THE COMPARISON OF LEXICAL BUNDLES
IN CONVERSATION TEXTS BETWEEN *FOUR CORNERS*
AND *ENGLISH INTENSIVE COURSE* BOOKS

A THESIS

Submitted in Partial Fullfillment of the Requirements for Master's Degree Program

in English Language Education

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ENGLISH LANGUAGE EDUCATION
PASCASARJANA
UNIVERSITAS NEGERI SEMARANG
2018

APPROVAL

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Menyatakan bahwa yang tertulis dalam tesis yang berjudul **"THE COMPARISON OF LEXICAL BUNDLES IN CONVERSATION TEXTS BETWEEN *FOUR CORNERS* AND *INTENSIVE COURSE* BOOKS"** ini benar-benar karya saya sendiri, bukan jiplakan dari karya orang lain atau pengutipan dengan cara-cara yang tidak sesuai dengan etika keilmuan yang berlaku, baik sebagian atau seluruhnya. Pendapat atau temuan orang lain yang terdapat dalam tesis ini dikutip atau dirujuk berdasarkan kode etik ilmiah. Atas pernyataan ini saya **secara pribadi** siap menanggung resiko/sanksi hukum yang dijatuhkan apabila ditemukan adanya pelanggaran terhadap etika keilmuan dalam karya ini.

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Yang membuat pernyataan,

Nurma Aini
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MOTTO AND DEDICATION

Motto:

"When you speak in natural, it makes everyone easy to understand"

Dedication :

My dear husband and my lovely son.

My family in Kudus and Banyuwangi.

Universitas Negeri Semarang

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ACKNOWLEDGEMENTS

Alhamdulillahirobbil'alamin, all the praises be to the Almighty God, for His blessings which makes it possible for me to complete this thesis. I am further indebted to:

1. Prof. Dr. Abdurrachman Faridi. M.Pd. as the first adviser and Sri Wuli Fitriati, S. Pd, M. Pd, Ph. D as the second adviser, who have patiently gave their guidance, advice, encouragement, and time from the beginning up to the completion of the thesis writing.

2. My dear husband, Abi Yoga and my lovely son, Gawik Aga Azka who always support, prayer, and recover me anytime.

3. My beloved family, Bapak H. Subarkah and Ibu Hj. Sultini who always give the best prayer and motivation; Mbak Unung, Mas Alfan, Mas Adi', Mbak Shofa, Syifa, Sasa, Keinan, who give me purities.

4. My family in law, Bapak Asmari, Ibu Sriyati Mbak Nia, Mas Indra, Mbak Nita, Mas Wahyu, Giri, Ayun, Jati, Nisa, and Nahda who give me supports.

5. All my friends in English Language Education in Pascasarjana, Universitas Negeri Semarang and all my friends in the same struggle in MA NU Hasyim Asy'ari 3 Kudus.

Semarang, October 20th 2018

Nurma Aini

ABSTRACT

Aini, Nurma. 2018. *The Comparison of Lexical Bundles in Conversation Texts between Four Corners and English Intensive Course Books.* A Thesis. English Language Education. Program Pascasarjana. Universitas Negeri Semarang. Adviser I. Prof. Dr. Abdurrachman Faridi, M. Pd., Adviser II. Sri Wuli Fitriati, S. Pd., M. Pd., Ph. D.

Key words: Lexical Bundle, Conversation Text, Textbooks

Lexical bundle is the combination of words which usually hang together. By identifying the lexical bundles, it will give us insight what bundles that are usually used by native speakers, and how often they used the bundles in certain register, in this case, I identify the lexical bundles in conversation texts of textbooks. However, the comparison of lexical bundles in different series of textbooks; *Four Corners* which is written by native speakers and *English Intensive Course,* which is written by non-native speakers, give us insight about the similarities and the differences of lexical bundles in two textbooks in term of frequencies, structures, and functions. Therefore the objective of the study is to compare the lexical bundles in terms of frequency, structure, and function in conversation texts between *Four Corners* and *English Intensive Course* books.

This study employed the corpus study. The data were conversation texts in two textbooks. I identified the lexical bundles from there and it did automatically by using Antconc 3.5.2. The unit of analysis is top 50 of the lexical bundles which are identified from two different textbooks and they were analyzed manually.

The findings revealed that (1) the frequency of lexical bundles in *Four Corners* books are higher than in *English Intensive Course* books, (2) both in *Four Corners* and *English Intensive Course* books use the lexical bundles that incorporate verb phrase fragments as the dominant of structural types, and (3) the most frequent of functional type that is used by both authors, is special function, especially they use simply inquiry. According to the use of lexical bundles' function, it inidcated that the speakers tend to present some questions to maintain their communication.

This research gives some contributions to readers, teachers, authors of textbooks, students, and further researchers, theoretically, practically, and pedagogically. Theoretically, it explicates the frequency, structures, and function of lexical bundles in *Four Corners* and *English Intensive Course* books. Practically, it can be used as a building block for further research and its contribution to complete the previous studies. Pedagogically, it gives benefit to the educators (both teachers and authors of textbooks) to use that lexical bundles items in daily conversation, so, the students will imitate, adopt, or assimilate the using of lexical bundles.

TABLE OF CONTENTS

Content   Page

LIST OF TABLES

LIST OF FIGURES

LIST OF DIAGRAMS

LIST OF APPENDICES

CHAPTER 1

INTRODUCTION

There are eight points in this chapter. It consists of background of the study, reasons for choosing the topic, research questions, objectives of the study, significance of the study, scopes of the study, definition of key terms, and organization of the report.

1.1. Background of the Study

There are many linguists who have been interested in the study of various structures of multi-word units, i.e. lexical bundles (Bal, 2010; Rafiee & Keihaniyan, 2013; Lou, 2012; Hernández, 2013; Allen, 2009). Lexical bundles (LBs) are the sequences of words that most commonly co-occur in a register (Biber, Johansson, Leech, Conrad, & Finegan, 1999). In addition, Allen (2009) said that LBs are empirically derived formulaic units of language which are register-specific and perform a variety of discourse functions. These units of language contribute to the linguistic make up of specific registers, so, they can be important indicators for determining the success of language users within these discourse communities.

