



**STRUCTURES AND FUNCTIONS OF LEXICAL
BUNDLES IN THE LITERATURE REVIEW OF
UNDERGRADUATE STUDENTS' FINAL PROJECTS**

Thesis

submitted in partial fulfillment of the requirements for Master's Degree Program
in English Language Education

by

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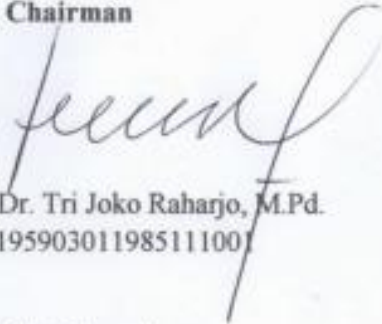
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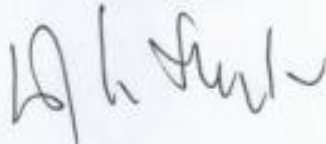
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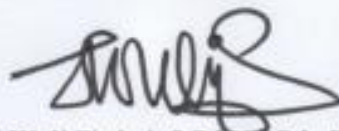
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MOTTO AND DEDICATION

"Real comprehension has to do with thinking, learning, and expanding a reader's knowledge and horizons. It has to do with building on past knowledge, mastering new information, connecting with the minds of those you have never met."

Zimmerman and Hutchins

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ABSTRACT

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Keywords: lexical bundle, structure and function of lexical bundle, literature review, final projects, corpus study

This research aimed at analyzing the use of lexical bundle (LB) structurally and functionally, the relation between their structures and functions, and also their contribution to communicative purpose of literature review (LR) of students' final projects. The researcher formulates four research problems; (1) How are the structures of LB manifested in the literature review of students' final projects? (2) How are the functional types of LB manifested in the literature review? (3) How is the relation between structural forms and functional types of LB manifested in the literature review? and (4) How do the relation between structural forms and functional types of LB contribute to LR's move structures to achieve its communicative purpose?

This research was a corpus study. In the process of analyzing, four instruments in the form of tables were used to collect and analyze four-word LB manually based on their structures, functions, and contribution to communicative purpose of the text through analyzing them in move structures of LR.

There were 26 LB found in this study which was divided into 4 main result discussions. First, the researcher found that most structural form of LB used in students' texts was Type 1 Noun phrase with *of*-phrase fragment which was used for a variety of abstract qualities. Second, research-oriented was a function of LB which was used frequently. It consisted of 11 bundles categorized into procedure, quantification, and description. Third, the researcher found three relations between structures and functions identified from all of LBs identified; (1) Relation I consists of research-oriented function and four structure types of LB, (2) Relation II consists of text-oriented function and three structure types of LB, and (3) Relation III consists of participant-oriented function and three structure types of LB. Fourth, the researcher found that; (1) relation I had contributed to 11 LR's move structures, (2) relation II had contributed to 9 move structures of LR, and (3) relation III had been contributed to 10 move structures of LR.

In conclusion, all structures of LB related to all LBs' functions have a great contribution to LR's move structures, function and format. It is reasonable to argue that they contribute to achieve communicative purpose of LR.

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CHAPTER I

INTRODUCTION

The introduction of this research covers background of the research, reasons for choosing the topic, research problems, objectives of the research, significance of the research and scope of the research.

1.1 Background of the Research

Writing is considered as the most difficult skill to be mastered in every educational level in Indonesia even in college. For example, for students pursuing higher education who are always required to write academic works such as essays or papers, will regarded these works as challenging tasks (Prihantoro, 2016: 217). In this case, as foreign language in Indonesia, writing becomes challenging especially in term of how to produce a good text. As stated by Arifin et al (2014:84) and Mahmudah (2014: 192), writing is not a spontaneous skill but it is a skill to be learnt consciously because no one learns automatically to write, so that it is needed practicing step by step all the time consisted of some activities which needs some conscious mental efforts about the way of arranging and combining the words, phrase and sentences into a good text. In learning and practicing writing skill, EFL students usually faced some problems. Proposing by Al-Buainan (2009:4), writing problems may consist of nine defects; (1) high frequency of grammatical errors, (2) lack of variety of grammatical structure employed, (3) use of inappropriate vocabulary, (4) use inappropriate grammatical structure, (5) limited ranges of vocabulary, (6) poor spelling, (7) inadequate

understanding of the topic, (8) deficiency in clear self-experience, and (9) poor punctuation. In addition, Purnama (2017: 77) also stated that students always make a generalization, simplification, less of knowing vocabularies, punctuation, spelling, and grammar in their writing. The other difficulties in writing may also consist of generating and organizing ideas, translating these ideas into a text (Richards and Renandya, 2002; Mufiz et al (2017: 7) in order to be understood. The other source also proposed that writing problem faced can be students' anxiety which used generally to mean the negative and anxious feelings that disrupt part of the writing process (Astrid et al, 2017:91). One of those problems' effect is the students are often confused how they start their writing, although they have some ideas about what they want to write. According to Wahyuni and Umam (2017: 105), there are four main factors that cause writing anxiety; linguistics difficulties, fear of teachers' negative comments, insufficient writing practice, and time pressure. From all of the writing problems mentioned above from some researchers, it can be concluded that one of the most difficult thing in writing is linguistic features especially for EFL students.

Stated by Agustina & Junining (2015: 3), there are some aspects that should be noticed in composing a good writing, such as word choices, grammar and punctuation. In this case, beside word choices and punctuation, grammar becomes an important aspect in writing to deliver idea in order to be understood by readers. In addition, Pratiwi et al (2017:117) said that a good writing is not only restates the message or idea using sentences or expressions that are grammatically correct, but also has to organize idea or message in a form which is easy to understand. As

English teachers, we should engage our students' ability to express their emotion and ideas properly whether in using correct grammatical features or in organizing the flow of text through its generic structure. Therefore, it needs the implementation of varied activities and techniques to help students develop their ideas into better (Supiani, 2017: 38). In addition, relating to write a text, Thornbury (2005) stated that something is called a text when it has a meaning whether in a spoken or written form. Students should concern on some features which have a role which also related to generic structure and grammatical features. Halliday and Hasan (1976) believed that cohesion and coherence, as the two important textual elements have been recognized as important features of good writing. In line with it, Sumarna (2013: 102) also said that the most important elements in a written language are coherence and cohesiveness relation. The students really need to write by concerning on cohesiveness and coherence in order to produce qualified English texts.

According to the Centre of Canadian Language Benchmarks (2012, cited in Mustapa & Agustien, 2017: 55), cohesion can be defined as the use of specific words or phrases to hold a text together and give it meaning. It means that there are some words which can be used to make a cohesive text. On the other hand, coherence is one of the requirements of a good paragraph besides unity, cohesion, and continuity. According to Odell and Hobbs (2001 cited in Faradhibah & Nur, 2017: 183), when a paragraph has coherence, the ideas are arranged in a logical progression, or an order that makes sense so that the reader moves easily from one

idea to another. The coherent of text is achieved through the use of some linguistic features and cohesive devices properly as well as in producing spoken language.

Beside that, formulaic expressions are also very important for EFL students in both speaking and writing skill. Formulaic expressions are very important for EFL students to be sound natural and fluent in speaking (Neno & Agustien, 2016:39), while in writing, they are used to help the writers create a natural qualified text, produce a coherent text and also achieve communicative competence of written language (Lewis 2008, cited in Mustapa & Agustien, 2017: 55-56). It can be said that the role of formulaic expressions is very important to enable students to create a coherent text when they have many prefabricated chunks. According to Conklin and Schmitt (2008), formulaic sequences can be used in order to express a concept, state a commonly believed truth or advice, provide expressions which facilitate social interaction, sign discourse organization, and provide technical phraseology which can transfer information in an accurate and efficient manner. Moreover, Biber et al (1999) divided formulaic expressions into five categories. They are idiomatic phrase, free combination of verb + particle, coordinated binomial phrases, lexical bundles, and inserts. Lexical bundles also know as chunks or clusters of language (Hyland, 2008a). They are described as recurrent expressions, regardless of their idiomaticity, and regardless of their structural status and as simply sequences of word forms that commonly go together in natural discourse (Biber et al, 1999).

