Structure of Lexical Bundles in Journal Scopus One: International Journal of English Studies

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Abstract. The purpose of this study is to analyze the structure of threeword Lexical Bundles in the International Journal of English Studies articles Vol.22, especially on the conclusion. The data were collected by using the documentation method, then analyzed by using classification as conducted by Hajar. The result of the research is 27 lexical bundles were only structurally grouped into eight structure forms. They are Noun phrases with of-phrase fragments (the limit of, the curtailment of, the scope of, the embodiment of, the best of, the significance of, the pain of, the story of, the study of, as harbingers of, the norm of, the reaffirmation of, the argument of, the depiction of, the time of, the use of), Noun phrases with other post-modifier fragments (The relationship between, Such as the), another prepositional phrase (fragment) (In order to, In a contemporary), Anticipatory it + verb phrase/adjective phrase (that has been), Passive verb + prepositional phrase fragment (have been already), Copula be + noun phrase/adjective phrase (due on the, it that of), to-clause fragment (To stop the, To support the), and Other expressions (as well as). Based on the data, the researcher conclude that structured Noun phrases with of-phrase fragments, which included sixteen bundles, were the most structural form of lexical bundles employed in those articles. They are "the limit of, the curtailment of, the scope of, the embodiment of, the best of, the significance of, the pain of, the story of, the study of, as harbingers of, the norm of, the reaffirmation of, the argument of, the depiction of, the time of, the use of". The bundle has been used frequently in almost all articles in the international journals of English Studies conclusion. The outcome of this article is anticipated to include references to analyze the lexical bundle's structure.

Keywords: Structure · Lexical bundles · Journal · English studies

1 Introduction

Studying linguistic patterns has grown more fascinating to linguists during the last few decades. One of the linguistic patterns that are quite common in English is multi-word sequences. These multi-word formulations that frequently repeat with a string of three or more words are known as lexical bundles [1]. Lexical bundles including English articles are regularly found. Lexical bundles, a kind of formulaic language, are the most common collections of three or more words [2]. Lexical bundles are the most

intensively researched formulaic language concepts because these word sequences are common and quantitative (Biber et al., 2004; Lee, 2020) and because of their significant role in speech [3]. In essence, lexical bundles are groups of words that naturally appear together more frequently than we anticipate. Lexical bundles can be distinguished from other types of multi-word phrases, such as idioms, by the frequency of their occurrence. Lexical bundles are functional units used to build and characterize discourses rather than meaning units, according to Biber et al. (1999), because they are unrelated to idiomaticity or structural status [3]. After performing a number of studies in the area of lexical bundles and comparing bundles across registers, Biber et al. (1999) "concluded that the grammatical structure of lexical bundles is a distinguishing feature of registers" [4]. Lexical bundles, such as "I'm going to," differ from other formulaic language patterns like phrasal verbs, collocations, and idioms like "get up" and "adopt policies" in a number of ways (e.g., kick the bucket). The meaning of lexical bundles can firstly be inferred from each word that makes up the bundle. Another feature of these collections of words is the common absence of complete structural and semantic elements in lexical bundles. Different grammatical structures, such as clauses (such "I don't want to") or phrases, can be used to represent them (e.g., in the case of). Lexical bundles are closely related to some structures even if they do not have a fixed grammatical form [2].

It is well known that frequent use of lexical bundles can increase language learners' ability in English. It is undeniable that learning English, the language of a global academic community is essential to establishing one's credibility in the academic community (Genç & Bada, 2010). Since several articles are published, presentations are made at international conferences, and in recent years, initiatives involving numerous stakeholders from various nations are carried out in this universal language [5]. This means that non-native speakers of the language can use these bundles as their major source of fluid, spontaneous speech as a resource for language learning [1]. Lexical bundles are sets of three, four, or more words that are often used in speech, depending on the genre or register [3]. LBs aid in the construction of meaning in a certain text and context as well as the sense of coherence in a text from a particular discourse and its perspective [6]. Lexical bundles can be found in a range of written and spoken registers, according to recent study. Academic writing is one register where the use of lexical bundles has drawn attention (LBs, henceforth). According to studies, LBs in academic papers have a variety of discourse roles as well as unique structural characteristics [7]. Despite the abundance of research on lexical bundles, there are few studies that specifically focus on the distinctive functional meanings of LBs in academic writing [8]. The most prevalent and significant units in academic discourse, LBs are also known as basic building blocks, indications of proficiency, and crucial components of fluent language development in academic discourse [6]. Since its inception, the concept of lexical bundles has been a crucial part of applied linguistics research (see Biber & Johansson, 1999) [9], and this is particularly true for studies that incorporate writing in a second language (L2) with English for Academic Purposes (EAP).