However, there are so many teaching media used by the teachers or lecturers. One of them is textbook. According to Riazi cited in Gailea and Rasyid (2015) a textbook used in the English Foreign Learning classroom plays crucial role in language teaching and learning process because it can help teacher to provide various learning materials especially for English language learning. Therefore, I conclude that handbook or textbook can helps the teachers or lecturers to guide

the students in understanding the materials. Besides, textbook also becomes a model or example in compiling the words. It is included the using of lexical bundles in conversation text. Therefore, the students can imitate or assimilate the using of lexical bundles in their daily practice.

As empirical work with multi-word units has increased, however, it has become impossible to ignore their importance for describing the lexicon of a language (Biber & Conrad, 2005). Mostly, they used corpus data to add the weight to the importance of multi-word units in language. For instance, Conrad and Biber (2004) found that most bundles in conversation are clausal, whereas most bundles in academic prose are phrasal. In the next study, Biber, Conrad, and Cortes (2004) revealed that classroom teaching tends to feature more personal stance bundles than academic prose, which in contrast features more interpersonal stance bundles.

This present study adopts the studies above, and applies in different register they are in two series of textbooks. First series-books are *Four Corners* books. They are written by native authors; Richards and Bohlke (2012). The second series-books are *English Intensive Course* books. They are written by non-native authors, such as Agustien, Mujiyanto, Sofwan, Suprapto, and Wahyanti (2017). The two textbooks are used for first semester students in intensive course subject in different universities. Therefore, the aim of this study is to compare the lexical bundles in term of the frequency, structure and function in conversation texts between *Four Corners* and *English Intensive Course* books.

1.2 Reasons for Choosing the Topic

This study is going to compare the lexical bundles in conversation texts between *Four Corners* and *English Intensive Course* books. It is based on the following reasons.

Firstly, several studies which discuss about lexical bundles have been done by many linguists and researchers; it becomes building block for me to conduct this present research. Then, I conduct the study in different registers—they are conversation texts in two series of textbooks—so, this study will be different from the previous studies.

Secondly, textbook is as one of teaching media in teaching learning process. It has special role that is used as guiding of learning activity both in the classroom and outside the classroom. For example, the students will use, imitate, or adopt several ways which are written in the textbook, e.g. the using of word combination (lexical bundles). By using the lexical bundles, the conversation will sound natural. Therefore, the result of the study will becomes the consideration for the authors in composting the content of textbook, especially in conversation texts.

Thirdly, I try to compare two textbooks which they have similarities and differences. The two textbooks have the same features; they consist of four books, each book consists of some units or chapters, and each chapter is found the conversation text (s). In addition, they are used by two different universities in Indonesia for first semester students. On the other hand, they differ in term of the authors; *Four Corners* is the series of books which are written by native speakers

(Richards & Bohlke, 2012), while *English Intensive Course* is the series of books which are written by non-native speakers (Agustien, Mujiyanto, Sofwan, Suprapto, & Wahyanti, 2017).

1.3 Research Questions

The main question of this study is "how are the similarities and the differences of lexical bundles in conversation texts between *Four Corners* and *English Intensive Course* books?". This main research question is elaborated in several questions as follows:

1) How are the frequencies of lexical bundles in conversation texts of *Four Corners* books?

2) How are the frequencies of lexical bundles in conversation texts of *English Intensive Course* books?

3) How are the similarities and the differences of lexical bundles' frequencies in conversation texts between *Four Corners* and *English Intensive Course* books?

4) How are the structures of lexical bundles in conversation texts of *Four Corners* books*?*

5) How are the structures of lexical bundles in conversation texts of *English Intensive Course* books?

6) How are the similarities and the differences of lexical bundles' structures in conversation texts between *Four Corners* and *English Intensive Course* books?

7) How are the functions of lexical bundles in conversation texts of *Four Corners* books*?*

8) How are the functions of lexical bundles in conversation texts of *English Intensive Course* books?

9) How are the similarities and the differences of lexical bundles' functions in conversation texts between *Four Corners* and *English Intensive Course* books?

1.4. Objectives of the Study

Related to the research problems, the main objective of this study is "comparing the similarities and the differences of lexical bundles in conversation texts between *Four Corners* and *English Intensive Course* books". It is elaborated in several objectives as follows:

1) Analyzing lexical bundles in conversation texts of *Four Corners Books* in order to describe the frequency.

2) Analyzing lexical bundles in conversation texts of *English Intensive Course Books* in order to describe the frequency.

3) Anayzing the the lexical bundles' frequency in conversation texts of two textbooks in order to compare the similarity and the difference.

4) Analyzing the lexical bundles in conversation texts of *Four Corners Books* in order to explain the structure.

5) Analyzing the lexical bundles in conversation texts of *English Intensive Course Books* in order to explain the structure.

6) Analyzing the lexical bundles' structures in conversation texts of two textbooks in order to compare the similarity and the difference.

7) Analyzing the lexical bundles in conversation texts of *Four Corners Books* in order to explain the function.

8) Analyzing the lexical bundles in conversation texts of *English Intensive Course Books* in order to explain the function

9) Analyzing the lexical bundles' function in conversation texts of two textbooks in order to compare the similarity and the differences.

1.5. Significance of the Study

The comparison of lexical bundles' in term of frequencies, structures, and functions in conversation texts between *Four Corners* and *English Intensive Course* books will give significant contribution for readers, educators, and researchers theoretically, pedagogically, and practically. The significance of the study also will be based on the objectives of the study, they are:

The analysis of lexical bundles in order to describe their frequencies in conversation texts of *Four Corners* books will be beneficial theoretically for readers. It gives insight about the top 50 of lexical bundles which are used in *Four Corners* books. Therefore, the readers can identify that native author (s) often use them. In addition, it pedagogically gives benefit to the educators to use that top 50 lexical bundles in daily conversation, so, the students will imitate, adopt, or assimilate the using of lexical bundles.

The analysis of lexical bundles in order to describe their frequencies in conversation texts of *English Intensive Course* books will be beneficial

theoretically for readers. It gives insight about the top 50 of lexical bundles which are used in *English Intensive Course* books. Therefore, the readers can identify that non-native author (s) often use them.

The comparison of lexical bundles' frequencies in conversation texts between *Four Corners* and *English Intensive Course* books by using certain software will be beneficial practically for researchers. They will know that there is one tool again to identify the frequency of lexical bundles fastly and freely, that is Antconc 3.5.2 software. They also will practice how to use it, and then apply to their studies.