Concerning on lexical bundle as one of the formulaic expressions, Biber et al (1999) proposed that the use of lexical bundle can be divided into two

categories according to what kind of language the lexical bundles used, whether in spoken or written language. There is a difference between the use of lexical bundle in conversation as spoken language and in academic prose as written language in their structural and functional categories. Biber et al (2004) stated that spoken registers not only include more types and higher frequencies of bundles than written texts, they also differ in bundle structures and functions. Spoken registers are comprised of mainly verb phrase bundles while written texts prefer to use noun phrase and prepositional phrase. In terms of functional category, spoken registers mainly rely on stance bundles, but written texts consist of a greater number of referential expressions bundles. Such differences occur especially in written texts because they place greater importance on presenting primarily factual information while spoken register only emphasize at interpersonal interactions (Conrad & Biber, 2005). The difference also indicated that lexical bundle which appeared in the text plays a crucial role in creating meaning based on particular context. Stated by Amin (2014: 108), written language can be analyzed through the use of lexical items applied in the sentence. It means that lexical item is one of the important elements that needed to produce and understand the text well. In addition, Heng et al (2014) stated that lexical bundles are considered as building blocks in discourse and have an important role in creating textual consistency. It means that the use of lexical bundle contribute a better understanding for the listeners or readers about the meaning of the context of written language used as well as constructing a flow and rhythm in the written discourse. Besides, they are used in order to construct a discourse, associating the

communicative purposes of the text written also the usage of lexical bundles (Biber, Conrad, & Cortes, 2004).

In addition, it is considered that the frequent use of lexical bundle in academic writing is related to the level of language users' competency in writing. Cortes (2004) argues that a certain usage of lexical bundles is an indication of a competent language user. It can be said that the use of lexical bundle influence the development of academic writing skills. Therefore, there are at least three reasons why the acquisition and frequency of lexical bundles in academic writing are significant for someone's writing skills development. (Coxhead & Byrd, 2007) mentioned those three reasons, firstly, lexical bundles are usually repeated and an essential part of the structural material. Secondly, as they are use repeatedly, lexical bundles are defining markers of successful writing. Lastly, lexical bundles are the combination of grammar and vocabulary, thereby lexicogrammatical underpinnings of a language.

Related to the use of lexical bundles that can influence the development of writing skills and very common in language, Biber and Barbieri (2007) assumed that the acquisition of lexical bundles is not natural and easy especially in writing a text in particular discipline. Students should more concern on how the use of these multi-words combinations because it is still problematic related to writing English as Foreign Language even in the other specific registers or discipline especially in constructing discourse associated with the communicative purposes of the texts. Based on the preliminary study that has been conducted by the future researcher, it was found that undergraduate students of English Language and

Education in UNNES used a lot of lexical bundles in their final assignment, especially in review of previous studies section. More four-word lexical bundles which are found in their texts such as *the result of the*, *the average of the*, *the identity of the*, *the average score of* and *is different from the*. From the result of preliminary observation to some students' final assignment showed that the high frequency of those bundles used in students' final assignment related to how they construct coherent to achieve communicative purpose of the text written. It was also found that there is bundles consisted grammatical error (e.g. "*to be achieve in*" that should be "*to be achieved in*") (Widya, 2017). Therefore, this research is needed to be conducted in order to know how the students use lexical bundles structurally and functionally and how those bundles related to communicative purpose and coherence of the text.

According to the preliminary study and the importance of comprehending the use of lexical bundles, this future research is interest in analyzing the use of lexical bundles in students' final projects based on their structural and functional category deeply, and also how they related to communicative purpose of the text.

1.2 Reasons for Choosing the Topic

This research is going to investigate the structural forms and functional classifications of lexical bundles in Chapter II Literature Review of students' final projects based on the following reason:

First, as one of formulaic expressions, lexical bundles become an important part to achieve formulaic competence which is considered as one of the important components of communicative competence. Formulaic competence and the other

competences such as socio-cultural competence, linguistic competence, interactional competence, and strategic competence come together to shape a discourse competence which is considered as the ultimate goal of language teaching and learning (Celce-Murcia, 2007: 45).

Second, in creating either spoken or written text, the students need to know how the words arrangement and their functions in order to conveying the communicative purpose of the text. Relating to the words arrangement used in a text, lexical bundle is seen as the important aspect that should be mastered by the students in creating a good text. In addition, by using the appropriate lexical bundles as one of formulaic expressions, the readers can easily understand the message delivered through the text.

Third, there are more lexical bundles identified in academic prose than in conversation (Kim, 2009), so that the researcher chose final project as one of academic prose as the object of this research. In addition, the researcher only focused on the four-word lexical bundles to be analyzed because the number of four-word bundles is more manageable to classify and check the context in which they appear (Chen & Baker, 2010). Due to the fact that final projects should be written by students especially in undergraduate program, it seems as a need to analyze the structural and function of lexical bundles used in their texts. If their final projects use accurate and appropriate lexical bundles as formulaic expression, it also enables to students to produce the other accurate expression, including lexical bundles in another written language form. In addition, this research collects the data from final projects written by students of Undergraduate

English Department which was considered as having a lot of chance to write a text (Ariwibowo & Tedjasuksmana, 2018: 53). So that, the researcher interested to focus on how the students used lexical bundles correctly as one of the chances in writing a qualified text.

1.3 Research Problems

The research questions in this research are:

- (1) How are the structures of lexical bundles manifested in the literature review of students' final projects?
- (2) How are the functional types of lexical bundles manifested in the literature review of students' final projects?
- (3) How is the relation between structural forms and functional types of lexical bundles manifested in the literature review of students' final projects?
- (4) How do the relation between structural forms and functional types of lexical bundles contribute to literature review's move structures in order to achieve its communicative purpose?

1.4 Objectives of the Research

The objectives of this research are:

- (1) To analyze the literature review of students' final projects in order to explain the structural forms of lexical bundles
- (2) To analyze the literature review of students' final projects in order to explain the functional types of lexical bundles

- (3) To analyze the literature review of students' final projects in order to explain the relation between the structural forms and functional types of lexical bundles
- (4) To analyze the literature review of students' final projects in order to explain the contribution of relations between structural forms and functional types of lexical bundles to literature reviews' move structures in achieving its' communicative purpose

1.5 Significance of the Research

The writer hopes that this research would give some significances theoretically, practically and pedagogically. These significances were formed from the objectives of the research which described below.

The first objective of the research was to explain the structural forms of lexical bundles in the literature review of students' final projects, so that theoretically, it may contribute to give additional information about the most structures of lexical bundles used as one of formulaic expressions especially in the literature review of students' final projects. Practically, it may contribute to encourage students' understanding about the structures of lexical bundles used and help the students to avoid errors in using word arrangement. Besides, pedagogically it may contribute to be used as reference in teaching word construction, especially some structures of lexical bundles in sentence or paragraph to create a qualified text in the process of teaching and learning English as Foreign Language.

The second objective of the research was to explain the functional types of lexical bundles in the literature review of students' final projects, so that theoretically, it may contribute to give additional information about the most functional types of lexical bundles used as one of formulaic expressions especially which were manifested in the literature review of students' final projects. Practically, it may contribute to improve students' understanding about the functional types of lexical bundles which were appeared and help the students in using lexical bundles based on their functions appropriately related to text written. Pedagogically, it may contribute to be used as reference in teaching the functions of words or word combination in order to know deeply they were used in a sentence even in a paragraph.

The third objective of the research was to explain the relations between structural forms and functional types of lexical bundles in the literature review of students' final projects, so that theoretically, it may contribute to give additional knowledge about the relations of structures and functions of lexical bundles manifested in the literature review of students' final projects. Practically, it may contribute to improve students' knowledge to use the structures and functions of lexical bundles correctly by understanding their relations in writing a good text. Pedagogically, it may contribute to be used as reference in writing a text, construct coherence, and also as one of tools to evaluate how qualified the text written.

The fourth objective of the research was to explain the distribution of the relations between structural forms and functional types of lexical bundles to

literature review's move structures in order to achieve its communicative purpose, so that theoretically, it may contribute to give additional information about how the relations of structures and functions of lexical bundles distribute to the literature review's move structure to construct communicative purpose of the text. Practically, it may contribute to help the students identify how the relations of structures and functions of lexical bundles distribute to the literature review's move structures and how their distribution support the text to achieve its communicative purpose. Pedagogically, it may contribute to be used as one of important materials in teaching and learning English especially in understanding how the use of lexical bundles structurally and functionally distributed to achieve communicative purpose of the text, in this case was the Literature Review of students' final projects.