LB research usually uses pre-defined taxonomies to describe and evaluate LBs in terms of their structure, function, and communicative intent [10]. Language researchers are becoming increasingly interested in the study of the lexical bundle, which has become a challenging research area [11]. They are extended collocations that unpredictably

appear more often than would be expected by chance, shaping meanings in certain contexts and improving our perception of text coherence [12]. A lexical bundle is a repeated grouping of three or more words that is typically referred to as a chunk or cluster (Hyland, 2008, p. 5). The three fundamental categories of lexical bundles are noun-based, prepositional-based, and verb-based bundles, respectively (Bieber, Johansson, Leech, Conrad, & Finegan 1999, p. 996) [11]. The first significant class of lexical bundles are noun-based bundles. There are only two types of noun-based bundles: those with fragments and those with additional post-modifier fragments. A noun phrase with a fragment has a number of uses in writing. It is used structurally to describe a physical description that includes information about the location, size, and amount.

[11]. Noun phrases with other post-modifier fragments are the second sub-category of noun-phrase bundles, in addition to noun phrases with a fragment. Its inclusion in literature provides a variety of functions, such as (1) outlining how a process operates and (2) outlining links between various entities. The second main group of lexical bundles is prepositional-based bundles. Prepositional based bundles are divided into two sub-categories: prepositional phrases with some fragments and prepositional phrases with other fragments. The last main structural kind of lexical bundles is verb-based bundles. The verb-based bundles are divided into seven subcategories: the anticipatory it, passive verb, copula be, that clause, to clause, adverbial clause, and other expressions.

A form of formulaic language that has recently received a lot of attention is the lexical bundle. A formulaic language is one that is prefabricated (i.e., kept in memory and can be recalled as a single unit when used or spoken) and is not formed or examined as distinct parts. It can be continuous (without being interrupted by other elements) or discontinuous (interrupted by other elements) [13]. Formulaic sequences, according to Conklin and Schmitt (2008), "can be used to express a concept, state a commonly held truth or piece of advice, provide expressions that encourage social interaction, sign discourse organization, and provide technical phraseology that can effectively and accurately convey information. Lexical bundles consequently gained popularity, particularly in EAP courses. Lexical bundles have a distinct register and function in conversation." They are thought of as being a part of the greater family of formulaic languages. After completing a number of investigations in the area of lexical bundles and comparing bundles across registers, Biber et al. (1999) "found that the grammatical structure of lexical bundles is a distinguishing feature of registers" [4]. Teaching English to those who use it for academic purposes is the aim of English for Academic Purposes (EAP) [14].

A lexical bundle is characterized by a high frequency of multiple-word sequences in a certain register (Biber & Barbieri, 2007). There is consensus that lexical bundles help authors become acquainted with the rhetorical structure, language use, and discourse functions that are typically shared among peers in specific subjects [15]. According to Nekrasova (2009), "the use of these lexical bundles in speech may change how they are perceived, hence this work adds to the body of knowledge about language learning, specifically spoken discourse" [16]. The researcher uses the introductions of 5 articles from the International Journal of English Studies vol. 22 to focus on written texts. The research problem in this article is to find out: What types of bundle lexical structures are found in articles in the International Journal of English Studies vol.22. The researcher analyzed the Lexical Bundles of three words based on their Lexical Bundles structure.

