

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter will discuss the review of related literature of this study, which contains corpus analysis, lexical bundles, structural taxonomy of lexical bundles, and the role of lexical bundles in academic writing.

A. Corpus Analysis

Corpus analysis has been prevalent in language teaching. It helps provide additional insights and understandings of a language. This section presents an overview of the corpus analysis, including two different research approaches in corpus analysis. Corpus is defined as a "collection of pieces of language that selected and ordered according to explicit linguistic criteria to be used as a sample of language."¹ McEnery et al. mentioned four characteristics of the corpus: (1) machine-readable texts, (2) authentic texts, (3) a sample of language, and (4) a representative of a particular language. Corpus analysis has focused on various linguistic research studies because it can convey a target language's authentic uses.²

There are two research approaches in analyzing the language corpora: the corpus-based approach and the corpus-driven approach. Cortes explained the differences between these two approaches. In the corpus-based approach, the language corpora's analysis is based on the previously selected formulaic

¹ Wongwiwat, Tiranun, "Move Analysis And Lexical Bundle Analysis Of Conference Abstracts: A Case Study Of Thailand TESOL International Conferences," (2016).

² Ibid.,

expressions. Nowadays, computers are used to facilitate corpus analysis.³ According to Biber, corpus-driven was from the analysis of language in the corpus and was "more inductive."⁴ McEnery et al. mentioned four advantages of using a computer in corpus analysis. Firstly, a computer provides a speed of data processing and ease of data manipulation. Moreover, the data is accurately and consistently processed. Human bias can also be avoided. However, computer analysis can yield various types of results and linguistic analyses.⁵

B. Lexical Bundles

The term "lexical bundles" was first created by Biber et al. (1999). The concept of lexical bundles has been the main focus of various empirical research studies throughout past decades due to its importance in the production and discourse functions of a spoken and written language. Biber and Barbieri pointed out the significance of lexical bundles and stated that although they were unnoticed by speakers and writers, they were present in spoken and written registers. To be linguistics competent, writers should have grammatical proficiency and be skillful in using lexical bundles. According to Hyland, lexical bundles are essential in academic discourse due to their roles in differentiating genres and differentiating competent writers from novice writers or newcomers to communities. Lexical bundles are familiar to readers and writers in a particular discourse, and the effective use of lexical bundles indicates the competence of participants and professional writers in a community. Moreover, they also help

³ Gabrielatos, Costas, "3 *English Corpus Linguistics*," (2006).

⁴ Biber, Douglas, and others, "University Language: A Corpus-Based Study Of Spoken And Written Registers," 11 (2007), 1–3.

⁵ Gabrielatos, Costas, "3 *English Corpus Linguistics*," (2016).

shape meaning and add a sense of coherence to texts.⁶ According to Bieber (1999) stated in Wachidah, Wahyu Dyah et al. (2020), lexical bundles are recurrent expressions, regardless of their idiomaticity and structural status and a sequence of three or more words frequently occurring in a register.⁷ Lexical bundles have a significant role that becomes characteristics of particular registers. In order to be considered as lexical bundles, several criteria must be met.

The specific characteristics of lexical bundles according to Lores (2004) in Tiranun Wongwiwat (2016) are: (1) To qualify to be a lexical bundle in a register, a bundle must occur more than twenty times in a million words, (2) Lexical bundles are not idiomatic in meaning, and their meanings can be retrieved from individual words of lexical bundles, (3) Lexical bundles are fixed because of the frequency analysis by computer programs, (4) Lexical bundles are usually uncompleted structure units, fragmented phrases, or clauses with embedded fragments, and (5) Lexical bundles have grammatically strong correlations and can be grouped into basic structural types, those are VP fragments, dependent clause fragments, noun phrase fragments.⁸ Furthermore, Biber and Conrad (1999) indicate that lexical bundles should occur together frequently in natural discourse.⁹ Biber, Conrad, and Cortes (2004) stated that frequency is essential in identifying lexical bundles in a corpus. The frequency identification of lexical

⁶ Joy, Salazar, and others, "*Lexical Bundles In Scientific English: A Corpus-Based Study Of Native And Non-Native Writing*," (2011).

⁷ Wachidah, Fitriati, and Widhiyanto, "*Structures and Functions of Lexical Bundles in Findings and Discussion Sections of Graduate Students ' Thesis*," English Education Journal, 10(2), (2020), 131–42 <http://journal.unnes.ac.id/sju/index.php/ee>.