1.6 Scope of the Study

The scope of this research is final project of English Language Education students of undergraduate program in Semarang State University. The part of final projects that will be examined is only Chapter II, Literature Review in order to know the use of lexical bundles according to structural forms and functional category in students' writing. This present research focused on four-word lexical bundles for two reasons. Firstly, four-word bundles are the most studied length in such studies and considered to be manageable in size for further analysis (Chen & Baker, 2010, p. 32). Secondly, they are "over 10 times more frequent than five-word sequences and offer a wider variety of structures and functions to analyze" (Hyland, 2012, p. 151). In identifying and analyzing structure of four-word lexical

bundles, theory proposed by Biber et al (1999) was used. In addition, functional types of four-word lexical bundles were analyzed by using functional taxonomy of lexical bundles proposed by Hyland (2008). The functional category of lexical bundles by Hyland (2008) was used since it was reflected on research writing. So, it is appropriate to analyze final projects as academic prose. Students' final project is chosen as it is one of writing product that should be made by all undergraduate students. This research only focuses on Chapter II Literature Review as part of students' final projects which consists of summary of previous studies and review of theoretical studies related to the researches had been conducted. Therefore, written text such as final project is still regarded as important and interesting object to be analyzed on the students' foreign language learning process.

In order to ease the readers to understand the content of this research, the followings are the terms related to the topic that were used in the current research. Terminologies used in this research are:

Lexical Bundles

Proposed by Biber et al (1999: 990), lexical bundles are defined as recurrent expressions regardless of their idiomaticity and regardless of their structural status. They are recurrent sequences of words, which have been studied under many rubrics, including lexical phrases, formulas, routines, fixed expressions, pre-fabricated patterns, n-grams, and clusters (Biber, 2006; Biber & Barbieri, 2007).

Literature Review

It is defined as the selection of available documents (both published and unpublished) on the topic, which contain information, ideas, data and evidence

written from a particular standpoint to fulfill certain aims or express certain views on the nature of the topic and how it is to be investigated, and the effective evaluation of these documents in relation to the research being proposed (Hart, 1999).

Final Project (henceforth, *Skripsi*)

According to Fitriati (2016: 642), *Skripsi* is a written discourse which might be the first experience to carry out research and make a research report for undergraduate students. This research report consists of four chapter that has certain communicative purposes in each of them.

This thesis consists of five chapters. They are introduction, review of related literature, research methodology, findings and discussion, and conclusions and suggestions.

Chapter I is introduction. It includes the background of the research, the reasons for choosing the topic, the research problems, the objectives of the study, the significance of the study, the definitions of the key terminologies, and the organization of the report. The background of the research is started with the importance of writing which is regarded as challenging skill in learning English. Then, it is followed by the importance of mastering some linguistics features by students including cohesive and coherence as textual elements in order to write a qualified text. The research problems covers one main problem and four sub-problems, they are to explain the use of lexical bundles structurally and functionally, the relation between their structures and functions, and also how they distribute to the literature review's move structures in order to achieve its

communicative purpose. By achieving the objectives, this study is expected to contribute significantly in term of theoretical, practical, and pedagogical matters. As the scope of the research, it focuses on the use of lexical bundles in Chapter II, Literature Review of undergraduate program of English Language Education students' final projects in UNNES. The researcher uses three theories in analyzing the use of lexical bundles. They are Biber et al (1999) to analyze structural forms, Hyland (2008) to analyze the functional types, and Kwan (2006) to analyze the distribution of the use of lexical bundles to achieve communicative purpose through literature review's move structures. In the definitions of key terminologies, the researcher provides some definition from experts found in the books and from other researchers in the journal articles. The key terminologies involve the definition of lexical bundle and literature review or review of related literature. Lastly, the organization of the report presents how this thesis is organized from Chapter I to Chapter V.

Chapter II is review of related literature comprising three sections which are reviews of previous studies, reviews of theoretical studies and theoretical framework. The relevant previous studies are classified into eight groups. They are lexical bundle in research articles written by native and non-native across disciplines, lexical bundle in research articles compared with other academic prose, lexical bundle in other text types, the roles of lexical bundle in writing skill, lexical bundle in spoken registers, structural forms of lexical bundle, functional types of lexical bundle, and final projects as the research object. Each group is reviewed so that the researcher can find the similarities and the differences of this

research with the previous ones. In the next subchapter, the reviews of theoretical studies cover Communicative Competence Theory (Celce-Murcia, 2007), Formulaic Expressions (Thornbury, 2005, Wood, 2006 and Celce-Murcia, 2007), Forms of Formulaic Expressions, Lexical Bundles, Structural Forms of Lexical Bundles (Biber et al, 1999), Functional Types of Lexical Bundles (Hyland, 2008), Text and Context (Eggins, 1994), Context of Situation and Context of Culture (Gerrot and Wignell, 1994), and Review of Related Literature as Genre (Kwan, 2006). These theories are reviewed in this chapter. Then, the researcher chooses the theories that are adopted in this research. Lexical Bundle and Structural Forms of Lexical Bundle (Biber et al, 1999) are appropriate due to the analysis of lexical bundles and their structural forms. In this research, the researcher only focuses on the four-word lexical bundle. In addition, the theory of functional types of lexical bundle proposed by Hyland (2008) is also implemented, to analyze the use of lexical bundle functionally in the literature review. In order to analyze the relation of structural forms and functional types of lexical bundles manifested in the literature review, both of theories about structural forms and functional types of lexical bundle are implemented. Besides, Kwan's theory (2006) about move structures of literature review is used to analyze how lexical bundles distribute to communicative purpose of the text through analyzing them in the move structures. It can be said that the researcher uses Kwan's theory to find whether there is a distribution of lexical bundle to communicative purpose of literature review or not. Furthermore, the theoretical framework is available in this chapter in the form

of a figure and its description. It describes the analyzed data and the process of analyzing related to the implementation of the theories.

The next chapter is Chapter III, research methodology. It deals with the research assumption, type of data, research instruments, roles of the researcher, unit of analysis, procedures of analyzing data (identifying, categorizing, and analyzing), techniques of reporting data, and triangulation. The research assumptions show the use of lexical bundle as one of formulaic expressions in writing a text which has a contribution to construct communicative purpose of the text. The research design is the descriptive qualitative research used a corpus study conducted by the researcher who is as the data collector and the data analyst. The type of data is qualitative data which consists of 20 texts of Chapter II, Literature Review from 20 students' final projects. Those final projects are collected randomly from undergraduate English Language and Education program in Semarang State University in academic year 2016/2017. In collecting lexical bundles in the literature review of students' final projects, the researcher analyzes the text manually by highlighting all four-word bundles in the forms of clauses or clause complexes as unit of analysis found in the texts. After the process of highlighting, the researcher categorizes all four-words bundles found structurally and functionally by using two instruments; (1) table of structural forms of lexical bundle, and (2) table of functional types of lexical bundles. The result of analyzing lexical bundles' structures and function, then the researcher analyzes their relation and their distribution to the communicative purpose of the text through literature review's move structures. All of the data are analyzed in line

with the theoretical framework based on the theoretical studies chosen. At last, triangulation is done by an investigator.

Chapter IV is findings and discussion. In a sequence, this chapter is arranged based on the problems of the research to achieve the objectives of the research. The findings provide the number of lexical bundles found in the text, the result analysis of structural forms and functional types of lexical bundles used in the review of related literature which analyzed manually. They are in the form of tables and description. Moreover, the findings also show the results of the analysis completed with the examples. By these findings, the relations of structural forms and functional types of lexical bundles and the distribution of those relations to Literature Review's move structure are analyzed. Then they are presented also in form of tables completed with the descriptions. Meanwhile, the discussion gives deeper explanation of the findings related to the previous studies and the underpinning theories.

The last chapter is Chapter V. It is conclusion and suggestion. The conclusions contain the points elaborated in Chapter IV which are referred to the research problems. The researcher divided the conclusions into four parts. First conclusion is the most structural forms of lexical bundles used in the Literature Review of students' final projects is type 1 noun phrase with *of*-phrase fragment. Second conclusion is the most functional type of lexical bundles identified in the Literature Review of students' final projects is research-oriented. Third conclusion is that there are three relations between structural forms and functional types of lexical bundles. Those relations are based on the lexical bundles

identified and how they are used in the Literature Review of students' final projects. Fourth conclusion is that the relations between structures and functions of lexical bundles, especially the relations of structural forms and research-oriented function of lexical bundles had great contribution to the Literature Review's move structures of students' final projects. The researcher assumed that why the most functional types of bundles appeared is research-oriented, because the genre of student's final projects, the Literature Review is one of an academic prose which consists of words or word combinations related to all components of reviewing researches conducted. In other words, this relation gives contribution to construct communicative purpose of Literature Review of students' final projects.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter reviews several previous studies with relevant topics and theories by experts. They include Communicative Competence, Definition of Formulaic Expressions, Forms of Formulaic Expressions, Lexical Bundle, Structural Forms of Lexical Bundles, Functional Types of Lexical Bundles, Text and Context, Context of Culture and Context of Situation, and Literature Review as Genre. This leads the researcher to develop the theoretical framework of the research.

