



Structure of Lexical Bundles in Articles Published by Journal of Cultural Heritage Vol.55 (Scopus Q1)

Novita Anjar Sari and Sigit Haryanto^(✉)

Faculty of Teacher Training and Education, Universitas Muhammadiyah Surakarta, Surakarta,
Indonesia
sh288@ums.ac.id

Abstract. The aim of this research is to analyse the structure of three-word Lexical Bundles in the Journal of Cultural Heritage articles vol.55. The data were collected by using the documentation method, then analysed by using classification as conducted by Hajar. The result of the research is 23 lexical bundles were only structurally grouped into eight structure forms. They are Noun phrases with of-phrase fragments (the development of, the level of, the use of, the case of, a range of), Noun phrases with other post-modifier fragments (such as the), Other prepositional phrase (fragment) (in many field, in most cases, an increase in, of cultural heritage, of the sample, of an object), Anticipatory it + verb phrase/adjective phrase (it has been), Passive verb + prepositional phrase fragment (are typically used, have been carried), Copula be + noun phrase/adjective phrase (due to the, has an important, prior to discovery, are found in), to-clause fragment (to meet the, to their long), and Other expressions (as well as, and can be). Based on the data, the researcher draws the conclusion that structure Other prepositional phrase (fragment), which included six bundles, was the most structural form of lexical bundles employed in those articles. They are “in most cases, an increase in, of cultural heritage, of the sample, of an object”. The bundle has been used frequently in almost all articles in the journals of cultural heritage introductions. The outcome of this article is anticipated to include references to analyse of the lexical bundle’s structure.

Keywords: Structure · Lexical bundle · Journal

1 Introduction

A research article is a well-known medium for educating scientists and researchers on concepts and expertise. It takes skill to use formulaic language and common terms to effectively communicate concepts and knowledge to readers. To put it another way, the capacity to write for academic reasons requires a good ability to arrange a formulaic language, which is highly important in written academic discourse [1]. It can be difficult to study English as a 2nd or overseas language, particularly for adult students it can be hard to know where to begin or what to learn. According to a number of

© The Author(s) 2023

M. H. Hikmat et al. (Eds.): ICOLAE 2022, ASSEHR 757, pp. 1624–1634, 2023.

https://doi.org/10.2991/978-2-38476-086-2_129

scholars, vocabulary acquisition should serve as the foundation for learning foreign languages [2]. The research has indicated that Lexical Bundles serve specific these findings pertain to structural and discursive functions motivate additionally scientific Analyses of formulaic variety of communicative literary genres (such as communicated versus authored), idioms but also configuration [3]. Over the past century, researchers have been interested in learning more about formulaic language. The term "formulaic language" has been narrowed from a conservative standpoint to vocabulary units in the shape of grammatical structure or phrasal lexical phrases, either orally or in writing. Examples of formulaic sequences include idioms, collocations, phrasal verbs, and several other multi-word expressions, in addition to lexical bundles [4]. Formulaic sequences can be used to convey ideas, offer phrases that encourage social interaction, assert truths or recommendations that are widely accepted, and provide technical phraseology that can convey information accurately and effectively [5]. Lexical Bundles are a type of multi-word unit, and 'phraseology' and 'formulaic sequences/language' are two words used to describe them [6]. Lexical bundles will be among the main types of formulaic linguistic constructions, and they have recently attracted the attention of numerous scholars who have realized how prevalent they are in both spoken and written language [7].

