

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter is devoted to a description of theories dealing with lexical bundles, classification of lexical bundles, lexical bundles, textbook, academic language and also previous study.

#### **2.1 Vocabulary Learning**

Vocabulary is one of basic skill in English language learning for young learner. David Wilkins as cited from Thornbury (2002:13) added “Without vocabulary nothing can be conveyed “. It implies if the young learner without adequate vocabulary mastery, they can get difficulties in their communication and process of language learning. According to Seddigh (2012: 160) vocabulary “is inevitably an integral part of any language system and vocabulary knowledge has a significant role in language comprehension and production”. It conclude that vocabulary is basis of comprehension and vocabulary is one of the most important components of understanding discourse. It is a core component of language proficiency and provides much of the basis for how students speak, listen, read and write.

Learning is process of people to get knowledge from other source. Yule (2006:244) stated, learning is “the conscious process of accumulating knowledge”. It is proved that learning is process development ability which involves reasoning, perception memory, and storage by using language in naturally communicative situation. It can concluded the vocabulary learning is process about remembering words and the ability to use automatically in the language context when they need do communicative. A sufficient vocabulary make the young learner to be skillful not only to do communication with other but also to access and get more information in gaining knowledge. Therefore students vocabulary must be develop in all areas of English foreign language. To develop the knowledge of vocabulary, students can use the strategy to easier them.

## **2.2 The Strategy for Vocabulary Development.**

Vocabulary knowledge has been considered as an essential component of language fluency. A teacher's thoughtful consideration of the content, purpose, and methodology related to vocabulary learning is critical to the academic achievement of students who struggle to learn, understand, recall, and use new vocabulary meaningfully. The effective strategy for vocabulary development is commonly drawn between incidentals and intentional.

Incidental vocabulary learning, Dörnyei (2009, p. 124) stated “ Incidental learning denotes the usual ‘free test’, natural learning processes of everyday life, outside the looming shadow of assessment typical of studying within educational institutions.” In incidental learning, students engage in meaning focused language use such as reading a book and pick up language as a spin off the task engagement. Most words in first language acquisition are learned incidentally because the language learner comes across them frequently in a wide range contexts. Although this kind of learning may be less efficient, incidental learning is a potentially more interesting way than conventional methods. For English foreign language learners / students, it is a sufficient learning since they are usually no required to use the words actively in their comprehension tasks. Therefore, learners should be closer to authentic second language material and trained in communicative strategies such as contextual assumption of the meaning of new words.

Intentional vocabulary learning Dörnyei (2009, p.136) stated, “is usually treated as conceptually unambiguous process characterized by the learner's conscious and deliberate attempt to master some material or solve a problem.” Different from incidental vocabulary learning, in intentional vocabulary learning, he learners attempt any learning activity with specific intention of acquire new word knowledge. New vocabulary is usually increased through the list of vocabulary and its meaning, through media like a textbook and key word, etc. English students have to increase their vocabulary or have to learn new words for their ability.

The process in intentional vocabulary learning run slowly, that it needs attention in long bit time, it is not natural since authentic language material is generally not produced with the intention of illustrating to the learners / students about the meaning or usage of certain word but rather to convey information. Therefore the strategy of vocabulary development must use a variety of methods to helps learners / students, classroom practice and most teaching materials acquire new words and increase the depth of word knowledge over time.

### **2.3 Lexical Bundles**

Lexical bundles were first introduced by Biber et al in a chapter of the *Longman Grammar of Spoken and Written English* (LGSWE) (1999), their exhaustive corpus-based study of English grammar. In this chapter, Biber and colleagues (1999, 989) offer a definition of lexical bundles as “bundles of words that show a statistical tendency to co-occur” and as “recurrent expressions, regardless of their idiomaticity, and regardless of their structural status” (1999, 990). lexical bundles are “a fundamentally different kind of linguistic construct from productive grammatical constructions” in the book (Biber, Conrad & Cortes 2004, 399).

It means Lexical Bundles are groups of words that occur repeatedly together within the same register. This definition depends on what constitutes a group, how often these ‘groups’ recur and what exactly is a ‘register’. it would make sense to add to Biber et al. (1999)’s definition of lexical bundles as follows: lexical bundles consist of the most frequent recurring lexical sequences absent of idiomatic meaning in any given register or genre. The lexical bundles that the study focuses on the originate from academic course packs for learners of English as an academic language. Lexical bundles found in academic texts usually bridge two phrases together (Biber, 2004). Therefore it concluded lexical bundles are formed by two structural units that are composed of a clause and the first elements of the second structural unit. This structure helps identify their purpose in language and guides us on how they could be defined for the purposes of language pedagogy.