2.1 Review of Previous Studies

By reviewing some previous studies which have the same topic, analyzing lexical bundles, the researcher tried to find the similar and difference of this research compared to those recent studies. In conducting this research focusing on the use of lexical bundles, the researcher believed that lexical bundle as one of formulaic expressions has an important role in teaching and learning English as Foreign Language. Therefore, many previous researchers conducted various studies which were focused on the use of lexical bundles, such as lexical bundles in written and spoken language, structural and functional types of lexical bundles, in comparison use of lexical bundles by native and non-native student, the use of lexical bundles across disciplines and various genres, and others.

In written language area, some previous studies used articles as research object have been conducted (See e.g. Bal, 2010; Chen & Baker, 2010; Laane, 2011; Salazar, 2011; Alipour et al, 2013; Kashiha & Chan, 2014; Atai &

Tabandeh, 2014; Sanchez, 2014; Mbodj-Diop, 2016; Gungor and Uysal, 2016; Ozturk & Kose, 2016; Ucar, 2017; and Kwary et al, 2017). Those studies focused on the use of lexical bundles in research articles from different disciplines written by both native and non-native English. They showed that most of learners whether native or non-native writers almost produced different lexical bundles in their text frequently, structurally and functionally based on their specific disciplines. As in Laane (2011), the use of lexical bundles in engineering research articles indicated that many lexical bundles found were specifically disciplinary. It revealed that lexical bundles are realized differently across different disciplines because the researchers tried to resort to different norms. In line with it, Kashiha and Chan (2014) and Sanchez (2014) stated that having a good command of lexical bundles can highly ensure the degree to which members of different disciplinary communities acquire the discipline-specific knowledge as these multi-word expressions contribute to the coherence in a text, create a realistic academic voice and attain naturalness in the language. Similar with them, some recent studies (See e.g. Hyland, 2008; Jalali & Ghayoomi, 2010; Wei & Lei, 2011; and Jalali & Zarei, 2016) also were conducted by using research articles compared to theses and dissertations written by both native and non-native writers as object of the researches. The results showed that most of native and non-native writers used almost different lexical bundles across genres. From those previous studies above, it can be concluded that the use of lexical bundles whether in academic written texts such as articles, theses, and dissertations or across disciplines plays an

important role in creating coherence in order to convey or express idea within the texts easily to the readers.

Using different text type as the research object, some previous studies (Huang, 2013a; Karabacak & Qin, 2013; Yang, 2017; Bychkovska & Lee, 2017) were conducted on investigating lexical bundles in argumentative texts. They found the similar results that non-native students used more frequently lexical bundles in their texts than native students. In structural and functional terms, there was no significance differences between the use of lexical bundles in natives' and non-natives' argumentative texts. However, Yang (2017) found that there was a difference in functional types of lexical bundles used between argumentative compared to narrative text. The other studies which used some kinds of text types in investigating lexical bundles, written by Jablonkai (2009) in European Union texts and online news, Allen (2010) in students' final assignment of The Active Learning of English for Science Students (ALESS) course, Grabowski (2014) in patient information leaflets (PILs) as Polish text, Tomankova (2016) in legal professionals' texts, and Siricharoen & Wijitsopon (2017) in business emails and textbooks. From the results of those studies, it can be concluded that there were a functional variation of lexical bundles used in each different text. The variation can be explained by the different purposes of the text types written. In other words, the use of lexical bundles functionally was influenced by the purpose of the text type.

Moreover, some researches conducted in focusing the roles of lexical bundles in writing skill (See e.g. Nugraha, 2015; Shamsabadi et al, 2017). The

same results showed that the use of lexical bundles significantly can improve students' writing ability. In line with them, Rashtchi and Mohammadi (2017) the use of cloze tasks can be useful for teaching lexical bundles and can improve students' academic writing. In addition, Kazemi et al (2014) stated that the use of lexical bundles in research articles has a significant effect on reviewers' evaluation of research articles in the field of applied linguistics. In other words, how lexical bundles used in texts can be used as a tool to evaluate whether the texts have good enough quality or not. For example, one of evaluation of articles' quality can be done by analyzing grammatical features, such as the use of definite article (e.g. *the*) whether it was used correctly or incorrectly within lexical bundles in the texts (Shin et al, 2018).

On the other hand, some previous studies had been done in spoken language (See e.g. Nesi & Basturkmen, 2006; Neely & Cortes, 2009; Kashiha & Heng, 2013). Those studies investigated the use of lexical bundles in academic lectures by native and non-native of different disciplines. From the result of those three researches, it found that the use of lexical bundles in academic lectures varied based on the specific disciplines and the style of lectures whether it was interactive or monologic lectures. The most frequent functional lexical bundles were discourse organizer and referential expressions, while in structural types were verb phrase and prepositional phrase. Nesi & Basturkmen (2006) also added from their research findings that the use of lexical bundles can achieve a discourse signaling role although cohesive role of academic lectures was not achieved yet. In addition, Heng et al (2014) and Sykes (2017) investigated the use of lexical

bundles in group discussion. The similar research showed that students' used more noun phrase and prepositional phrase as structural type of lexical bundles. The difference was that students used more referential expression bundles in Heng's et al research (2014) while discourse organizer and stance bundles in Sykes (2017). The other studies used teachers' talk as research object in investigating lexical bundles were conducted by Doyle (2009) and Kwon and Lee (2014). They found that verb phrase as the most frequent structural bundles used in teachers' talk. Kizil & Kilimci (2014) also investigated the use of lexical bundles in learners' speech and found that students used more verb phrase as structural type and stance bundles as functional category. Different from it, Darweesh & Ali (2017) found that referential expression was the most functional lexical bundles in political speech in order to facilitate connecting what is being said to entities (physical, abstract, or textual). Huang (2013b) also found that there were differences of lexical bundles used between private and public dialogue, e.g. clausal bundles appeared more frequently in private and phrasal bundles in public dialogue. From their research' results, it can be concluded that the different use of lexical bundles was based on the discipline variations and spoken discourse used by the speakers.

Concerning on structural types of lexical bundles, some recent studies investigated the use of lexical bundles structurally in some genre of texts written by native and non-native writers, such as news paper, research articles, theses, and reading texts (See e.g. Rafiee et al, 2011; Farvardin, 2012; Xixiang, 2012; Jalali & Moini, 2014; and Beng & Keong, 2014). Almost all of the research found that

both native and non-native writers across disciplines used noun phrase and prepositional phrase as the lexical bundles' structures in their texts. The use of those structural bundles was to convey the intended meaning through certain language patterns depending on the context. In other words, the extent of lexical bundles structures was specific to particular disciplines of the writers or text types.

There were also some researchers had conducted researches focusing on functional types of lexical bundles (See e.g. Dontcheva-Navratilova, 2012; Rafiee & Keihaniyan, 2013; Alquraishi, 2014; Beng & Keong, 2015; Jalali, 2015; Esfendiari & Moein, 2016; and Jalali, 2016). The results showed that referential expression was used more frequently in students' theses (Dontcheva-Navratilova, 2012), and journalistic writing (Rafiee & Keihaniyan, 2013). Using similar research object, Jalali (2015) investigate the functions of *it* lexical bundles in students' postgraduate texts. He found that *it* lexical bundles (e.g. *it is important to*, *it is difficult to*, *it is necessary to*, and *it is possible to*) served a variety of functions; hedges, attitude markers, emphatic, and attribution which were used to develop their texts. In line with it, Jalali (2016) stated that *it* lexical bundles was used frequently in both published (articles) and unpublished (theses and dissertations). It also revealed that some *it* bundles commonly used in unpublished writing did not count as bundles in published writing, such as *it is important to* was counted more frequently in published writing, while *it was found that* in unpublished writing. Other researches investigated the functional of lexical bundles in students' texts across disciplines. Beng & Keong (2015) found that reading texts of science discipline used more research oriented bundles, while arts

discipline commonly used participants-oriented bundles. In addition, text oriented bundles was used frequently in the texts of students' food science and technology (Esfendiari & Moein, 2016). From those previous studies' results, it can be concluded that the use of functional category of lexical bundles was based on the specific register and discipline of the writers or speakers.