1.1 Lexical Bundles

Multi - word components are characterized by recurrent groups probably greater than three sentences, regardless of idiom or structural status. Simply put, common words seem to be collections in definitions of sentence frequently appear collectively through spoken language. A frequency-driven technique is used to identify the bundles. It implies that the text has a frequency and range threshold. This same amount limit shows that The lexical bundles are not really thus isolated phenomenon should use that whole particular public communicator rather than article author, but the frequency tipping point shows that they do not occur inadvertently [1]. In essence, lexical bundles are groups of words that naturally appear together more frequently than we anticipate. The distinguishing feature such as grammatical bundles, which sets each other apart such as various kinds multiple-word phrases like words or phrases, is their frequency of occurrence. When compared to lexical bundles, which somehow occur upwards of twenty times per million words, This very well definition "kick the bucket" less frequent than once every million words. Furthermore, unlike idioms, the meaning of lexical bundles can be readily determined from an analysis of the individual words that make them up, therefore they are not idiomatic in meaning [8]. Language studies have started to pay a lot of attention to Analysis of that same lexical bundle, which has developed into a difficult research field. A grammatical bundle is a collection of words essential characteristic pertaining to scholarly discourse and an essential part conversational fluency language development since it is an extended collocation [9]. Lexical bundles' meanings are transparent since each word that makes up the bundle easily predicts the meaning of the others. Lexical bundles typically should not produce entire structural and semantic units, which is another characteristic of them. They can be expressed in a variety of grammatical forms, such as clauses (such as "I don't want to") as well as sentences (e.g., in the case of). Despite not having a set grammatical structure, lexical bundles are closely

related to certain structures [10]. To meet the criteria multiple word sequences as both a lexicon bundle, we should indeed evaluate the vocabulary set's frequency and variation.

1.1.1 Structure Lexical Bundles

The grammatical the organization of formulaic sequences forms the base for the structural classification. Depending on whether they contain nouns, prepositional phrases, verbs, or clause fragments, lexical bundles are classified as follows: (1) grammatical groups which contain word or phrase fragments (also known as "nominal lexical bundles" or "prepositional lexical bundles"); (2) lexical bundles that contain verb phrase fragments (also known as "verbal lexical bundles"); and (3) word or phrase fragments contain sentence sequences [7]. The basis for methodically examining lexical bundles from a is laid out by Bieber et al.'s structural its classification of lexical categories, In a classic analysis of the lexical bundle, it found that phrases have significant connections with one another various sentence structure, or idiomatic expressions structures, and 12 classes of lexical groups in academic discourse were identified [11]. The classification of grammatical combines is despite the fact that the bulk of interactional bundles are interactional The majority of lexical bundles in literature are clausal (e.g., I want you to, it will be) are phrasal; In other words, They are noun phrases or relative clauses, as evidenced by the examples from [12]. They are completely classified into various structural types taking into account the elements and the overall structure of the bundle [13]. The bundles were grouped using a structural taxonomy, particularly in academic writing, and it was determined that "the fundamental structures of bundles vary between fields" [14]. In recent studies, the structural forms phonemes bundles have also been examined although the variety of patterns the texts authored by indigenous and non-indigenous authors, including news items, research papers, theses, and reading texts Depending on the context, the intention of such the purpose of structural bundles is to express the appropriate message through specific linguistic patterns. In other words, the level of structure of the lexical bundle is unique to the author's domain of expertise or text type [15].

1.1.2 Previous Study

A number of researchers have studied lexical bundles with the following journals: Kim & Lee [16] By examining certain sections of medical journal abstracts, the researcher focuses intends as for investigate classical and functional differences in lexical bundles shared by English L1 and L2 authors (Koreans). In the latest research, three-to-nine-word sequences which then showed up in five different writings were categorized as lexical bundles. Hajar et al [17] The researcher selected articles from the English Education Journal (EEJ) Chapter I, Introduction to concentrate on written material. Kwary et al [2] Expected to give that functional differences as in research of grammatical combines are equally as significant as structural differences, the above study compares structural and functional properties of lexical bundles across many sciences. Alamri [18] The importance and novelty of the approaches used to address issues of cultural variance, the rising publication pressure on foreign researchers, and the underrepresentation of Saudi scientists in journals with an international reputation are some of the inspirations

for the current study Doyle [19] English Language and Literature Academic Group. Phrase classification follows both structural and functional dimensions. Structural classifications are grammatical structures based on vocabulary sets. Depending on whether the vocabulary set combines nouns, prepositional phrases, verbs, or sentence fragments. Focusing on written texts, the researcher uses the introduction of 10 articles in the *Journal of Cultural Heritage* vol.55. The research problem in this article is to find out: What types of bundle lexical structures are found in articles of the *Journal of Cultural Heritage* vol.55. The researcher analysed the Lexical Bundles of three words based on their Lexical Bundles structure. Therefore, This authors of the study objective will be analyse use of three-word Lexical Bundles that appears in the *Journal of Cultural Heritage* articles based on their structure.