The explanation of lexical bundles' structures in conversation texts of *Four Corners* books will be advantageous theoretically for readers. It contributes to explicate the dominant structures of lexical bundles in *Four Corners* books. Besides, pedagogically the educators will find out the structures of lexical bundles which are used by native-speaker (s), so, they can modify the use of lexical bundles based on the structures which are used in *Four Corners* books.

The explanation of lexical bundles' structures in conversation texts of *English Intensive Course* books will be advantageous theoretically for readers. It contributes to explicate the dominant structures of lexical bundles in *English Intensive Course* books.

The comparison of lexical bundles' structures in conversation texts between *Four Corners* and *English Intensive Course* books will be advantageous practically for researchers, it can be used as one of the information source to help them get deep insight about the dominant structures which are used by both native

and non-native speakers, so that the study which they are going to conduct is able to reach the reliability.

The explanation of lexical bundles' functions in conversation texts of *Four Corners* books will be useful theoretically for readers. It helps them to recognize the dominant functions of lexical bundles which are used in *Four Corners* books.

The explanation of lexical bundles' functions in conversation texts of *English Intensive Course* books will be useful theoretically for readers. It helps them to recognize the dominant functions of lexical bundles which are used in *English Intensive Course* books.

The comparison of lexical bundles' functions in conversation texts between *Four Corners* and *English Intensive Course* books will be useful practically for researchers; it can be used as a block for its contribution to complete the previous studies.

1.6.Scopes of the Study

The scope or limitation is needed to make this study more focus and effective. The scopes of this study consist three items, as follows;

1) I use the conversation texts –both transactional and interpersonal conversations—in two textbook, *Four Corners* and *English Intensive Course* books. Those conversation texts would be examined in order to identify the lexical bundle items. For identifying lexical bundles, I use Antconc 3.5.2 software. It was done automatically through one click service.

2) Four-word bundle is the criteria in extracting the lexical bundles through software in this present study.

3) I only use top 50 of lexical bundles to analyze the structure and the function—they were got from the findings of identification of lexical bundles by using Antconc software—in both *Four Corners* and *English Intensive Course* books. The categorization of lexical bundles' structures are based on Biber, Conrad, and Cortes' study (2004) and the function of lexical bundles are based on Biber's study (2006) and Conrad and Biber's study (2005). The findings are compared to find out the similarities and the differences of two textbooks in term of lexical bundles' frequencies, structures, and functions.

1.7. Definition of Key Terms

There are three main terms that I used in this paper, such as lexical bundles, conversation text, and textbook. Those terms will be defined in the following:

1) Lexical bundles

The term "lexical bundles (LBs)", firstly used by Biber, et al.(1999), they briefly defined lexical bundles as the way in which word forms often co-occur in longer sequences. They commonly recur of three or four words (Biber et al., 2002, p. 444). Lexical bundles also co-occur in a register, it means that in different register, lexical bundles differently were found in term of structural, distribution, and or the function (e.g. Bal, 2010; Choi, 2011; Navratilova, 2012).

Furthermore, in the Longman Dictionary of Language Teaching and Applied Linguistic the 4th edition, lexical bundle defined as a type of fixed phrase consisting of a sequence of three or more words that co-occur

frequently in a particular type of writing or register such as academic writing (Richards and Schmidt, 2010, p.335).

From some definitions above, I state that lexical bundles are the words that repeatedly hang together in the specific register –certain bundles indicate the register.

2) Conversation text

Conversation can be defined as " informal, interactive talk between two or more people, which happens in real time, is spontaneous, has a largely interpersonal function, and in which participants share symmetrical rights" (Thornburry, 2005). In addition, in Oxford Learner's Pocket Dictionary 4th edition, text is printed of a book or magazine or written form a speech, play, article etc.

In conclusion, conversation texts can be meant by talks or dialogues among the speakers which is in the written form.

3) Textbook

In the dictionary, term "textbook" means a book on a specific subject used as a teaching/learning guide, especially in a school or college (Richards & Schmidt, 2010, p.335). From that, we know that textbook has a main function as learning guide in the classroom. It supported by Gordani (2010), he stated that many English teachers rely heavily on textbooks for teaching and giving assignments.

On the other hand, Cunningsworth (1995, p.7) defined textbook in language area –more specific in English are, as a presented material, as a

sources of classroom activities, as source of grammar, vocabularies, intonation for students, and as a syllabus. By using textbook in the EFL classroom, the students will learn about several important aspects in learning foreign language.

Thus, in my own opinion, generally I can say that textbook is one of the learning materials which give the illustration about the material in a book form.

1.8 Organization of the Report

This thesis is divided into five parts or chapters namely introduction, review of related literature, research methodology, findings and discussion, and conclusion and suggestion. The explanation is presented as follow:

Chapter I provides the introduction of the study. It includes background of the study, reasons for choosing the topic, research questions, objectives of the study, scopes of the study, definitions of key terms, and organization of the report. In background of the study, I tell about some points such as the importance to identify the lexical bundles, the importance of the using of textbooks in teaching and learning English, and describe the previous studies which are used by the writter to conduct this study, so this study is differ from the previous. The research questions consist of nine questions to compare the similarities and the differences of lexical bundles in term of the frequency, structure, and function in conversation texts between *Four Corners* and *English Intensive Course* books. The objectives of the study are provided to explain the similarities nd the differences of lexical bundles in term of frequency, structure, and function in

conversation texts between *Four Corners* and *English Intensive Course* books. As the scope of the study, this study is limited in identifying the lexical bundles, it was only in conversation texts –both transactional and interpersonal texts. In addition, the analyzing of lexical bundles in term of structure and function is only for the 50 top of lexical bundles found in each series of textbook. In definition of key terms, I provide some definition from the experts to clear up the meaning of variable of my study. The first is the definition of lexical bundles which is can be concluded that lexical bundle is the word combination that hangs together, they make up the register. The second is the definition of conversation text, it can be meant by talks or dialogues among the speakers which is in the written form. The last is definition of textbook; it is one of the learning materials which give the illustration about the material in a book form.   In organization of the report, it provides the organization of my study that is started from chapter I until chapter V.