Using same object of their research, students' final projects, some previous studies were conducted on investigating some topics in English as Foreign Language area, (See e.g. Ernawati, 2010; Rukmini, 2010; Wiyaka et al, 2010; Halim et al, 2012; Firmanti, 2015; Raharjo, 2015; Sukirman, 2015; Suwandi, 2016; Fitriati, 2016; and Abisoye, 2017). Those studies' topics such as students' challenges and problems in writing, text genre, the role of cohesive and coherence in a text, and generic structure of a text, in this case students' final projects. According to those previous researches, it can be concluded that students' final projects was one of academic writing product which was important to analyze especially in order to know the students' competence in the process of learning English as Foreign Language.

From the review of previous studies above, the present research investigated the use of lexical bundles structurally and functionally in students' written text. However, the difference is that this present research will use final project from undergraduate students of English and Education program. This present research is needed to be done since there were limited researches concerned on the use of lexical bundles in students' final projects. In addition, almost the previous researches concerned on the comparison of lexical bundles used in students' texts

across disciplines and still limited on the same disciplines. Therefore, this present research was needed to be conducted to give contribution to the theory of lexical bundles structurally and functionally in supporting to achieve communicative purpose of Literature Review of final projects and for English language teaching and learning in the Indonesian context, especially in English and Education program.

2.2 Review of Theoretical Studies

This review of related literature will give explanation about some theories related to this research. It will be about (1) Communicative Competence, (2) Formulaic Expressions (3) Lexical Bundles, (4) Text and Context and (5) Review of Literature as Genre.

2.2.1 Celce-Murcia's (2007) Communicative Competence Theory

Communicative competence is widely accepted as the ultimate goal of language teaching. It means that to construct students' communicative competence, the ability to use English accurately and appropriately to accomplish communication goals is the main purpose of teaching language. Davies (2007:101) stated that communicative competence as knowledge of how to use a language appropriately as well as the ability to do so. This goal of teaching language can be achieved when the English teachers demonstrate teaching and learning materials which the contents focus on not only grammar, pronunciation, and vocabulary but also how they are used to communicate based on the socio-cultural of the native speakers.

The theory of communicative competence proposed by Celce-Murcia's (2007) is the latest model of communicative competence that had been developed for language pedagogy. In her model, communicative competence is made up of six competencies; linguistic competence, socio-cultural competence, discourse competence, interactional competence, formulaic competence and strategic competence as showed in Figure 1.

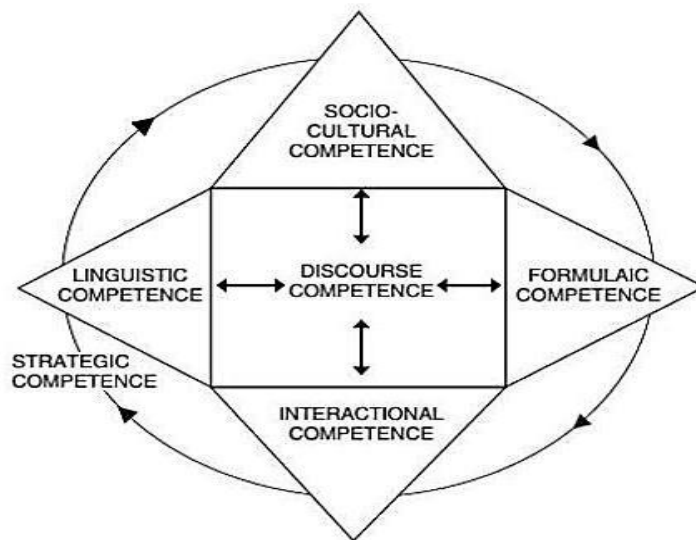


Figure 1. Schematic Representation of Communicative Competence proposed by Celce-Murcia's, (2007)

As can be seen in figure 1, there are six competencies in her model. They are discourse competence as the core competence, sociocultural competence, interactional competence, linguistic competence, formulaic competence, and strategic competence (Celce-Murcia, 2007 cited in Sugiati & Rukmini, 2017: 104). Linguistic competence and four other competencies come together to shape a discourse competence. According to Celce-Murcia's (2007:46-47), discourse

competence refers to the selection, sequencing, and arrangement of words, structures, and utterances to achieve a unified spoken or written language. This competence includes cohesion, coherence and generic structure that are important to be taught to students in order to be able to communicate both in spoken and written forms. Linguistic competence which consists of four types of knowledge; phonological, lexical, morphological and syntactic are used by students in order to be able to produce an accurate utterance or sentence. However, having linguistic competence in the real communication is not enough because socio and culture of target language also influence the communication. Therefore, socio-cultural competence is needed to produce language accurately and to use it appropriately based on the social and cultural context of communication.

The next two competencies are interactional competence and strategic competence which are equally important to construct a discourse competence. Interactional competence is needed to enable students to perform speech acts and speech acts sets appropriately in a target language. This competence consists of three sub-components, including actional competence, conversational competence, and non-verbal or paralinguistic competence (Celce-Murcia's, 2007: 48-49). Meanwhile, strategic competence occurs in every process of communication. It can be defined as a competence that allows a speaker to compensate deficiencies in the process of communication (Agustien, 2004:2). In other words, this competence helps students to overcome their problem when communication runs and it also helps students to learn a language in proper way and faster process. The last competence is formulaic competence which included

as one of the communicative competence. It is due to the fact that formulaic competence becomes the counterbalance to linguistic competence in shaping a discourse competence. This competence refers to those fixed and prefabricated chunks of language that native speakers use heavily in everyday interaction (Celce-Murcia's, 2007:47).

Theory of communicative competence proposed by Celce-Murcia's (2007) is valuable model in language teaching. It is helpful not only for English teachers, but also students who learn English as foreign language to reach teaching and learning goal. This model allows teachers to introduce students with some competencies such as discourse competence, linguistic competence, socio-cultural competence, interactional competence, strategic competence even formulaic competence in shaping communicative competence. Consequently, the students become aware of all the competencies that they must develop in order to achieve their communicative competence in language teaching and learning. This brief explanation above is relevant to this research because it is used as basic theory that includes formulaic competence as one of the components of communicative competence. Formulaic competence is considered as important as the other competencies in building a discourse competence which it becomes the main purpose of the language teaching and learning. In achieving formulaic competence, some formulaic expressions should be applied in using whether spoken or written language.

2.2.2 Definition of Formulaic Expressions

Formulaic competence is one of some competencies in communicative competence to help students create meaningful texts specifically to sound natural and fluent when speaking (Celce-Murcia, 2007:48). Formulaic competence refers to formulaic expressions. There some definitions of formulaic expressions proposed by some experts. Firstly, formulaic expression can be defined as a word or a phrase which helps someone to express what he or she is trying to say, such as introducing a topic of conversation, interrupting, asking information, etc. (Keller and Warner, 1988:4). It means that formulaic expressions are either a single or a group of words that facilitates people to express their intended meaning. Related to this definition, although it is only one word expressed by someone but it has a certain function or meaning in communication, so it is true to be called as formulaic expressions which can include either one or more than one word. Related to this definition, Wray (2012) defined formulaic expressions consist of either one word or two (or even more) words. For example, a single word like “*Hi*”, “*Hello*”, “*Sorry*” etc. can be categorized as formulaic expressions.

Unlike the first definition of formulaic expressions, Moon (1998) defined that formulaic expressions are a vocabulary consisting of a sequence of two or more words which semantically and syntactically form an inseparable unit. It means that formulaic expressions consist of at least two or more words, so that one word is excluded as formulaic expressions. Moreover, Biber et al (1999: 990) said that formulaic expressions are sequences of word that commonly go together in natural discourse and are produced frequently in native speaker’s daily

communication. It can be said that one bundle consists of more than one word which comes together as a lexical unit.

In addition, Thornbury (2005) and Wood (2006) stated that formulaic expressions are multi-words units or frames as if they were a single words and typically consist of short formulaic routines that are stored and retrieved in their entirety. In similar opinion, Celce-Murcia (2007:47) said that formulaic expressions are fixed or prefabricated chunks that heavily used in everyday communication. Concerning Thornbury's (2005), Wood's (2006), and Celce-Murcia's (2007) opinions, formulaic expressions are defined as a comparison of more than one word that commonly occurred in fixed forms in many texts.