2 Method

The researcher chose this topic because it will help her gain a better understanding of the structure and writing style of scientific journal articles, as well as how to leverage the lexical bundle structure to create additional precise expressions and lexical collections in other written languages. The 10 articles in Vol. 55 which has a 7214 total word count in 10 articles of the *Journal of Cultural Heritage* were the focus of this study. Each article's introduction is the subject of this study. The approach employed in this study is comparable to prior studies, entitled structure and functions of lexical bundles in the introductory paragraph of English education journal articles [17]. The process of data collecting, analysis, and reporting was the first of many processes the researcher did to address the study questions. Researchers undertook a number of steps to manually gather the lexical collections that would serve as the basis for their study. These steps included randomly selecting 10 introductions from *Journal of Cultural Heritage* articles, numbering each text to make the process of further data collection easier, manually identifying every three-word lexical bundle from the introductions, underlining every bundle found in each text, and grouping every bundle so found in each text. This is done to make it simple for researchers to assess the bundles they have discovered and decide whether or not they can be classified as Lexical Bundle. Assembles and organizes lexical bundles (words that occur at least twice in three or more texts) into tables. Following the process of gathering data, the researcher discovered the procedures to analyse the information, including classifying the lexical bundle according to its structure, which is fully defined in the Introduction. After doing the analysis, the researcher divides the findings into three major portions results are in line with the three exam objectives. Therefore, the objective of this study is to analyse often use of three-word Lexical Bundles that appears in the *Journal of Cultural Heritage* articles based on their structure.

3 Result and Discussion

3.1 Result

4.1 Type of Characters Instilled at School

The analysis’s findings revealed 60 Lexical Bundles from 10 articles which are shown as follows, were gathered from 7214 words of introduction in the article of the Journal of Cultural Heritage vol.55:

Table 1. The Most Frequent Lexical Bundle’s in Journal of Cultural Heritage Vol.55

Title	Lexical Bundles
“A-methodology for the use of alkyd painttin thermally aged easelppainting reconstructions for mechanical testing”	the development of to meet the of the sample
“Ability of novel consolidants to improve cohesion of carbonate stones: Dependence on pore-shape, aging conditions, and treatment procedures”	have been carried the development of in many fields as well as the use of the case of due to the such as the in most cases has an important
“ART-RISK 3.0 a fuzzy—based platform that combine GIS and expert assessments for conservation strategies in cultural heritage”	the development of the use of the case of the Level of it has been
“Complementary analysis to de-convolute co-located contaminants in marine archaeological bricks”	the development of due to the prior to discovery to their long such as the it has been in most cases are typically used of cultural heritage of an object a range of
“Corrosion phenomena and patina on archaeological low-tin wrought bronzes: New data”	as well as the development of of the sample of an object a range of
“Determining the level of organic acid air pollution in museum storage rooms by mass-balance modelling”	prior to discovery to their long as well as the use of and can be of cultural heritage in most cases
“Estimation of uniaxial compressive strength and intrinsic permeability from ultrasounds in sedimentary stones used as heritage building materials”	the use of and can be are found in due to the in many field has an important an increase in of the sample are typically used
“Microstructural analysis and multiscale modeling for stiffening and strengthening of consolidated earthen-site soils”	have been carried an increase in
“The mysterious mould outbreak - A comprehensive fungal colonisation in a climate-controlled museum repository challenges the environmental guidelines for heritage collections”	the development of to meet the
“Old buildings need new ideas: Holistic integration of conservation-restoration process data using Heritage Building Information Modelling”	the development of the Level of as well as are found in such as the of cultural heritage