Chapter II provides review of related literature; this chapter outlines the theories that are used in the thesis and some studies that provide background information into the study. The first part of this chapter is review of previous study. Several previous studies are explained in this thesis in order to relate to the current study. They are divided into some parts considering to current topic. The first is about the corpus study that is conducted by Biber et al. (1999), it becomes the basis study of lexical bundles. The second is the advanced studies that are talked about the lexical bundles in written form. Several different function are showed by the different researchers—such as referential expression and stance

bundle—as the dominant bundle which occur in written texts. The next is the identification of lexical bundle in oral or spoken form. They tend to analyze both the structure and also the function. In addition, the comparison of lexical bundle between native and non-native speakers also becomes the focus of some researchers. As the complementary, the research about textbook is important to be understood by me, so I can describe the importance of analyzing the textbooks, especially in Indonesia curriculum. The second part is review of theoretical studies; it covers about formulaic competence, lexical bundles, and textbook. The third part is theoretical framework of the present study. It is told about the general framework of the study.

Chapter III presents the method of investigation in conducting the study. It presents research assumption, design of the study, unit of analysis, research instruments, role of the researcher, procedures of collecting data, procedures of analysing data, and the last is triangulation to validate the accuracy and credibility of thesis. This study is corpus study. It is the method that is used to extract the lexical bundle in register electronically. The data source is conversation texts. For collecting the data, I use software namely Antconc 3.5.2 to extract the lexical bundles in conversation texts between two textbooks. Afterthat, the analysis of the structure and the function of lexical bundles are done manually. The interpretation and inference are to be done as the last procedure.

Chapter IV presents the findings of data analysis and discussion. The findings are divided into nine parts: 1) the frequency of lexical bundles in conversation texts of *Four Corners* books, 2) the frequency of lexical bundles in

conversation texts of *English Intensive Course* books, 3) the similarities and the differences of lexical bundles' frequency in conversation texts between *Four Corners* and *English Intensive Course* books, 4) the structure of lexical bundles in conversation texts of *Four Corners* books, 5) the structure of lexical bundles in conversation texts of *English Intensive Course* books, 6) the similarities and the differences of lexical bundles' structure in conversation texts between *Four Corners* and *English Intensive Course* books, 7) the function of lexical bundles in conversation texts of *Four Corners* books, 8) the function of lexical bundles in conversation texts of *English Intensive Course* books, and 9) the similarities and the differences of lexical bundles' function in conversation texts between *Four Corners* and *English Intensive Course* books Discussion is delivered to make a comparison among some theories, current study and findings.

Chapter V provides some conclusions and recommendations or suggestions which are relevant to the topic and the findings of the study. In conclusion, it covers the answers of research questions based on finding and discussion by deducing the explanation about the frequency, structure, and the function of lexical bundles in two textbooks. Besides, the researcher explains the similarities and the differences of lexical bundles in term of frequency, structure, and function. Then, suggestions are given theoretically, practically, and pedagogically. The suggestions are given to the English teachers, students of English Department, author of textbook and the future researchers who are interested in investigating such topic. Theoretically, this research hopefully would be additional sources and information about the function of lexical bundles in

conversation. Pedagogically, it is hoped that the findings of this research could contribute in applying students' conversation. Practically, it is hoped that this study could be developed by another researcher to find out more about the identification of lexical bundles in different register and by using different software.

CHAPTER II

REVIEW OF RELATED LITERATURE

This part focuses on three main points. The first point is the previous studies, the second one is the theoretical review and the third one is a theoretical framework.

2.1 Review of Previous Studies

In this sub chapter, I am going to explain about the previous study related to the topic; they can be about formulaic expression, lexical bundles and textbook.

The main research which becomes the basic of this study is the study was done by Biber et al. in 1999. They compared the use of lexical bundles in two different registers; they are conversation and academic prose. Both registers represented the form of texts; conversations were showed about spoken texts while academic proses represented written texts. That study revealed some facts, as follows; (1) lexical bundles are extremely common in both conversation and academic prose, (2) on average, individual lexical bundles in conversation and academic prose occur with about the same frequency, (3) individual three-word lexical bundles are slightly more frequent than four-word lexical bundles, (4) only a few lexical bundles occur with very high frequencies, (5) conversation has more of these very common lexical bundles than academic prose, (6) most common two-word contracted lexical bundles is *I don't*, three-word lexical bundles in conversation is *I don't know*, four-word lexical bundles is *I don't know what,* (7) most common three-word lexical bundless in academic prose are *in order to*, four-word lexical bundles is *in the case of*, (8) in both conversation and academic prose, an important proportion of discourse is made up of recurrent LBs, (9) the

majority of words in two registers occur in non-recurrent expression, (10) most lexical bundles are not complete structural units, and (11) the structural correlates of lexical bundles are different in two registers (Biber, et al., 1999, p.994-995). Therefore, I get point that different register will show different structure of lexical bundles.

Some advanced researches have been done by Biber and his collogues. Conrad and Biber (2004) discussed about the findings of Biber, et al.'s study in 1999, then extend it. They presented an initial classification of the lexical bundles into functional categories. The result showed that the majority of word does not occur within recurrent sequences in either conversation or academic prose, the frequency and functions of lexical bundles demonstrate that the speakers and writes use them regularly in buidling discourse. Biber, Conrad, and Cortes (2004) have compared the use of lexical bundles in university teaching and textbooks. The finding revealed that classroom teaching uses more stances and discourse organizing bundles than conversation does, but at the same time, classroom teaching uses more referential bundles than academic prose.

Regarding to this study, I found some studies of lexical bundles which used written text as the data source. The data were from non-native writers (e.g. Strunkyte & Jurkunaite, 2008; Jablonkai, 2009; Bal, 2010; Wei & Lei, 2011; Laane, 2011; Navratilove, 2012; Demirel & Ahmadi, 2013; Grabowski, 2013; Jalali, 2014; Jalali & Moini, 2014; Jalali, Moini, & Arani, 2015; Mbodj-Diop, 2016; Yang, 2017; Kwary, Ratri, & Artha, 2017; Alasmary, 2017). In addition, written texts which were produced by native writers also become the data source

in several studies of lexical bundles, such as Hyland (2008), Cortes (2008), Allen (2009), Byrd and Coxhead (2010), Gales (2012), and Johnston (2017). As the combination, there were some studies which compare the use of lexical bundles in written texts between native and non-native language production (e.g. Juckneviciene, 2009; Chen & Baker, 2010; Salazar, 2011; Rafiee, Travakoli, & Amirian, 2011; Lou, 2012; Choi, 2013; Amirian, Ketabi, & Eshaghi, 2013; Rafiee & Keihaniyan, 2013; Gungor & Uysal, 2016; Ozturk & Kose, 2016).