In relation to this research, the formulaic expressions are important because this research will investigate formulaic expressions which only focused on lexical bundles manifested in the literature review of students' final projects.

2.2.3 Forms of Formulaic Expressions (Biber et al, 1999)

Formulaic expressions have been classified by many experts in different ways. However, this research uses classification of formulaic expressions proposed by Biber et al (1999) which divided into five major structural classifications. They are idiomatic phrases, free combination of verb + particle, coordinated binomial phrases, lexical bundles (See, Biber et al, 1999: 1024-1036) and inserts (also see Biber et al, 1999: 1082-1095 for further details).

Since this present research will only analyze the use of lexical bundles structurally and functionally in students' final projects, the brief explanation of lexical bundles and their structures and functions as follows:

2.2.3.1 Lexical Bundles

Biber et al (1999: 990) stated that lexical bundles are recurrent expressions, regardless of their idiomaticity, and regardless of their structural status. Biber et al also defined lexical bundles as simply sequences of word forms that commonly go together in natural discourse. A lexical bundle consists of three or even more words which come together as a lexical unit, for example, three-word lexical bundle (e.g. *I don't think*) and four-word lexical bundle (e.g. *I want you to*). As the unit of analysis in this research, the sequences of word are categorized into lexical bundles when they occurred at least 10 times per million words and across at least five different texts (Biber et al in Farvadin et al, 2012: 16). Stated in Chen and Baker (2010, p. 32), the frequency and dispersion thresholds of lexical bundle adopted vary from study to study, and the sizes of corpora and subcorpora also can differ drastically, ranging from around 40,000 to over 5 million words. Therefore, in identifying lexical bundle in this research, the researcher set the criterion which determined the frequency of lexical bundle ranges at least 5 times or more in at least 3-5 texts (e.g., Biber & Barbieri, 2007; Cortes, 2004), or 10% of texts (e.g., Hyland, 2008a), which helps to avoid idiosyncrasies from individual writers/speakers.

2.2.3.2 Structural Forms of Lexical Bundles

Biber et al (1999: 1014-1024) divided lexical bundles in academic prose into twelve structural categories. The complete lists of lexical bundles structures are provided in Appendix 1. In the following are brief explanations of twelve structural types of lexical bundles:

a) Noun phrase with *of*- phrase fragment

This type of lexical bundles structure consists of a noun phrase followed by a post-modifying *of*-phrase. These lexical bundles used in some different ways. First, they are used for physical description, including identification of place, size, and amount, such as *the surface of the, the shape of the, the position of the, the total number of*, etc. Second, they are used to mark simple existence or presence, such as *the presence of the, the existence of a*, etc. Third, they are used to identify a variety of abstract qualities, such as *the nature of the, the value of the, the use of a*, etc. The last, four-word lexical bundles are used to describe processes or events lasting over period of time, such as *the development of an, the course of the*, etc.

b) Noun phrase with other post-modifier fragments

This type of lexical bundles structure consists of a noun phrase followed by a post-modifier other than an *of*- phrase. This category is divided into two major types; (1) noun phrase with post-nominal clause fragment (e.g. *the way in which, way in which the, the extent to which*, etc.), and (2) noun phrase with prepositional phrase fragment (e.g. *the relationship between the, the difference between the*, etc.). Several of the lexical bundles in this category are used to describe how a process occurs (e.g. *the way in which, the extent to which*), to identify relationships among entities (e.g. *the relationship between the, the difference between the*), and include the only noun + complement clause combination to recur frequently (e.g. *the fact that the*).

c) Prepositional phrase with embedded *of*- phrase fragment

This type of lexical bundles structure consists of a prepositional phrase with an embedded *of*-phrase fragment functioning as pot-modifier of the noun. Most of these lexical bundles mark abstract, logical relations which are formed with the prepositions *as* and *in* (e.g. *as a result of*, *in the absence of*, etc.). In contrast, this type of lexical bundles beginning with the preposition *at* are mostly used to mark temporal relations (e.g. *at the end of*, *at the time of*, etc.). While the number of lexical bundles which beginning with *in* are used to identify time periods or processes (e.g. *in the course of*, *in the process of*, *in the development of*, etc.).

d) Other prepositional phrase (fragment)

This type of lexical bundles begins with a prepositional phrase without an embedded *of*-phrase. Several of these are used to identify a particular location or time period (e.g. *in the United States*, *in the present study*, *in the next chapter*, etc.). There are two specific lexical bundles especially common in this category which have relatively idiomatic meaning; *at the same time* is used to contrast two propositions or events which are considered compatible, and *on the other hand* is used for contrasting two arguments or events which are presented as mutually exclusive.

e) Anticipatory *it* + verb phrase/adjective phrase

This type of lexical bundles is divided into two major types; (1) anticipatory *it* + adjective phrase and (2) anticipatory *it* + verb phrase (usually passive). The majority of these lexical bundles are used to report possibility/likelihood, importance, and necessity (e.g. *it is possible to*, *it is important to*, *it is necessary to*, etc.). In contrast, the main verb in these structures similarly presents a kind of

stance, identifying the information in most cases (e.g. *it should be noted that, it has been shown that*, etc.).

f) Passive verb + prepositional phrase fragment

The majority of these lexical bundles incorporate a passive voice verb followed by a prepositional phrase. Two expressions are moderately common in this category; (1) the first identifies tabular/graphic displays of data (e.g. *are shown in table, is shown in figure*), and (2) the second identifies the basis of some finding or assertion (e.g. *is based on the*).

g) Copula *be* + noun phrase/ adjective phrase

This type of lexical bundles is divided into two major types; (1) copula *be* + noun phrase, e.g. *is one of the, are a number of*, etc. and (2) copula *be* + adjective phrase, e.g. *is due to the, may be due to*, etc. These lexical bundles with adjectival predicatives are used to identify causative relations (*is/be due to*) or comparative relations (*is equal/similar to*), e.g. *may be due to, is equal to the*.

h) (Verb phrase +) *that*- clause fragment

This type of lexical bundles is divided into three major types; (1) verb phrase + *that*-clause, e.g. *should be noted that, be noted that the, has been shown that*, etc. (2) *that*-clause with *there* as subject (e.g. *that there is a*) and *that*-clause with *it* as subject and the copula *is* as verb (e.g. *that it is not*).

i) (Verb/ Adjective +) *to*- clause fragment

This type of lexical bundles is divided into three major types; (1) predicative adjective + *to*-clause, e.g. *are likely to be, is likely to be, more likely to be*, etc. (2) verb phrase + *to*-clause (passive), e.g. *has been shown to, been shown to be, have*

been shown to, etc. (3) *to*-clause, e.g. *to be able to*, *to ensure that the*, *to be found in*, etc. Lexical bundles with predicatives controlling a *to*-clause are all used to indicate possibility/ability such as *is not possible to*, *should be able to*. In contrast, several of them with verb predicates controlling a *to*-clause are used to identify previous findings or know information, such as *has been shown to*, *was found to be*, *is said to be*, etc.

j) Adverbial clause fragment

This type of lexical bundles consists of only four-word lexical bundles begin with an adverbial clause, three of those are introduced by the subordinator *as*, such as *as shown in figure*, *as we have seen*, *as we shall see*, *if there is a*. These lexical bundles are used for deictic reference to other discourse segments.

k) Pronoun/ noun phrase + *be* (+...)

This type of lexical bundles is divided into two major types; (1) *this + be* which are used to link the information that follows to the preceding discourse, such as *this is no the*, *this is not to*, (2) *there + be* which are used for informational packaging purposes, such as *there was no significant*, *there are a number*, *there has been a*. Phrases about statistical significance or correlation are particularly common in academic prose (especially research articles).

l) Other expressions

There are a few lexical bundles in academic prose that do not fit neatly into any of the other types. They are such as *as well as the*, *as well as in*, *than that of the*, *may or may not*, *the presence or absence*.

2.2.3.3 Functional Types of Lexical Bundles

Hyland (2008) modified the functional classification of lexical bundles into three categories which reflected on research writing. They are:

1) Research-oriented lexical bundles

Usually they help writers to structure their activities and experience of the real world. These lexical bundles are divided into five sub-categories; (1) location, e.g. *at the time of* (2) procedure, e.g. *in the development of* (3) quantification, e.g. *in a variety of* (4) description, e.g. *the ways in which* and (5) and topic of the research, e.g. *as part of the*.