Table 2. Structural Classification of Lexical Bundles in Journal of Cultural Heritage Vol 55

Structures of Lexical Bundles	Lexical Bundles
Noun phrase with <i>of</i> -phrase fragment	the development of the level of the use of the case of a range of
Noun phrase with other post-modifier fragments	such as the
Other prepositional phrase (fragment)	in many field in most cases an increase in of cultural heritage of the sample of an object
Anticipatory it + verb phrase/adjective phrase	it has been
Passive verb + prepositional phrase fragment	are typically used have been carried
Copula be + noun phrase/adjective phrase	due to the has an important prior to discovery are found in
<i>to</i> -clause fragment	to meet the to their long
Other expressions	as well as and can be

There are 60 Lexical Bundles that can be discovered in the Journal of Cultural Heritage, as indicated in Table 1 The primary data in this study, which will be examined based on its structure, is the Lexical Bundle.

3.1.1 Structure of Lexical Bundles

The structural types of lexical clusters in academic writing are divided within twelve categories by Biber & Wachidah et al [20]. According to certain studies, lexical bundles typically exhibit unfinished structures in written registers. Similar to this, most of The grammatical categories this corpus of academic papers have unfinished structures. Clauses, both free and bound, that are fragmented on specific elements, like the loss of an object, complement, or subject-complement all at once, make up the incomplete structure. From the total 60 lexical bundles will be summarized according to the type of lexical structure so as to produce 23 lexical according to the type of structure and In the table below, eight structures Lexical Bundle that were identified as having featured in the journal of cultural heritage are listed.

3.1.1.1 Noun Phrase with *of*-Phrase Fragment

In this bundle structure, the noun phrase is followed by a post modifying phrase. These lexical groups are employed in a variety of ways. They are first used for physical description, which includes location, size, and quantity identification, such as *the level of*. Second, they are employed to denote bare presence or existence, as in *the case of*. Third, they are employed to characterize numerous abstract features, including *the use of* and *a range of*. The most recent triplets of words in a dictionary definition describe operations

or occurrences a certain generally occur an extended length of time, like *the development of*.

3.1.1.2 Noun Phrase with Other Post-modifier Fragments

In this kind pertaining to lexical bundle construction, the post-modifier appears after a noun phrase but before an of-phrase. to establish relationships between entities (*such as the*).

3.1.1.3 Other Prepositional Phrase (fragment)

Lexical bundles of this sort start with a prepositional phrase without an embedded of-phrase. Many of the employed to pinpoint a specific area or period of time. (*in many field, in most cases, an increase in, of cultural heritage, of the sample, of an object*). At the same time is used to compare and contrast two things that are said to be incompatible with one another and, on the other hand, to compare and contrast two things that are said to be compatible with one another. These two lexical bundles are particularly typical of things in this class and have relatively idiomatic meanings.

3.1.1.4 Anticipatory it + Verb Phrase/Adjective Phrase

Similar to how it offers a kind of posture in the previous formations, the main verb here often identifies the information (*it has been*).

3.1.1.5 Passive Verb + Prepositional Phrase Fragment

Phrases that contain this vocabulary typically consist passive voice of a verb usually accompanied by a prepositional phrase. In this category, there are two somewhat used expressions: (1) the first designates tabular/graphic data presentations. (*are typically used*), and (2) In contrast, the primary verb in these formations also adopts a similar stance, typically identifying the content. (*have been carried*).

3.1.1.6 Copula be + Noun Phrase/Adjective Phrase

Copula be + adjective phrase, e.g. due to the, has an important, are found in and prior to discovery.

3.1.1.7 (Verb/Adjective +) to-Clause Fragment

There have been two primary classes for this kind of lexical bundles: (1) verb phrase + to-clause (passive), which is *to meet the*. (2) To express potential or ability, bundles of predicative words in the language regulating a to-clause are all employed. Examples *to their long*.