⁸ Wongwiwat, Tiranun, "*Move Analysis And Lexical Bundle Analysis Of Conference Abstracts: A Case Study Of Thailand TESOL International Conferences*," (2016).

⁹ Biber, Douglas, Stig Johansson, Geoffrey Leech, Susan Conrad, et al. "*Longman Grammar of Spoken and Written English*", Book Reviews, (1999).

bundles varied since the cut-off point of frequency was different in various studies. The specified cut-off criteria should be based on the size of the corpus in the study. As this study uses a smaller corpus, the cut-off point used was adopted from Biber and Barbieri (2007), which stated that the smaller sub-corpus of the study, which ranges fewer than 40.000 words, can take the minimal frequency cut-off point at least three times or more in three different texts for a sequence to be regarded as a word combination.¹⁰

Word combinations can be clustered into two-word to six-word strings in the corpus software.¹¹ However, common word clusters found in any ready corpora are three-word strings. It happens because two-word strings are often considered collocations. According to Conrad and Biber (2005), sequences of two words primarily concern word associations and do not have functions at the discourse level.¹² For consideration, this study generated three-word and five-word strings to be analyzed.

C. Structural Taxonomy of Lexical Bundles

Many linguists and researchers have proposed structural taxonomies for the classification of lexical bundles. The structural taxonomies of lexical bundles used in this study are from Biber et al. (2004), which classifies lexical bundles into three major categories: lexical bundles that incorporate noun phrase and

¹⁰ Biber and Barbieri, "English For Lexical Bundles in University Spoken and Written Registers," 26 (2007), 263–86.

¹¹ Ulfa, Nadia, "Lexical Bundles In Students' Essay Writing," Universitas Syiah Kuala, Banda Aceh, Indonesia," (1975), 367–79.

¹² Conrad, Susan M, and Douglas Biber, "The Frequency and Use of Lexical Bundles in Conversation and Academic Prose," (2005) <https://pdxscholar.library.pdx.edu/ling_fac>.

prepositional phrase fragments (NP and PP), lexical bundles that incorporate verb phrase fragments (VP), and lexical bundles that incorporate dependent clause fragments (CF). However, to get a more straightforward explanation, the three major categories were further elaborate into several sub-categories, as shown below.

Table 2.1 Structural Taxonomy of Lexical Bundles

Lexical bundles that incorporate verb phrase fragments		
No	Structure	Example
1	(connector) + 1st/2nd person pronoun + VP fragment	Example bundles: you do not have to, I am not going to, well, I do not know
2	(connector) + 3rd person pronoun + VP fragment	Example bundles: it is going to be, that is one of them, and this is a
3	Discourse marker + VP fragment	Example bundles: I mean you know, you know it was, I mean I don't
4	Verb phrase (with non-passive verb)	Example bundles: is going to be, is one of them, have a lot of, take a look at
5	Verb phrase with passive verb	Example bundles: is based on the, can be used to, shown in figure N
6	Yes-no question fragments	Example bundles: are you going to, do you want to, does that make sense
7	WH-question fragments	Example bundles: what do you think, how many of you, what does that mean
Lexical bundles that incorporate dependent clause fragments		
1	1st/2nd person pronoun + dependent clause fragment	Example bundles: I want you to, I don't know if, I don't know

		why, you might want to
2	WH-clause fragments	Example bundles: What I want to, what's going to happen, when we get to
3	If-clause fragments	Example bundles: If you want to, if you have a, if we look at
4	(verb/adjective +) to-clause fragment	Example bundles: to be able to, to come up with, want to do is
5	That-clause fragments	Example bundles: that there is a, that I want to, that this is a
Lexical bundles that incorporate noun phrase and prepositional phrase fragments		
1	(connector) + Noun phrase with of-phrase fragment	Example bundles: one of the things, the end of the, a little bit of
2	Noun phrase with other post-modifier fragment	Example bundles: a little bit about, those of you who, the way in which
3	Other noun phrase expressions	Example bundles: a little bit more, or something like that, and stuff like that
4	Prepositional phrase expressions	Example bundles: of the things that, at the end of, at the same time
5	Comparative expressions	Example bundles: as far as the, greater than or equal, as well as the