2) Text-oriented lexical bundles

They concerned with the organization of the text and its meaning as a message or argument. These lexical bundles includes (1) transition, e.g. *on the other hand*, (2) resultative, e.g. *as a result of*, (3) structuring, e.g. *it can be said* (4) framing, e.g. *from the perspective of*.

3) Participant-oriented lexical bundles

They focused on the writers or readers of the text with the help of stance and engagement features. For example, stance (*it is important to*) and engagement (*we have, other people*).

2.2.4 Text and Context

A text is created by people to communicate to each other either in written or spoken form. Eggins (1994, 5) refers to “complete linguistic interaction (spoken or written), preferably from beginning to end”. Written text is a way of communication to convey people’s idea through written form, such as letter,

email, and announcement, whereas spoken text deals with a text that is constructed when a person is conveying his idea through communication. Moreover, Halliday and Hassan (2013: 1) stated that a text is either written or spoken passage of whatever length that forms a unified whole. Further, they judge that to be a text as a unified whole, it should be cohesive and coherent. Related to this, the text is cohesive when it uses specific words or phrases to make a text hang together and give it meaning while the text is coherence when it has logical connectedness of ideas to make the purpose and intended meaning of the text clear to the readers or participants.

Besides, the important thing that should be concerned is context. It does not only influence people in choosing appropriate words to create a text, but also how the readers or hearers interpret the meaning of the text created. As stated in the following by Eggins (1994: 7-9):

context is in text: text carries with it, as a part of it, aspects of the context in which it was produced and, presumably, within which it would be considered appropriate. Context gives information about the language used in the text, as a whole unity, to create the meaning. Meanings are determined by the texts' relationship with the context of culture (genre) and the context of situation.

2.2.4.1. Context of Situation and Context of Culture (Genre)

Halliday and Hassan (1989) defined context of situation as “the environment of the text”. There are three aspects that influence the context of situation which are also called as “register variables” (Gerrot and Wignell, 1994: 11). They are:

- a. Field refers to “what is going on”, including activity focus (nature of social activity) and object focus (subject matter). It can be said that field is concerned on what is happening with reference to what itself.

- b. Tenor refers to “the social relationships between those taking part which are specifiable in terms of status of power (agent roles, peer or hierarchic relations), affect (degree of like, dislike or neutrality), and contact (frequency, duration and intimacy of social contact).
- c. Mode refers to “how language is being used whether the channel of communication is spoken or written, and language is being used as a mode of action or reflection.

However, based on Gerrot and Wignell (1994: 10), context of culture determines what we can mean through being (who we are), doing (what we do), and saying (what we say). Related to this definition, it can be concluded that meanings enable us to recognize and predict few context of culture are likely to unfold, manage new information and interact appropriately and strategically. Since the context of culture or genre determines the purposes and the meaning of the particular text, the genre can be interpreted as “cultural purpose of texts” which are expressed by text through structural and realizational patterns (Eggins 2004: 54). Referring to Eggins’ idea, it can be concluded that in creating a text, people should pay attention to the schematic structure and textual convention of a certain text because each txt type has different purpose and meaning.

An example genre is exposition text. Its purpose is to persuade the readers or listeners that something is the case. According to Gerrot and Wignell (1994: 97), exposition text consists of thesis, arguments, and reiteration that have their own particular order. Based on the expert’ definitions of a context of culture above, it can be concluded that the context of culture can be called as genre that

gives a purpose and a meaning to the certain texts. Here, the researcher uses the literature review as genre in students' final projects as the research object in order to analyze the use of lexical bundles since it has relation with the communicative purpose of the text.

2.2.4.2. Literature Review as Genre

According to Hart (1999), the literature review is defined as the use of ideas in the literature to justify the particular approach to the topic, the selection of methods, and demonstration that this research contributes something new. It is aimed to demonstrate skills in library searching, show command of the subject area and understanding of the problem, and justify the research topic, design, and methodology. Okoli and Schabram (2010, p. 16) mentioned general six reasons for conducting a literature review. They are (1) to analyze the progress of a specific stream of research, (2) to make recommendations for future research, (3) to review the application of one theoretical model in the information system literature, (4) to review the application of one methodological approach in the information system literature, (5) to develop a model or framework, and (6) to answer a specific research question. As an essential part of the research process and report, it can be said that the literature review should be conducted to help the researcher set the construction and the novelty of the future research that is different from the other researches conducted before.

In research, the literature review was different in the postgraduate and undergraduate levels in terms of its function and format. This present research will use literature review of undergraduate students' final projects as the research

object. Therefore, the function and format of literature review proposed by Hart (1999) will be basic theory in understanding the communicative purpose of literature review as a genre. Hart (1999, p. 15) provided the differences in the following table.

Table 2.1 The differences of Literature Review in Research

Degree and Research Product	Function and Format of the Literature Review in Research at These Levels
Undergraduate Final Project	Essentially descriptive, topic focused, mostly indicative of main, current sources of the topic. The format analysis of the topic is in terms of justification
Master's Thesis	Analytical and summative, covering methodological issues, research techniques and topics. Possibly, the format have two literate-based chapters, one on methodological issues, which demonstrates knowledge of the advantages and disadvantages, and another on theoretical issues relevant to the topic or problem
Dissertation	Analytical synthesis which covering all known literature on the problem, including that in other language. High level of conceptual linking within and across theories. Summative and formative evaluation of previous work on the problem. Depth and breadth discussion on relevant philosophical traditions and ways in which they relate to the problem

Focusing on the format of literature review of undergraduate final projects, the format is in terms of justification, means providing argument to justify the topic for a research that will be conducted. Justification involves the existing

literature focused on particular context (e.g. methodology) in that the future researcher propose to employ a methodology on a topic in an area which it has not been used previously (Hart, 1999).

Moreover, there were three major move structures of literature review (in Table 2.2) proposed by Kwan (2006) that should be concerned in order to write literature review systematically. This move structure consisted of ways or rhetorical stages of writing literature review systematically and properly in order to distribute the previous research evidences and justify what the future research will concern on. Related to this present research which focused on the use of lexical bundles in literature review of final project, their structural and functional use can become an indicator whether the literature review has been organized well based on this following move structure or not.

Table 2.2 Model of the Move Structure of Literature Review Chapters proposed by Kwan (2006)

Move 1	Establishing a part of the territory of one's own research by:
Strategy A	surveying the non-research-related phenomena or knowledge claims
Strategy B	claiming centrality
Strategy C	surveying the research-related phenomena
Move 2	Creating a research niche (in response to Move 1) by:
Strategy A	counter-claiming
Strategy B	gap-indicating
Strategy C	asserting confirmative claims about knowledge or research practices surveyed

Strategy D	asserting the relevancy of the surveyed claims to one's own research
Strategy E	abstracting or synthesizing knowledge claims to establish a theoretical position or a theoretical framework
Move 3	(optional) Occupying the research niche by announcing:
Strategy A	research aims, focuses, research questions or hypotheses
Strategy B	theoretical positions/theoretical frameworks
Strategy C	research design/processes
Strategy D	interpretations of terminology used in the thesis

This present research will not only analyze the use of lexical bundles in the literature review of students' final projects, but also their relation to coherence and communicative purpose of the text. In analyzing those relations in the literature review of students' final projects, the move structure of literature review proposed by Kwan (2006) can be used to see whether the use of lexical bundles structurally and functionally have related to communicative purpose of the text or not. Moreover, as explained before, the role of lexical bundles is to contribute a better understanding for the readers about the meaning of the context of written language used as well as constructing a flow and rhythm in the written discourse. So that, beside analyzing how the structural forms and functional types of lexical bundles distribute to the communicative purpose of the text, this research will also explain about the text coherent in the literature review of final projects related to the organization of the text whether it has hang together or not.

2.3 Theoretical Framework

Based on the previous study and the related theory above, it can be known that communicative competence is the ultimate goal of teaching and learning a language. One of competencies which support to achieve communicative competence is formulaic competence. This competence has the important role to shape a discourse within a text. As we know, text can be formed in spoken and written and it will be influenced by context of culture and context of situation in a discourse. Related to the formulaic competence and context of culture or genre, lexical bundles as one of formulaic expression are regarded as the important linguistic features that should be concerned to construct communicative purpose of the text genre.

The researcher formulated the theoretical which used for basic framework in conducting this research. This theoretical framework was constructed based on the theoretical studies that have been reviewed in the previous subchapter. The theoretical framework of this research will be displayed as figure 2.2.