Moreover, Biber et al (1999) stated that a “ lexical bundles is said to be a sequence of three, four, five or more contiguous words in the classroom talk that occurs above a threshold frequency”. According to Hyland (2008: 8), lexical bundles “ are essentially extended collocations defined by their frequency of occurrence and wideness of use”. Lexical bundles can be identified using a frequency-driven approach, purely on the basis of their frequency rather than their structure, as they typically span structural units. In other Biber (2006, p.134) stated “ lexical bundles are usually not idiomatic in meaning, and they are usually not complete grammatical structures”.

## **2.4 Classification of Lexical Bundles**

The lexical bundles are classified into two major ways. First the structural classification and second the function of lexical bundles, but this study only focuses on the functional classification. Biber (2006, p.29) the functional word are more likely to occur as subordinators in non-informational discourse, but more likely as the function of the communication function word and avoid ambiguity in words that that frequently happen to academic writers, furthermore Pang (2010) stated that each lexical bundles plays an essential role in clarifying what is expressed, without the functional, the sentence may be confusing or the significance of what is presented lost the reader.

### **2.4.1 The functional classification**

The functional classification of the bundles categorize into four general groups: stance expression, discourse organizers, referential expressions, and special conversational functions based on Conrad and Biber (2005, 65), before discussing in the next section, researcher describe each categories and subs categories :

#### 2.4.1.1 Stance Expressions

Stance bundles express attitudes or assessments that provide a frame for the interpretation of the following proposition, such as *I don't know if* and *it is necessary to*. They convey two major kind of meaning : epistemic and attitude / modality. Epistemic stance bundles comment on the knowledge of the status of the information in the following conversation : certain, uncertain, or probable/possible (e.g. *I don't know what, I don't think so, the fact that the* ).

Attitudinal /modality stance bundles express speaker attitudes towards the action or events described in the following proposition ( e.g. *I don't want to, I'm not going to* ) . Found four types attitudinal/modality bundles, desire ( e.g. *I don't want to* ), obligation/directive (e.g. *you don't have to, it is necessary to*), intention/prediction (e.g. *I was going to be, it's going going to be*), and ability (*it is possible to*). Stance bundles are also classified by whether they convey he stance in a personal and impersonal way. Personal stance bundles overtly attribute the stance to the speaker / writer or addressee (*you or I*). Impersonal stance bundles express similar meanings without being attributed directly to an individual (e.g. *It is possible to* ).

#### 2.4.1.2 Discourse Organizers

Discourse organizers reflect relationships between prior and coming discourse. They serve two major functions : topic introduction/focus and topic elaboration/clarification. Topic introduction/focus bundles provide overt signals that a new topic (or subtopic) is being introduced or is becoming the focus of attention (e.g. *do you know what, I tell you what*). Topic elaboration/clarification bundles serve to add more information to atopic (e.g. *nothing to do with*), or to clarify or ask for clarification of previously stated information (e.g. *what do you mean*). They can also overtly mark the relationship the speaker/writer sees between units of discourse, as with *on the other hand*.

#### 2.4.1.3 Referential Bundles

Referential bundles make direct reference to physical or abstract entities, or to the textual context. They found four types. Identification/focus bundles identify an entity or part of it as note worthy (*one of the most*). Imprecision bundles communicate that previous discourse is expressed imprecisely (and they are thus related to stance expressions which convey uncertainty e.g. (*or something like that*)). Bundles in the “ specification of attributes” category bring focus to particular attribute of the entity, including quantities (*per cent of the* ), tangible attributes (*in the form of*), and intangible attributes(e.g. *the nature of the, in the absence of, the way in which*). Time/place/text/references can refer to one of those areas or be multi functional (e.g. *The end of the*).