D. The Role of Lexical Bundles in Academic Writing

Lexical bundles have a significant role that becomes characteristic of particular registers. Biber et al. (1999) investigated lexical bundles such as conversation and academic prose and found characteristics of using specific lexical bundles in each register. Their research found that the phrase "*I don't*

know" with 1,000 occurrences per million words was the most common conversation expression. The other examples of lexical bundles are found in conversation as *"I don't think"* and *"I don't want"* with each occurring 400 and 200 times per million words. Meanwhile, in academic prose, the expressions such as *in order to*, *one of them*, became the most frequently used with over 200 occurrences. It can be inferred that the use of lexical bundles is not similar even in many disciplines.¹³ From the theoretical point of view, knowledge of lexical bundles is fundamental as Coxhead and Byrd claimed that one of the crucial roles of lexical bundles is to define a fluent use of a language.¹⁴

Furthermore, Biber et al. argued that students should pay attention to word combinations typically used in their given discipline to assist them in understanding the word combinations frequently found in the discipline.¹⁵ Various studies in Indonesia are more aware and have given great attention to the importance of lexical bundles in academic writing. Many studies related to lexical bundles show that awareness and knowledge of lexical bundles are essential to consider. Coxhead and Byrd put forward three main reasons why lexical collections are essential to writers.¹⁶ First, lexical bundles can construct language and provide ideas to both speakers and writers in building discourse. Second, lexical bundles account for fluency in a language and hold a particular

¹³ Serpil Ucar, "A Corpus-Based Study On The Use Of Three-Word Lexical Bundles In The Academic Writing By Native English And Turkish Non-Native Writers," *English Language Teaching*, 10(12), (2017), 28 <<https://doi.org/10.5539/elt.v10n12p28>>.

¹⁴ Averil Coxhead And Pat Byrd, "Preparing Writing Teachers To Teach The Vocabulary And Grammar Of Academic Prose," 16 (2007), 129–47 <<https://doi.org/10.1016/j.jslw.2007.07.002>>.

¹⁵ Biber, Conrad, And Cortes, "If you look at . . . : Lexical Bundles in University Teaching and Textbooks," (2004), 371-405.

¹⁶ Ulfa, Nadia, "Lexical Bundles In Students' Essay Writing," Universitas Syiah Kuala, Banda Aceh, Indonesia," (1975), 367–79.

accreditation and legitimacy in the discipline one writes or speaks in. Third, lexical bundles' classification exposes their grammatical structure and leads to their function in language, such an indication for writers or speakers to use proper word combinations in an appropriate context. The knowledge about word combinations may be crucial for university students in the academic writing context to notice how specific word combinations are related to their discipline.

In addition, Heaton listed academic writing aspects such as mechanics, sentences, vocabulary, unity, cohesion, coherence, organization, and topic.¹⁷ Based on these aspects proposed by Heaton, cohesion and coherence are two aspects that contribute much to fluent academic writing. Commonly, cohesion and coherence are two terms related to making sense of language in a text. In academic writing, another critical thing that should be considered is getting the academic style of writing. The academic writing style encompasses clear and precise formal grammar and vocabulary, maintains cohesive ideas, and builds coherence in a text.¹⁸ Those characteristics can be found in experts' writing in any academic text such as books or articles. It should be highlighted that various disciplines used different primary word combinations in terms of their specific terms. Through corpus analysis, students can investigate frequent word combinations used in expert studies which further help them be fluent in writing. As Tribble assumed, by studying corpus, learners can draw generalizations on

¹⁷ Ibid.,

¹⁸ Poudel, Ambika Prasad, "Academic Writing: Coherence And Cohesion In Paragraph," (2010), 1–10.

specific genres they are studying, assisting them in writing.¹⁹ Among the writing genres, some require students to write formally when formal words and grammar are preferred to use. Furthermore, formal words and grammar used in that formal context are related to using the word combination pattern in English.

Therefore, the student's awareness of combining words in writing plays an essential role since academic writing probably becomes one of the challenging studies for university students because it needs some complex requirements from lexical choice and word combinations to the structure required in any discipline. By considering the role of lexical bundles, students and teachers should be aware of lexical bundles' presence and function in academic English because the presence and function of lexical bundles can lead to a deeper understanding of the discourse construction. Furthermore, the knowledge about lexical bundles that the students have will not be limited to their final requirement in university and help them develop their writing competence either in essays, theses, or articles.

¹⁹ Ulfa, Nadia, "*Lexical Bundles In Students' Essay Writing*," Universitas Syiah Kuala, Banda Aceh, Indonesia," (1975), 367–79.