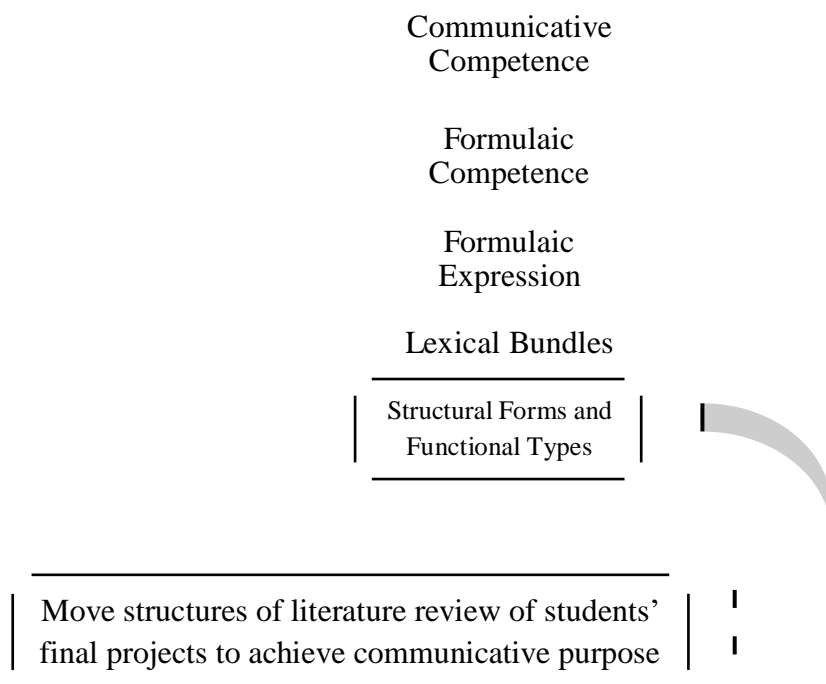


Figure 2.2 Theoretical Framework of the Present Research

In this research, the researcher used written text as the main data source. The form of written text was Chapter II Literature Review of final projects done by several students of undergraduate program of English Language and Education in Universitas Negeri Semarang in academic year 2016/2017. Concerning about lexical bundles distributed to literature review's move structures to achieve communicative purpose of the text, the researcher intend to analyze the structure and function of lexical bundles in order to know how they use lexical bundles in their written texts. By using the theory of lexical bundles structure (Biber at al, 1999) and functional categories of lexical bundles (Hyland, 2008), the researcher examine the structure and function of lexical bundles in students' final projects by using twelve structures and three functions of lexical bundles.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter is about the conclusions and the suggestions of this research based on the findings and discussions. The conclusions cover four sections in Chapter IV.

The suggestions are provided theoretically, practically, and pedagogically.

5.1 Conclusions

This present research focused on the use of lexical bundle structurally and functionally in the literature review of students' final projects. Besides, the researcher also investigated the relation between structural forms and functional types of lexical bundles found and their contribution to communicative purpose of the literature review. From the results of data analysis in the previous chapter, the researcher made conclusions according to four research questions formulated which mentioned as follows:

As the results of analysis, there were 26 lexical bundles found in the literature review of students' final projects. Structurally, the total 26 lexical bundles found categorized only into nine structure forms. They are structure type 1 Noun phrase with *of*-phrase fragment, structure type 9 (verb/adjective +) *to*-clause, structure type 5 Anticipatory *it* + verb phrase/adjective phrase, structure type 6 Passive verb + prepositional phrase fragment, structure type 4 Other prepositional phrase (fragment), structure type 3 Prepositional phrase with embedded *of*-phrase fragment, structure type 7 Copula *be* + noun phrase/adjective phrase, structure type 12 Other expressions, and structure type 11 Pronoun/noun

phrase + *be* (+ ...). From the findings, the researcher concludes that the most structural forms of lexical bundles used in students' texts was structure type 1 Noun phrase with *of*-phrase fragment which consisted of 7 bundles ““*the result of the, the meaning of the, the purpose of the, the average score of, the objectives of the, the aim of the, and the goal of the*”. Those bundles have been used frequently in almost all of literature review of students' final project for a variety of abstract qualities.

Functionally, from the total 26 lexical bundles, 11 bundles identified as research-oriented followed 9 bundles as participant-oriented and 6 bundles as text-oriented. From the result of analysis, the researcher concludes that the most functional type of lexical bundles used in literature review of students' final projects was research-oriented. In this function, 11 bundles consists of “*the result of the*” as procedure research-oriented, “*there are so many and the average score of*” as quantification research-oriented, “*the meaning of the, the purpose of the, the objectives of the, the aim of the, the goal of the, is one of the, is a kind of, and in the form of*” as description research-oriented.

Moreover, in term of the relation of structural forms and functional types, the researcher explained three relations. The first relation was Relation I, the relation of structural forms and research-oriented functional type which consists of (1) structure type 1 noun phrase with *of*-phrase fragment, “*the meaning of the, the purpose of the, the objectives of the, the aim of the, and the goal of the*” which categorized functionally into description research-oriented, “*the result of the*” functionally related to procedure research-oriented, and “*the average score of*”

was related to quantification research-oriented. (2) structure type 11 pronoun/noun phrase + *be* (+ ...), “*there are so many*” related to quantification research-oriented, (3) structure type 7 copula *be* + noun/adjective phrase, “*is one of the*” and “*is a kind of*” and type 3 prepositional phrase with embedded *of*-phrase fragment “*in the form of*” related functionally to description research-oriented.

Second relation was Relation II, structural forms and text-oriented function which consists of (1) structure type 4 other prepositional phrase (fragment), “*on the other hand*” categorized into transition text-oriented, and “*based on the explanation*” as framing text-oriented, (2) structure type 6 passive verb + prepositional phrase fragment, “*it can be concluded* and *it can be said*” identified functionally as structuring text-oriented, and “*is based on the*” into framing text-oriented, (3) structure type 12 other expressions, “*as well as the*” related to framing text-oriented.

The third relation was Relation III, the relation of structural forms and participant-oriented which consists of (1) structure type 9 (verb/adjective +) *to*-clause fragment, “*to be able to, should be able to, and to find out the*” are related functionally to stance participant-oriented, (2) structure type 5 anticipatory *it* + verb/adjective phrase, “*It is important to*” was related to stance participant-oriented, (3) structure type 6 passive verb + prepositional phrase fragment, “*can be seen as, can be used to, can be used in, can be defined as, and can be divided into*” are related to engagement participant-oriented. In this case, the researcher concludes that the relations between structural forms and functional types of

lexical bundles are based on the bundles used and how they are manifested in the literature review of students' final projects.

The last conclusion was about the distribution of the relation of structural forms and functional types of lexical bundles. From the result of analysis, the researcher found that the relation of structural forms and research-oriented consists of 4 structure forms and 3 types of research-oriented had distributed to 11 literature review's move structures (See Table 4.20). The next relation was structural forms and text-oriented which consists of 3 structural forms and 3 functional types of text-oriented that had been distributed to 9 move structures of literature review (See Table 4.21). The last relation was structural forms and participant-oriented which consists of 3 structural forms and 2 types of participant-oriented had been distributed to 10 move structures of literature review (See Table 4.22). According to the findings, the researcher concludes that the relation of structural forms and research-oriented had contributed mostly to literature review's move structures. In addition, as a part of results analysis, the researcher also identified that the use of all of the lexical bundles whether structurally and functionally have distributed to shape the format and functions of literature review as genre. In conclusion, it can be said that the utilization of lexical bundles structurally and functionally have great distribution to literature review's move structures in achieving its communicative purpose of the text.

5.2 Suggestions

The suggestions given in this research include theoretical, practical, and pedagogical suggestions.

Theoretically, students should have enough knowledge about the importance of lexical bundle as one of formulaic expressions structurally and functionally in writing a text. This will lead them to construct coherence and communicative purpose within the text well, so that they will also create a quality text.

Practically, the other parts of final projects except literature review can be used as object of the future research in analyzing lexical bundles manifested structurally and functionally. It is important to evaluate whether the use of lexical bundle in the text have been distributed well to construct coherence and achieve communicative purpose of the text. Besides, spoken language such discussion, oral presentation, debate, daily conversation, and others can be used as an object in conducting research.

Pedagogically, since lexical bundle can be used to evaluate how well a text written, it was suggested that lexical bundle as language expression should be taught in order to construct coherence, cohesiveness and also communicative of the text properly.

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