Related to the study of lexical bundles which were used written texts as the data source, there were variations in finding of the researches. Some researchers found that non-native writers used referential expression as the dominant function such as Bal (2010), Navratilove (2012), Kwary, Ratri, and Artha,(2017), Yang (2017). The high frequency of lexical bundles in the referential expression can be related the needs to refer to theories, concepts, and data. On the other hand, there were some researcher who found that research-oriented bundles are the dominant functions used by native-writers, such as Allen (2009) and Hyland (2008). It is caused by the need to relay detailed information about the research, so much so as to make any methodology replicable and in order to persuade the reader of the precision and validity of the findings recorded. The different results of categorizing the function of lexical bundles were caused by several factors. First the formula of functional categorization which is used by the researcher are different. Some of them adopted from the study which is done by Biber et al. (2004) like Chen and Baker (2010), Cortes (2008), Rafiee and Keihaniyan (2013), they divided into referential, stance, discourse organizers, and special function

while there were the researchers who adopted the study which is done by Hyland (2008) like Allen (2009), so they divided into research, text, and participant-oriented bundles. Second, the type of written text whether they are journal articles, reading texts, or conversation texts contributes to finding of the study. This condition related to Biber et al.'s (1999) study which differentiates the register of lexical bundle study.

Moreover, oral or spoken texts also become the interesting data would be analyzed by some researches. Non-native speakers become the focus of these studies (Heng, Kashiha, & Tan, 2014; Crossley & Salsbury, 2011; Neno & Agustien, 2016; Sykes, 2017). Native speakers also become the purpose of two groups of researchers, they are Sidtis and Postman (2006), Neely and Cortes (2009), and Hernandez (2013). The comparisons of native and non-native speakers in identifying the use of LBs also were done by the other researcher (Kwon & Lee, 2014). In mentioning the structure of lexical bundles, some researchers used a detailed form which is revealed in the finding like NP + of, PP + of, etc. But, there were many researchers also used the form which is explained by Biber, et al.'s study in 2004 (see page 26), for instance Hernandez (2013) and Heng, Kashiha, and Tan (2014). Kwon and Lee (2014) showed that both native and non-native speakers frequent use of the clause category may manifest consistent features of spoken discourse which included more clausal lexical bundles in spontaneous conversations. While, Hernandez (2013) and Heng, Kashiha, and Tan (2014) showed that non-native speakers seemed to rely more on verb phrases in order to express their opinion *(I think that the),* show their

agreement or disagreement (I agree with you), ask for more information or introduce a topic by asking yes/no or Wh-questions (what do you think), and even emphasize the topic by using passive tense (is based on the). This condition can be summarized that the context both situation and culture of the speakers influenced what the speaker said. It is related to the features of conversation itself.

As the complementary area of investigation of LBs, textbooks were used as data source in some studies, such as Miao (2014) and Siricharoen and Wijitsopon (2017). Miao tried to compare the content within textbooks itself, that is reading-writing and listening speaking while, Siricharoen and Wijitsopon compared the content of textbook which focus on certain text with the original text that is email. From this, I can see that there had been no study which discuss about lexical bundles in conversation texts. As far as I know that conversation texts is the written text which the content must be close with the real conversation. Therefore, there were the uniquenes and novelty to conduct the study about it.

For knowing the existence of the textbooks' use, I also look for the articles which discuss about textbook itself. They used textbook as their focus in their researchers or as the main data source in different topics. Such as, Widodo (2007), Gordani (2010), Wahab (2010), Roohani (2011), Amalia, Warsono, and Hartono (2011), Sugiarto, Sofwan, and Sutopo (2011), Rahmawati, Rukmini, and Sutopo (2011), Gailea and Rasyid (2015), Tai (2016), Arvianto and Faridi (2016), Sugiati and rukmini (2017), Mustapa and Agustien (2017), Khalim and Warsono (2017), Pahlevi, Rukmini, and Warsono (2018), Ibnus and Mujiyanto (2018), and Hafidhoh, Faridi, and Saleh (2018). All of them suggest that textbook especially

in Indonesia is needed. It was proved by the government compile some textbooks for primary and high school students. It showed that the existence of textbooks in our education is importance. Therefore, the analysis of textbook in variation scope of study is needed to make the textbook is valuable.

And the others studies adjust my understanding in conducting the present study, such Anderson (2003), Ari (2006), Pang (2010), Retnowaty (2011), Sulistyowati (2011), Kopaczyk (2012), Paquaot and Granger (2012), Cortes (2013), Kashiha and Heng (2013), Kazemi, Katiraei,and Rasekh (2014), Kazemi, Kohandani, and Farzaneh (2014), Wei and Yan (2016), Khusnita and Rukmini (2017), Fitriati and Ghasani (2017), and Mujahadah, Rukmini, and Faridi (2018). Those studies were valuable for me in undesrtanding several way which had never discuss in the others studies. Such as Ari (2006), he discusses about the software that are used in extracting the lexical bundles. All softwares (KfNgram, Wordsmith, and N-gram) have their stregthen and weakness. And in this study, I choose the one which very applicable for me.

Based on the previous studies above, I conclude that the studies which aim to identfy the use of lexical bundles in textbooks were limit. In addition, there had no any research which compare the identification the lexical bundles in the conversation texts between native and non-native authors of textbook, whether they were same or not in term of structure and function of lexical bundles. Furthermore, this present research will be the new topic in UNNES since I did not find the research which discuss about lexical bundles. However, corpus study also never used in this university as the reserach methodology, so it will give

beneficial knowledge. To sum up, this research is different with those all above from two reasons. First, I investigate the new topic which never used in my university, it is about the use of lexical bundles, and I apply a new method that is corpus study. Second, the use of textbooks in Indonesia is still dominant. The comparison of two textbooks which are written by native and non-native give insight for the doers of educational area as the users of textbooks.

Under the tittle *The Comparison of Lexical Bundles in Conversation Texts between Four Corners and English Intensive Course Books* hopefully it will introduce and give deeper insight about the term of lexical bundles and corpus study; and contribute its pedagogical implication to improve the use of lexical bundles in oral and written form of English, so, the students will speak or write naturally.