Therefore, the purpose of this study is to analyzed the use of three-word Lexical Bundles that appears in the International Journal of English Studies articles based on their structure.

1.1 Previous Studies on Lexical Bundles

The use and traits of LBs in academic writings have been the subject of numerous research. To classify a multi-word sequence as a lexical bundle, the dispersion criterion and the frequency of lexical bundles should be taken into account. According to earlier studies, NSs and NNSs employ lexical bundles differently (De Cock, 2000; Granger, 1998; Warga, 2005) [16]. Native language speakers (L1) have demonstrated a higher level of lexical bundle knowledge than L2 learners. Cortes (2004, 2006) found that some bundles were utilized more frequently than others because they had particular functionalities. In their 2010 study, Chen and Baker compared the lexical bundles used in published academic writing with student writing in L1 and L2 students. It was discovered that L1 and L2 students displayed similar writing patterns and that the lexical bundles in L1 academic writing displayed the biggest range. Additionally, NP-related lexical bundles were more prevalent in the academic writing of L1 specialists than in that of L1 and L2 students, who mostly used lexical bundles related to VP [16]. The findings of this study appear to be consistent with De Cock's (2004) "analysis of repeated word combinations in speeches from NSs and NNSs." She discovered that recurrent word combinations of various lengths are really more common in NSs' speech than in NNSs. She said, "The NSs' use of regularly occurring word sequences reveals a complicated picture of overuse, underuse, or misuse of the target language (e.g., overuse of kind of, you know), but for the NNSs, the use may imply peculiar word combinations" (e.g., misuse of something like that). The type to token (T/T) ratio was examined by Erman and Lewis (2015) in their study between "a non-native Swedish group and a native English group. The types were divided into two ranges: low frequency (most frequent 1–2000 words) and high frequency words (words beyond 2000)." In the low frequency words, the NNSs significantly outnumbered the NSs. Looking into the types, it revealed that NNSs recycled more words in this frequency range, implying less diversity. In the high frequency words, the token difference by the NSs to the NNSs was highly significant. This exposed that NSs use more specific vocabulary compared to NNSs.

According to the literature review, "the bulk of past studies focused on lexical bundles utilized in textbooks for advanced language learners and/or in a university setting. In just one study (Northbrook & Conklin, 2018a), [2] beginning English language learners in a Japanese middle school environment were examined. This shows that more investigation into the type of language used in middle and high school textbooks is required."

Previous studies have looked into the different registers (spoken vs. written) and a wide range of genres to determine the functional categories of lexical bundles (academic vs. narrative). Academic prose types (such as research papers, theses/dissertations, and essays) as well as nativity (native vs. non-native writers), professionalism (professional vs. beginner writers, and more) have all been discussed in relation to this topic. Salazar (2014) "examined the lexical bundles in the biomedical field written in native English speakers' versus non-native English speakers' nativity (L1 vs. L2, FL)." Salazar's (2014) research indicates that "non-native writers frequently reuse particular bundles, which

leads to repetition and a lack of variation." L2 authors use participant-oriented bundles less frequently than the other functional categories in terms of the functions of lexical bundles, which shows that they are less familiar with these bundles and their functions. Salazar's findings were confirmed by Pan et al. (2016), who also found that "functional distribution proportions are typically similar and that L1 and L2 English writers use different lexical bundles differently." L1 professionals use more bundles that are research-oriented, whereas L2 professionals use more bundles that are stance-oriented and less research-oriented. Additionally, it was shown that L1 and L2 English professional authors used lexical bundles differently [3].

The majority of LB research papers from the past largely concur that LBs are valuable educational tools. In addition to focusing on the theoretical status or properties of lexical bundles, many research provide particular recommendations for educational outcomes. It is common knowledge that LBs play a significant role in education, especially in academic discourse. Additionally, a suggested list of academic standards for the EAP program has been established (Simpson-Vlach & Ellis, 2010). Incorporating LBs into academic reading and writing projects may also increase learners' awareness of them and improve their performance in these tasks (Cortes, 2004; Hyland, 2008a) [6].