3.1.1.8 Other Expressions

Academic style of writing appears to contain a few lexical clusters that do not perfectly integrate through the other classifications. That is *as well as* and *and can be*. Tabel 2 Clearly shows that almost any Lexical bundle identified, Structure Other Prepositional Phrase (fragment), appeared themmost frequently in the Journal of Cultural Heritage. They were superior in kind of a wide range of fields, *in most cases, an increase in, of cultural heritage, of the sample, of an object*.

3.2 Discussion

3.2.1 Structures and Functions of Lexical Bundles in the Literature Review of Undergraduate Student Projects

This inquiry identified 26 LB, which were categorized into four primary results-focused discussions. Initially, the researcher noticed that the most popular structural type of LB-in structure in student writing is Type 1 Noun phrase with of-phrase fragment, that used to express wide range of a abstract properties. Next, LB is often described as being research-focused. Divided into eleven bundles according to method, measurement and description. The researchers then found 3 relationships between structure and function in all identified LBs: (1) Relation I includes the research-oriented function and 4 structural types of LB, (2) Relation-II includes the text-oriented functions of text and 3 types of LB structure, and (3) Relation III Including a user-oriented function and 3 structure types of LB. 1) Relation I contributes 11 Move structures to LR, 2) Relation II contributes 9 Move structures to LR, and 3) Relation III contributes 10 Move structures to LR. According to the Canadian Center for Language Benchmarking (cited in Mustapa & Agustien, 2017:55 in 2012), cohesion refers to using precise phrases and terms to keep textual content together and convey meaning. It shows which certain phrases may be used to form a coherent whole. Consistency is one of the criteria of good sales, along with unity, cohesion and continuity.

3.2.2 Structural Analysis of Lexical Bundles in University Lectures of Politics and Chemistry

The investigation revealed that relation I was responsible for 11 of LR's moves structures, relation II was responsible for 9 of LR's move structures, and relation III was responsible for 10 of LR's move structures. According to research conducted by the Centre of Canadian Language Benchmarks in 2012 (quoted in Mustapa & Agustien, 2017: 55), cohesiveness refers to the utilization of specific words and phrases within a piece of writing in order to give it significance and keep it together. It suggests that some words can be combined in such a way as to produce a coherent composition. Additionally to unity, cohesion, and continuity, coherence is one of the criteria for a good paragraph.

The purpose of this work is to examine the structural usage of groups of words in a corpus of 50,291 words extracted from eight university courses in two objects: chemistry and politics. Finally, the four most common groups of words in the corpus were classified by grammatical type to-determine whether there were disciplinary differences in their frequency of use and structure of use.

3.2.3 Structural Analysis of Lexical-Bundles in Uncontrolled Environment of Spoken Discourse: The Same Heritage Language Groups

The current study intends to contribute to the existing knowledge of The variety of lexical bundles among native speakers (NSs) and non-native speakers (NNSs) of the same heritage language by studying the structural differences of bundles among these three speaker groups.

The components of lexical bundles define their structural properties (e.g., noun, verb, prepositional components, etc.). Despite the fact that they are not typically fully formed

structural elements, "lexical bundles are grammatically closely related" (Biber et al., 2004, p. 380) and "they fall into groups with specific structural linkages" (Conrad & Biber, 2004, p. 60).

3.2.4 The-Use of Structures and Functions of Lexical Bundles in Conversation-Texts in "Bahasa Inggris Textbook" Published by Kemendikbud

This study explored the utilization in terms of roles and structures of lexical bundles conversational texts, as well as the link between structures and functions. The "Bahasa Inggris textbook" issued by the Ministry of Education and Culture in 2018 was used for this study's analysis.

There are numerous studies of lexical bundles and English textbooks in various contexts, including lexical bundles in the written register (Cortes, 2002; Cortes, 2004; Scott and Tribble, 2006; Biber and Barbieri, 2007; Mahlberg 2007a, 2007b; Biber and Jones, 2009; Kim, 2009; Lee, 2013; Djiwandono, 2016; and Islami, Fitriani, and Mujiyanto, 2019), comparing ESL and EFL.