2.2. Review of Theoretical Studies

This sub-chapter covers about formulaic expression, lexical bundles, and textbook. Detailed explanation will be lain out in below.

2.2.1. Formulaic Expression

Celce-Murcia (2007) thought that to build the competency of the speakers in delivering their language cover some competence, such as socio-cultural competence, discourse competence, linguistic competence, interactional competence, strategic competence, and formulaic competence. They stated that formulaic competence refers to those fixed and prefabricated chunks of language that speakers use heavily in everyday interaction (Celce-Murcia, p.47). It is the ability in using formulaic expressions. The formulaic

expressions are sequences of words appear to be prefabricated language. Wray and Perkins (2000) define "formulaic expressions will be a sequence, continuous, or discontinuous of words or other meaning elements, which is or appears to be, prefabricated". In addition, several experts have been built the same attention in general (e.g. Pawley and Syder, 1983; Pawley, 1992; and Nattinger and DeCarrico, 1992). They use different term, such as;

- routines: fixed phrases like *of course*, *all of sudden* and formulaic chunks like *how do you do? I'm fine, thank you.*

- collocations: verb-object like *spend money, play the piano* adverb-adjective: *statistically significant*, *mutually intelligible* adjective-noun: *tall building, legible hand writing.*

- idioms: like *to kick the bucket=to die*

- lexical frames: like *I'm looking for* ___

Formulaic expression itself consists of several types (Neno & Agustine, 2016), as follows:

1) Collocations, like *last night, boarding house, etc.*

2) Lexical bundles, like *I don't know, what do you want, etc.*

3) Insert, like *bye, I see, etc*

4) Idiom, like *wake up, look for, etc*

5) Binomial expression, like *grandmother and grandfather, again and again, etc.*

2.2.2. Lexical Bundles

Lexical bundles were firstly introduced by Biber, Johansson, Leech, Conrad, and Finegan in their book entitled Longman Grammar of Spoken and Written English (LGSWE) in 1999. They defined lexical bundles as 'the sequences of words that commonly co-occur in register' (1999, p.989) and as 'recurrent expressions, regardless of their idiomaticity, and regardless of their structural status' (1999, p. 990). Therefore, lexical bundles empirically means as 'word combination that recur most commonly in given register. In addition, Biber et al. (1999) used two different registers which would display the similarities and the differences—they are conversation and academic prose. Three or more words became their limitation in conducting the study. It can be two words, but they must often incorporate into more than one longer lexical bundle. For example*, I don't* are two-word contracted combinations but they are composed of three lexical units *(I do not)*.

However, in another book—Longman Student Grammar of Spoken and Written English (LSGSWE)—Biber, Leech, and Conrad (2002) make the scope of their investigation smaller. They thought that two-word combinations are generally to short, while three or four-word combinations are extremely numerous. Then, five-word or more than five-word combinations are much less common. Therefore, they make it simpler with defining the lexical bundle as a recurring sequence of three or four words. The finding of Biber et. al study showed that the similarities both conversation and academic prose were both of them used a large stock of

different lexical bundles (i.e. bundles types) and they were almost ten times as many three-word lexical bundles as four-word lexical bundles. The differences were displayed when conversation contained a larger stock of lexical bundles than academic prose. Generally, the finding showed that lexical bundles are more frequent in conversation than in academic prose.

In short, I define that lexical bundles are the words that repeatedly hang together in the specific register –certain bundles indicate the register.

2.2.2.1 Structures of Lexical Bundles

Biber et. al. (2002, p. 446) explained that there were three most commont structures of lexical bundles in conversation, they are; pattern 1 (personal pronoun + verb phrase + ...), pattern 2 (extended verb phrase fragment), and pattern 3 (question fragment). In the further research, Biber et. al. (2004, p. 381) made the three structure of lexical bundles became more complete, they mentined three structural type of lexical bundles in different form, they are; type 1 (lexical bundles that incorporate verb phrase fragments), type 2 (lexical bundles that incorporate dependent clause fragments), and type 3 lexical bundles that incorporate noun phrase and prepositional phrase fragments). Those newest three structure of lexical bundles was adopted by me in this research. Those structure were devided into several sub-types, as follow in Table 2.2.2.1

Table 2.2.2.1. The structure of lexical bundle

Structural Type	Sub-tye of Structural Type	Sample Bundle
Type 1	1.a. 1st/ 2nd person + VP fragment	I'm not going to
	1.b. 3rd person pronoun + VP fragment	And this is a
	1.c discourse marker + VP fragment	I mean I don't
	1.d Verb phrase (with non-passive verb)	Have a lot of
	1.e Verb phrase (with passive verb)	Is based on
	1.f . yes-no question fragments	Are you going to
	1.g WH- question fragments	What do you think
Type 2	2.a 1st/2nd person pronoun + dependent clause fragment	I want you to
	2.b WH-clause fragments	When we get
	2.c If-clause fragments	If we look at
	2.d to-clause fragment	To be able to
	2.e That-clause fragment	That this is a
Type 3	3.a Noun phrase with of-phrase fragment	One of the things
	3.b Noun phrase with other post modifier fragment	The way in which
	3.c Other noun phrase expressions	A liitle bit more
	3.d Prepositional phrase expressions	At the end of
	3.e Comparative expressions	As well as the
	3.d Prepositional phrase expressions	At the end of
	3.e Comparative expressions	As well as the

2.2.2.2 Functions of Lexical Bundles

For categorizing the function of lexical bundles, this study adopts from the study of Conrad and Biber's study (2005) and Biber (2006). They distinguished four functions of lexical bundles, such as stance expressions, discourse organizers, referential expressions, and special function.

Stance bundles express attitudes or assessment of certainty that frame some other proposition. They cover epistemic stance, desire, obligation, intention/prediction, and ability/effort.discourse organizers reflect relationships between prior and coming discourse. They construct of topic introduction, topic elaboration, and condition. Referential bundles make direct reference to physical or abstract entity. They consist of identification, imprecision, specification of attributes, time/place/text references. Then, special functions deal with pragmatic aspects, such as politeness, request, simply inquiry, reporting, offer, expectation, and hybrid function.