Turkish academic writers have also conducted certain studies. Nesi and Basturkmen (2006) "examined LBs within a corpus of 160 university lectures." The corpus contained lectures from the British Academic Spoken English (BASE) and the Michigan Corpus of Academic Spoken Corpus (MICASE). The researchers claimed that LBs were crucial to discourse and that language learners should exercise caution when employing them. There hasn't been much research done to determine prospective shifts in LB usage. The study by Hyland and Jiang (2018) that "emphasizes how LBs indicate the argument structures and goals of authors and readers is the most notable example." The authors of this study followed changes in LB frequency, forms, and functions during the last 50 years in research writing. They examined a corpus of publications from prestigious journals in the fields of applied linguistics, sociology, electrical engineering, and biology. They found that although noun/preposition-related phrases were the most prevalent, this structural category was declining. In terms of functions, scholars claim that the hard sciences have transitioned from research-oriented to participant-oriented forms. The soft knowledge sectors, on the other hand, have gone the other way. In conclusion, the studies listed above have helped us better grasp how lexical bundles are used in specific registers and genres. Furthermore, the results of those studies show that lexical bundles have different usage, structure, and functions.

2 Research Method

This investigation is a corpus-based linguistic investigation. Researchers can objectively evaluate writers' preferences by employing language corpora to uncover data about the frequency and use of certain linguistic items that are generally concealed by methods relying just on linguistic intuition [8]. The researcher chose this topic because it will help him 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 5 articles in

Vol. 22 which has a 2443 total word count in 5 articles of the International Journal of English Studies were the focus of this study. Each article's conclusion is the subject of this study. According to the research hypotheses, the lexical bundle is used as one of the formulaic expressions in text composition, which aids in the development of the text's communicative objective. For this descriptive qualitative corpus study that they are carrying out, the researcher doubles as the data analyst [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 5 conclusions from International Journal of English Studies articles, numbering each text to make the process of further data collection easier, manually identifying every three-word lexical bundle from the conclusion, 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 analyze the information, including classifying the lexical bundle according to its structure, which is fully defined in the conclusion.

3   Result and Discussion

According to the analysis, undergraduate students are knowledgeable about lexical bundles [11]. Depending on the amount of corpora utilized, each study utilizes a different frequency limit for the occurrence of lexical categories. The conclusions contained 27 instances of lexical bundles that served as proof. The sixteen most frequently used lexical groups in these cases are the following: the story of, the time of, the study of, the embodiment of, the reaffirmation of, as harbingers of, the argument of, the limits of, the norm of, the depiction of, the significance of, the pain of, the curtailment of, the use of, the best of, and the scope of. It may be inferred from the bundles used in the conclusions of undergraduate students' theses that they are just research-oriented bundles, more especially description bundles. In contrast, they hardly ever wrote using text-oriented bundles.

The conclusion of the article in the International Journal of English Studies, vol. 22, which was analyzed, contained 27 Lexical Bundles, which are shown as follows.

There are 27 Lexical Bundles that can be discovered in the International Journal of English Studies, as indicated in Table 1. The primary data in this study, which will be examined based on its structure, is the Lexical Bundle.

The findings suggest that undergraduate students are aware of the presence of lexical bundles in writing. Finding fixed phrases is useful for both language teachers and students because managing LBs is necessary for speaking successfully. By locating them, students may be better able to understand the specific rhetorical techniques applied in the texts they are expected to write (Hyland, 2008b) [12]. The results of this study demonstrate disciplinary and transdisciplinary differences in the linguistic techniques used by authors to convey their thoughts. In addition to informing us about and explaining the qualities

Table 1. The Most Frequent Lexical Bundles in International Journal of English Studies Vol.22

