore coherence text usually developed from known topic to lead the reader and make them grasp the new topic easily. To make a smooth development a coherence text also need a proper proposition, because without a proper proposition it can easily become a mere generalization. Similar with proposition, the use of cohesive devices also help to establish relationships between different sentences or between different parts of a sentence.

The last feature that Icy lee has explained is appropriate metadiscourse. Icy Lee (2002) refers Metadiscourse to:

Linguistic material in texts that does not add anything to the propositional content, but is intended to help the reader interpret and evaluate the information given. Metadiscourse guides the reader through the text, linking individual propositions so that they form a cohesive and coherent whole. Pp.39

Thus she stated when writers understand how those elements of coherence work in text, they are more likely to use them appropriately to develop coherence in their writing.<sup>4</sup>

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<sup>3</sup> Icy Lee, "Helping Students Develop Coherence in Writing", *English Teaching Forum*, Hong Kong, 2002. P.33

<sup>4</sup> Icy Lee, "Helping Students Develop Coherence.....P.33

## 2. Rhetorical Structure Theory

According to Rhetorical Structure Theory (RST), coherence is defined as the absence of non-sequiturs and gaps (Mann, 1999 cited in Hellalet, 2013). Since the coherence of a text depends in part on relational proposition, RST has been useful in the study of text coherence. Because RST provides a framework for investigating Relational Propositions, which are unstated but inferred proposition that arise from the text structure in the process of interpreting texts (Mann and Thompson 1988).

As noted before, rhetorical relations are defined to hold between two non-overlapping text spans called the *nucleus* and the *satellite* denoted by N and S. the nucleus (N) contain the most important pieces of information in the relations and are considered more relevant than the satellites. On the other hand, the satellites (S) present additional information that helps the reader in the interpretation of the nuclei.<sup>5</sup> The RST relations are divided into two classes: mononuclear and multinuclear relations. The mononuclear relations are composed of pairs of one nuclear and one satellite. On the other hand, multinuclear relations link between a nuclear with another nuclear (it could be more than 2 nuclear). Each of them are divided into more specific relations, those relations are important part in measuring coherence within a text.

## 3. RST TOOL

Rhetorical Structure Theory Tool, or commonly known as RSTTOOL, is graphical tool for annotating a text in terms of its rhetorical Structure<sup>6</sup>. It helps the study of discourse to make the

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<sup>5</sup> Marcio de S. Dias – Valeria D. Feltrim – Thiago A. S. Pardo, “Using Rhetorical Structure Theory and Entity Grids to Automatically Evaluate Local Coherence in Text” *Computational Processing of the Portuguese Language* 2014 pp 232-243

<sup>6</sup> <http://www-bcf.usc.edu/~billmann/rst-previewatusc/toolnote.htm> 23<sup>rd</sup> November 2016

study as it simplify the analysis and also make it easier to be analyzed by others. RSTTOOL can also be used as a diagram preparation for inclusion in papers.<sup>7</sup> It facilitates manual analysis of a text's rhetorical structure. Therefore the researcher will use this tool to help the study in analyzing the text's coherence in the students' research proposal background.

## B. Review of Previous Study

Nasira Gotheban in her dissertation entitled "Identification and analysis of some factors behind students' poor writing productions the Case study of 3rd year students at the English Department Batna University", argued that students' motivation and anxiety could have effect to their writing ability.<sup>8</sup> She also stated that motivation makes writing pleasant and enjoyable. Therefore the students will be able to produce a good writing. a good writing is The majority of teachers in her dissertation interview admit that good writing means correct grammar, good ideas, specific vocabulary, spelling, punctuation, clarity, coherence, and focus.<sup>9</sup>

In addition, In "Student's Problems with Cohesion and Coherence in EFL Essay Writing in Egypt: Different Perspective" Abdel Hamid Ahmed stated that there are some factors that affect EFL students' coherency in writing. The factors that mentioned are: 1.) students' background knowledge, 2.) students' English proficiency, 3.) EFL students' tend to follow certain techniques, usually the cultural influenced it, in their written English that make their writing incoherent, 4.) students' overused coordinate sentences and misused topic sentences, 5.) students' lack motivation, 6.) lack of self-confidence, 7.) writing anxiety. The last three factors are mainly caused psychologically which Ahmed analyzed it as the effect of the teaching techniques in the university

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<sup>7</sup> Michael O'Donnell, "RST TOOL 2.4 – A Markup Tool for Rhetorical Structure theory".

<sup>8</sup> Gotheban, "Identification and analysis of some factors Behind students' poor writing productions the Case study of 3rd year students at the english Department Batna university".

<sup>9</sup> *Ibid.*, p. 106.

and a number of socio-cultural issues. From those factors that Abdel Hamid Ahmed stated previously researcher will choose only two of them: 1.) Students' background knowledge, and 2.) the cultural interference in the students' writing.