2.2.3 Textbook

Textbook has special role in teaching learning process. It tends to the syllbus that is made by the government, so the goal of teaching-learning process can be reached succesfully. Furthermore, Celce-Murcia (2001) defined that textbook or course book either required or supplementary provide content and teaching-learning activities, which shape much of what happens in the classroom. Therefore, the composting of textbooks must be based on the students' need. Besides, the content of textbooks must be agreed with the

standard, especially, the use of lexical bundles. By using the lexical bundles which is usually used by native, so, the language will sound natural.

However, the content of textbooks are consisted by several kinds of texts, such as reading texts, writing texts, conversation texts, etc. Here, the researcher only focused on the analysis of conversation texts.

2.2.3.1 Conversation text

Conversation texts can be in form of transactional and interpersonal. Transactional conversation is conducted for the purpose of information exchange, such as role plays and debates. While, interpersonal conversation is conversation which has purpose to maintain the social relationship, such as personal interview and casual conversation. However, to be grounded with the real conversation, conversation texts must be consist of several features. Therefore, the text will sound natural.

2.2.3.2 Features of Conversation

Biber et al.. (1999, pp.428-454) explain the features of conversation based on grammatical point of view. They state into eight characteristics, such as a conversation takes place in the spoken medium (by using tone, pause, tempo, etc), a conversation takes place in shared context (it can be social, cultural, institutional context), conversation avoids elaboration (it has a low lexical density), conversation is interactive (response, elicity, opinion, etc), conversation expresses stance (request, greeting, offer, etc), conversation takes place in a real time (spontaneously), a conversation has

restricted and repetitive repertoire (usually repeat the same word), and conversation employs a vernacular range of expression.

2.3. Theoretical Framework of the Present Study

In this study, the researcher identify about the part of formulaic expression, i.e. lexical bundles. They are extracted in two different textbooks, entittled *Four Corners* books and *English Intensive Course* books. Focusly, the researcher will identify the lexical bundles items in term of frequency, structure, and function. The result of the two textbooks then will be compared each other. The theoretical framework of the present study is drawn in Figure 2.1.
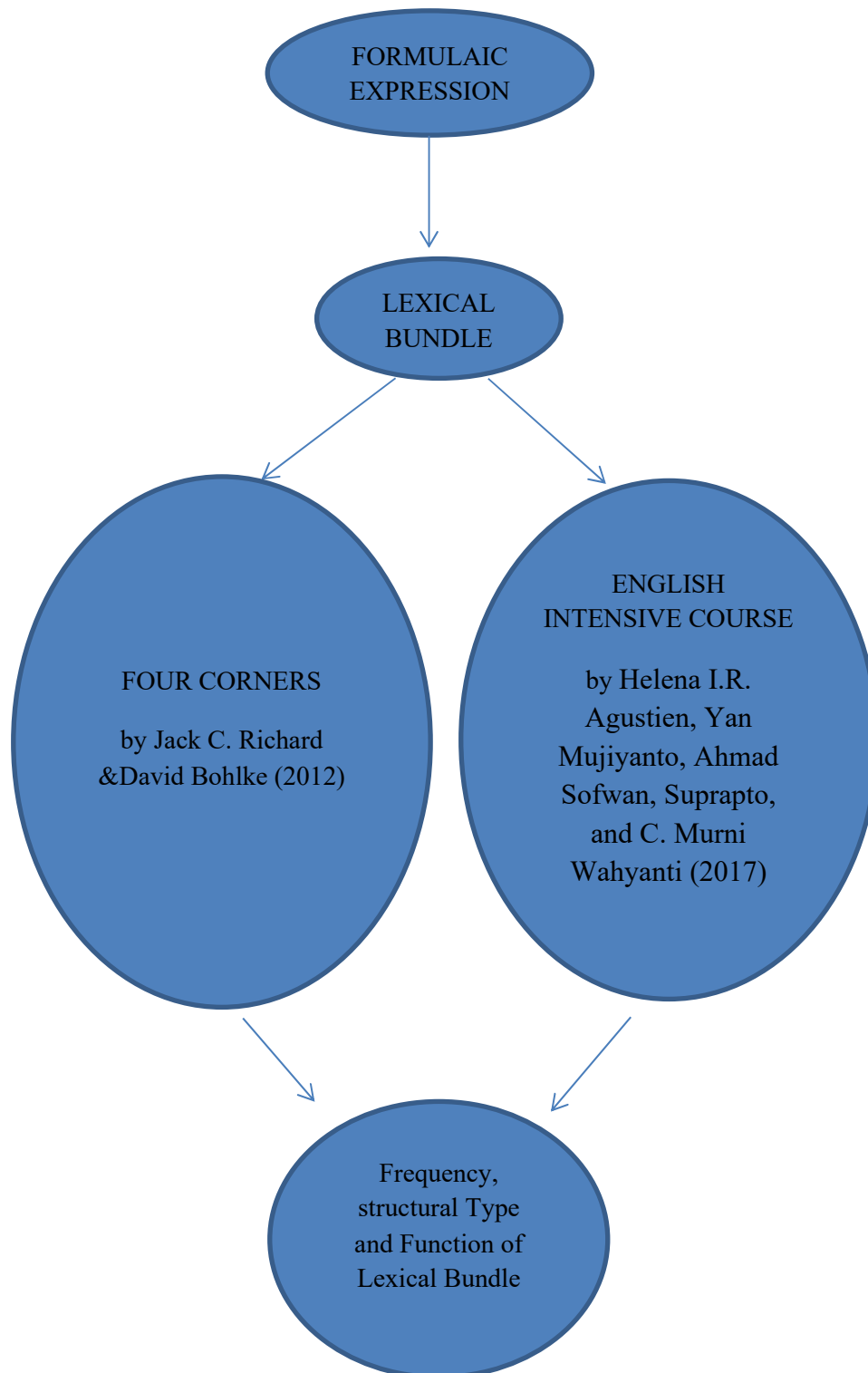
Figure. 2.1. Theoretical Framework of the Present Study

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is divided into two parts: conclusion and suggestions. Conclusions are summarized from the findings of this research. Then, suggestions are targeted to the students of English department, lecturers, authors of textbooks, and future researchers.

5.1. Conclusions

After analyzing and interpreting the data, the researcher got several conclusions for this study in relation to the identifying the lexical bundles of conversation texts in two textbooks. These conclusions were made by relating the objectives of the study. They also considered to the findings which are presented in previous discussion session. Further, the conclusions are presented in the following paragraph.