#### 2.4.1.4 Special Conversational Function

The special conversational functions cover three subcategories that occurred only in the conversation sub corpus: politeness routines (*thank you very much*), simple inquiry (*what are you doing*), and reporting clauses (*I said to him*)

### 2.5 Lexical Bundle and Academic Writing Skill

Several studies have shown that the knowledge of these lexical bundles marks a higher level of proficiency than the knowledge of individual words. According to Samodra and Pratiwi (2018) “ Knowledge of lexical Bundles it is recommended that teachers of academic writing equip students with the lexical phrases necessary for writing the research abstracts” .for example they can facilitate students to analyse the common patterns of academic writing . Lexical Bundles in the journal articles and utilise the suitable Academic Word List (AWL) to enrich their vocabulary. To examine the relationship between ESL Learner’s use of lexical bundles in academic writing and their English language ability, Appel (2016) Analyzed argumentative essays was divided into three subcorpora : the Lower Level Corpus (LLC), which included essays that the examiners had judged to be at beginner level, the Medium Level Corpus (MLC), texts produced by intermediate level writers, and the High Level Corpus (HLC) from upper intermediate and advanced lever writers.

The lexical bundles in each sub corpus were then examined in terms of their frequency similarity, and length. The findings showed that high level writers tended to use more lexical bundles than low level writers. In addition, HLC writer typically used shorter bundles with less repetition of usage. Appel's study thus provides support the notion that lexical bundles use in correlated to ability level in ESL learners.

According to curriculum 2013 in Indonesian, shows that writing skill in syllabus found in the KD 4.3. were in the language structure discuss about phrase, it mean to reach the goal of the competencies, the students required to write some phrase with the topic about thing, animal, human and etc. On the other hands KD 4.4 discuss about information report text, that is make students activity to collect information from various sources and to create texts about natural phenomena are short and simple (Appendix 3.). Therefore from the sylabus, show that English learning activity in the twelfth-grade have a lot of material about academic writing skill. From an explanation the relationship of lexical bundles and writing skill for students is lexical bundles help students to develops their vocabulary to arrange their topic and it can make their language proficiency grew.

Chen and Baker (2010) found that the frequency of lexical bundles increased as the language proficiency grew. Consequently, several researchers have ventured into the comparison of the lexical bundles used by L1 and L2 writers, it means the use of lexical bundles with the proficiency levels of L2-English writers have correlation. In other Vidacovic and baker (2010) found that learners with lower proficiency relied more on individual words than conventionalized multi word sequences or lexical bundles.

From several research studies that prove where the lexical bundle correlate with academic language skill such as writing academic essay.

## **2.6 English Foreign Language Textbook**

Textbooks in foreign language learning programs are typically the main or even sole source of vocabulary input for learners in classroom contexts and thus have more impact on the vocabulary learners. Amerian and Khaivar (2017) stated that Textbooks are the central core of a variety of language learning and teaching programs and they have many advantages for both teachers and students. In other the main function of textbook adjusts to the Communicative Approach and of course to fulfill the learners' needs. Therefore this matter give inspires of the researcher to do study for find out about the statement is acceptable with the content of the book in term of lexical bundles.

## **2.7 Previous Study**

In this research the researcher use some local and international journal as the references in doing his research. There are several studies research of lexical bundles. The first study about lexical bundles in journal articles across academic disciplines by Kwary et al (2017), they found that The high frequency of LBs (Lexical Bundles) in the referential expression can be related to the needs to refer to theories, concepts, data and finding the study.

They are focuses on the use of lexical bundles (LBs) in their structural form and their functional classification in journal article of four academic disciplines. They showed that use referential lexical bundle needed to help student develop their theories in academic articles. This study has similarities with my study who use lexical bundle as the data to find out the language ability of students. The similarity of the research is to find the number of lexical bundle and classification of lexical bundles, Kwary (2017) focusing in the academic writing in across disciplines, at the same time the research do in Indonesian twelfth – grade textbook for students. In their research they are focused in structural and functional of lexical bundles while this is different in this research because the writer only classification on the functional with the purpose is the word in the content of a book is correct and does not contain ambiguity for students.



The other research is about lexical bundles and the construction of an academic voice by Pang (2010) presented the use of lexical bundles in academic prose and how being aware of them increases our understanding of how an academic voice is negotiated by professional writers. The research is to demonstrate the essential role of lexical bundles in academic writing and to explore strategies to enable second language (L2) students to expand their repertoire of academic rhetorical features to include these multiword sequences. It is proved how lexical bundle will be advantageous to increase students' awareness for look lexical bundle are needed to practice them in academic writing activities. The similarity of the research is find the functional classification of the lexical bundles but the object focuses on academic voice while my research in the textbook.

The several studies research asking about important role lexical bundles for students, that can help develop their theories in academic articles and academic writing, none of them of the research about lexical bundle in the English textbook. Based on the previous studies to fill the void, this study aims at the lexical bundle in the textbook.