3.2.5 Structures and Functions of Lexical Bundles in Findings and Discussion Sections of Graduate Students' Thesis

The objective of this research is to analyze lexical bundles that are utilized in the conclusion and discussing portions of graduates student theses in term of their structures, functions, and role in the cohesiveness of the students' texts. This study makes use of a qualitative research methodology. The information was taken from ten different graduate student theses' Chapter IV: Results and Discussion sections. The researcher will collect lexical bundles and then manually analyse them based on the structural characteristics of lexical bundles described by Biber et al. During the analysis process, the researcher will use The lexical bundles are gathered and analyzed using three table-based instruments.

The usage of lexical bundles assists writers in constructing the meanings of a work and understanding specific registers (Hyland, 2008).

4 Conclusion

This authors of the study objective was to investigate what lexical bundles are used in. As a result of research, 23 lexical bundles were discovered in the introduction of articles from Journal of Cultural Heritage vol. 55. The whole 23 lexical bundles were only structurally grouped into eight structure forms. They are Noun phrase with of-phrase fragment they are (*the development of, the level of, the use of, the case of, a range of*), Noun phrase with other post-modifier fragments they are (*such as the*), Other prepositional phrase (fragment) they are (*in many field, in most cases, an increase in, of cultural heritage, of the sample, of an object*), Anticipatory it + verb phrase/adjective phrase they are (*it has been*), Passive verb + prepositional phrase fragment they are (*are typically used, have been carried*), Copula be+ noun phrase/adjective phrase they are (*due to the, has an important, prior to discovery, are found in*), to-clause fragment they are (*to meet the, to their long*), Other expressions they are (*as well as, and can be*). Based on the data, the researcher draws the conclusion that structure Other prepositional phrase (fragment),

which included six bundles, was The most structurally advanced form of lexical bundles employed in articles of the Journal of Cultural Heritage vol. 55 . Because there are some journals in the 10 articles that i use that repeat the same words frequently, from the 60 lexicals that i found, i take 23 lexical bundles to group their structure, and then i only write the same one.

They are “*in most cases, an increase in, of cultural heritage, of the sample, of an object*”. The bundle has been used frequently in almost all in articles of the journals of cultural heritage introductions.

Acknowledgments. Acknowledgments to Muhammadiyah University of Surakarta which have funded the implementation of Atlantis Press.

Authors’ Contributions. First Author Plays the Role of Collecting Data, Processing Data and as an Article Writer. Second Author Acts as a Guide and Reviews Articles that Have Been Made Be in All Caps

References

1. Budiwiyanto and T. Suhardijanto, “Indonesian lexical bundles in research articles: Frequency, structure, and function,” *Indones. J. Appl. Linguist.*, vol. 10, no. 2, pp. 292–303, 2020, <https://doi.org/10.17509/ijal.v10i2.28592>.
2. D. A. Kwary, D. Ratri, and A. F. Artha, “Lexical bundles in journal articles across academic disciplines,” *Indones. J. Appl. Linguist.*, vol. 7, no. 1, pp. 132–140, 2017, doi: <https://doi.org/10.17509/ijal.v7i1.6866>.
3. B. Bal-Gezegin, “Lexical bundles in published research articles: A corpus-based study,” *J. Lang. Linguist. Stud.*, vol. 15, no. 2, pp. 520–534, 2019, <https://doi.org/10.17263/jlls.586188>.
4. M. S. Faqih and I. Harjanto, “English Lexical Bundles in The Graduate Theses: The Frequency, Structures, and Distribution,” *JEELS (Journal English Educ. Linguist. Stud.)*, pp. 27–49, 2022.
5. Z. S. Jalali and M. R. Moini, “Structure of Lexical Bundles in Introduction Section of Medical Research Articles,” *Procedia - Soc. Behav. Sci.*, vol. 98, pp. 719–726, 2014, <https://doi.org/10.1016/j.sbspro.2014.03.473>.
6. C. O. S. Beng and Y. C. Keong, “Comparing structural and functional lexical bundles in MUET reading test,” *Pertanika J. Soc. Sci. Humanit.*, vol. 25, no. 1, pp. 133–148, 2017.
7. D. Berūkštienė, “A corpus-driven analysis of structural types of lexical bundles in court judgments in English and their translation into Lithuanian,” *Kalbotyra*, vol. 70, no. 70, p. 7, 2018, <https://doi.org/10.15388/klbt.2017.11181>.
8. H. Kashiha and C. S. Heng, “Structural analysis of lexical bundles in university lectures of politics and chemistry,” *Int. J. Appl. Linguist. English Lit.*, vol. 3, no. 1, pp. 224–230, 2014 <https://doi.org/10.7575/aiac.ijalel.v3n.1p.224>.
9. T. R. Sugiarti, N. I. Fitrianasari, and T. Sulistyorini, “Lexical Bundles in Academic Writing by Undergraduate and Graduate Students of English Language Education Program,” *Loquen English Stud. J.*, vol. 11, no. 02, p. 1, 2018, <https://doi.org/10.32678/loquen.v11i02.1102>.
10. A. Alzahrani, “The Structure and Function of Lexical Bundles in Communicative Saudi High School EFL Textbooks,” *Int. J. Appl. Linguist. English Lit.*, vol. 9, no. 5, p. 1, 2020, <https://doi.org/10.7575/aiac.ijalel.v9n.5p.1>.