First, the identifying of the lexical bundles' frequencies in *Four Corners* books would give us the insight how often the native authors used the lexical bundles. Based on the findings, it is found that there were 164 tokens of lexical bundles in *Four Corners* books. They overused some types of lexical bundles, such as *can I help you, do you want to, I don't know,* and *I don't think.* On the other hand, they underused some other types of lexical bundles, such as *a good time to, a lot of people, a lot of things, a lot of time, an exam tomorrow and, and a small salad, and how do you do, and I'm kind, are they from the, are you I'm, are you oh hi, are you ok oh, as I was saying, black beans and fish, but can I ask,*

didn't see it, didn't think it, do you have a, do you spell your, and *do you think that.*

Second, the identifying of the lexical bundles' frequencies in *English Intensive Course* books would give us the insight how often the non-native authors used the lexical bundles. The finding revealed that there were 106 tokens of lexical bundles which happen in *English Intensive Course* books. They usually used six types of lexical bundles, like *I wish I had, sure what is it, that's right and, what are you doing, what would you like,* and *would you like a.* While, they rarely used some types of lexical bundles, namely *and juicy steak is, and would you like, can I use your, can you tell me, it is not very*, and many others.

Third, the conclusion is related to the comparison of lexical bundles' frequencies in conversation texts between two textbooks. Both in *Four Corners* and *English Intensive Course* books, it has been found that the minimum frequency of lexical bundle occurred was in two different texts. Contrasly, we can see that the native authors used more frequent the lexical bundles than the non-native used. Beside that, the finding also revealed that there were no types of lexical bundles which were used by the native authors, were used by the non-native authors. Therefore, it is concluded that non-native authors tend to translate the lexical of Indonesian to English directly, they didn't want to follow what the native say did.

Fourth is about the structures' of lexical bundles in *Four Corners* books, it would give us the knowledge about what the structure usually used by native authors. According to the finding, it is shown that the most structural types used

by the native authors was **the lexical bundles that incorporate with verb phrase fragments** with 70.7 %**.** It indicated that the structure of lexical bundles was clausal.

Fifth, this conclusion would describe the structures of lexical bundles in *English Intensive Course* books. The finding showed that 65% of the lexical bundles found in *EIC* consisted by **the lexical bundles that incorporate with verb phrase fragments.** It is the same as the previous result. 1st/2nd person pronoun + VP fragments and yes-no question fragments became the dominant structure which were used by the authors.

Sixth, the comparison of lexical bundles' structures in conversation texts between *Four Corners* and *English Intensive Course* books could be seen by detecting the similarities and the differences of them. Both, *Four Corners* and *English Intensive Course* books had similarity in term of the dominant structural type which is used by the native and non-native authors. Both of them mostly used **the lexical bundles that incorporate with verb phrase fragments.** More detail, they used a lot of 1st/2nd person pronoun + VP fragments and yes-no question fragments. From the result above, it is concluded that the native and non-native authors inclined to speak about their personal experiences and they presented many questions to get the responses. In contrast, the finding didn't show any differences of two textbooks in term of structural types.

Seventh, the function of lexical bundles in *Four Corners* was dominated by special function, it had 40.9 % tokens. Almost close to the first, stance bundles with 38.4 % became the second dominant used by the native authors. According

to the result, it was concluded that the native authors got the information by asking question and the appearance of the stance budles indicated that it was the characteristic of conversation register.

Eighth, the result of the lexical bundles' function in *English Intensive Course* books was almost the same as the result in *Four Corners* books. The findings were special function, referential expression, stance bundles comprising 41.5 %, 34.9 % and 23.6 %, respectively. They gain the information by asking question and identify something.

Ninth, the last conclusion is about the comparison of lexical bundles' function in two textbooks. Both in *Four Corners* and *English Intensive Course* books, the most functional type of lexical bundle was <u>special function</u> which is the biggest part used by the authors was simply inquiry. Besides, the result showed that there were no lexical bundles that were categorized as discourse organizers. It indicated that the authors tend to present the question to maintenance the communication between the speakers. However, the difference is showed by the second and the third dominant of lexical bundles found in two textbooks. In *Four Corners,* the second and the third were stance bundles and referential expressions, while in *English Intensive Course* books was vice versa. Therefore, the conversation text in *Four Corners* book seems like the direct conversation which contain spontaneously while the conversation texts in *English Intensive Course* books closer to identify something as clarifying.

5.2. Suggestions

Based on previous findings and conclusions, there would be some suggestions that are made as a purpose of the development of the research. The suggestions are based on the three significances. Firstly, theoretical significance would be addressed to the teaching English. Secondly, pedagogical significance would be addressed to the English lecturers, English authors, and students of English department. The last, practical significance is addressed to the future researchers who are interested in investigating such topic. More explanation of those suggestions are presented below.

The first is based on the theoretical significance. This suggestion is addressed to the process of English language teaching, especially for speaking proficiency and discourse subject. The findings of this research hopefully would be additional sources and information about the frequency, the structure, and the function of lexical bundles in two different textbooks; *Four Corners* and *English Intensive Course* books. These textbooks were different in term of the authors; *FC* was written by native-speakers, while *EIC* was written by non-native speakers. Then, they were similar in term of in what level the textbooks were used. They were used by first semester students in the two different university in Indonesia; Universitas Bengkulu and Universitas Negeri Semarang. Therefore, the comparison of lexical bundles related to the frequency, the structure, and the function between those two textbooks would be useful and proportional.

The second is according to pedagogical significance. This suggestion is addressed to English teacher. It is hoped that the findings and discussion could

participate as the additional knowledge for educational material. It could give another reference about the frequency, the structure, and the function of two textbooks, so she/he can select the appropriate books related to their students' need. This suggestion is also addressed to the students of English department. It is hoped that the findings of this research could contribute in applying students' conversation. They could imitate or adopt the lexical bundles which were used by the speakers. As we have found in the findings, the lexical bundles could make the speakers more natural in speaking. The authors or the writers of textbook also become the addressee in this study. They could consider the material which they want to include, such entering the lexical bundle in all conversation texts.

The last suggestion is practical significance It is intended to the future researcher who has an initiation to conduct such topic. It is hoped that this study could be developed by another researcher to find out more about lexical bundles in different register, it could be in spoken or in written form. Besides, the using of different software is hoped to make the study of lexical bundles richer and give more valid result.

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