11. W. Yang and Q. Fang, "The Structures and Functions of Lexical Bundles in Argumentative Essays by Chinese EFL Students at the Tertiary Level," *Int. J. TESOL Stud.*, vol. 3, pp. 41–60, 2021, <https://doi.org/10.46451/ijts.2021.09.03>.
12. J. Peralta-argomeda *et al.*, "Lexical Bundles in Medical Research Articles: Structures and Functions," *Ucv*, vol. I, no. 02, pp. 0–116, 2016.
13. J. Chung and K. R. Lee, "Structural-analysis-of-lexicalbundles-in-uncontrolled-environment-of-spoken-discourse-The-same-heritage-language-groups2020Journal-of-Asia-TEFL-Open-Access.pdf," *J. Asia TEFL*, vol. 17, no. 2, pp. 479–492, 2020.
14. V. Damchevska, "Structure of Lexical Bundles in Economics Research Articles," *J. Teach. English Specif. Acad. Purp.*, vol. 7, p. 225, 2019, <https://doi.org/10.22190/jtesap1902225d>.
15. S. A. D. Islami, S. W. Fitriati, and J. Mujiyanto, "Structure and Function of Lexical Bundles in the Literature Review of Undergraduate Studentsâ€™ Final Projects," *English Educ. J.*, vol. 9, no. 1, pp. 62–73, 2018, <https://doi.org/10.15294/eej.v9i1.27578>.
16. E. S. Kim and E. J. Lee, "A corpus-based analysis of lexical bundles between english L1 and L2 writers in medical journal abstracts: Focusing on structures and functions," *J. Asia TEFL*, vol. 18, no. 1, pp. 142–160, 2021, <https://doi.org/10.18823/asiatefl.2021.18.1.9.142>.
17. F. S. Hajar, J. Mujiyanto, H. J. Yulianto, U. N. Semarang, and A. Info, "Structures and Functions of Lexical Bundles in the Introduction of English Education Journal Articles," *English Educ. J.*, 2001.
18. B. Alamri, "A comparative study of saudi and international journals of applied linguistics: The Move-bundle connection approach," *J. Lang. Educ.*, vol. 6, no. 2, pp. 9–30, 2020, <https://doi.org/10.17323/JLE.2020.10531>.
19. P. Doyle, "Lexical bundles in classroom discourse," *English Lang. Lit. Acad. Gr.*, no. 2008, 2008.
20. W. D. N. A. Wachidah, S. W. Fitriati, and W. Widhiyanto, "Structures and Functions of Lexical Bundles in Findings and Discussion Sections of Graduate Studentsâ€™ Thesis," *English Educ. J.*, vol. 10, no. 2, pp. 131–142, 2020, <https://doi.org/10.15294/eej.v10i1.33994>.

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