Title	Conclusion	Lexical Bundles
"Ethnicity and Gender in the Beat Generation: Jack Kerouac and the Other Woman"	Hence, following and expanding the main plot line sketched in *On the Road*, *Mañana Means Heaven* reproduces, **in order to** expose and unravel, the same reductionist idealism with which Kerouac had his protagonist describe Terry as an ethnic subject.	The story of In order to The time of As well as
"Approaching 'Home' in Bharati Mukherjee's *Darkness"*	This paper approaches theories regarding diaspora and transnationalism alongside **the study of** gender in the North American socio-cultural context to understand the embodiment of the term 'home' as a threefold reading.	The study of The embodiment of The reaffirmation As harbingers of The argument of The limits of The norm of The depiction of The significance of The pain of The curtailment of
"Hamlet Goes Legit: Archaeology, Archive and Transformative Adaptation in *Sons of Anarchy"* (FX 2008–2014)	Some commentary is **due on the** convergence of Shakespearean tragedies and histories in the series.	In order to In a contemporary Due on the Have been already Such as the
"Breaking the Silence: The Strange Case of an Eco-Cosmopolitan Chicana Detective"	…**to support the** victims' families in the novel is called "Contra el Silencio," against the silence.	In order to As well as To stop the To support the Is that of
"Cognitive Operations in Eco-Friendly Car Advertising"	This paper has attempted to provide insight into **the use of** cognitive operations (particularly, metaphor and metonymy) in ecological car advertising and their mode of representation.	The use of The best of The scope of As well as

of academic writing, the study's findings may have an impact on education [3]. It is crucial to comprehend the qualities of the author's output and how they affect quality since they might provide fresh perspectives on L2 teaching and learning. Research-oriented bundles, which are essential for discourse formation, are those that L1, L2, or FL learners employ the most frequently across fields. Research-oriented bundles should be regarded as the fundamental bundles of the majority of discourses because they overwhelm other word sequences in the texts, regardless of nativity or professionalism. According to the frequency statistics, the topic subcategory of the research-oriented type

Table 2. Structural Classification of Lexical Bundles in International Journal of Engslih Studies Vol 22

Structures of lexical bundles	Lexical bundles
Noun phrase with of-phrase fragment	The story of The time of The study of The embodiment of The reaffirmation of As harbingers of The argument of The limits of The norm of The depiction of The significance of The pain of The curtailment of The use of The best of The scope of
A noun phrase with additional post-modifier fragments	The relationship between Such as the
Other prepositional phrases (fragment)	In order to In a contemporary
Anticipatory it + verb phrase/ adjective phrase	That has been
Passive verb + prepositional phrase fragment	Have been already
Copula be + noun phrase / adjective phrase	Due on the Is that of
To-clause fragment	To stop the To support the
Other expressions	As well as

has the lowest token and type frequency when compared to all other subcategories. In a multitude of disciplines, including business, the humanities and social sciences, science and technology, and biology, a corpus has been assembled. University students have also conducted study on LBs in several domains (Durrant, 2017) [6]. These disciplines were found to have large variances. Additionally, variations among writers in their various fields have been found. LBs have been discussed in a variety of genres and registers, both in spoken and written academic discourse, in all of the aforementioned publications. The conclusions of this study stress how lexical bundles, which serve as the foundation of academic discourse, are crucial for teaching. The research studies examined here support the need for the current study's examination of learning bundles (LBs) in order to compile a list of bundles that may be used for making judgments about EAP/ESAP pedagogy. In the current study, the use of lexical bundles in the International Journal

of English Studies is investigated. The list of LBs from the study may influence how English is used in diverse ESL contexts around the world.

Word sequences (three or more sequences) that co-occur syntactically and often define particular discourse types are known as lexical bundles (Biber et al., 1999; Cortes, 2004) [3]. To locate LBs, several criteria must be met. These requirements are dependent on the volume of texts, the size of the corpus, the frequency of occurrences, and the length of the LBs. They must occur five times for four-word LBs and ten times for three-word LBs in each text that is part of a register (Biber et al., 1999) [6]. The distinguishing features of LBs include non-idiomaticity, structural incompleteness, and frequency-driven identification; these features enable LB research to address linguistic challenges that are rarely addressed by conventional approaches. The lexical bundle approach has a significant positive impact on pupils' academic achievement. LB study typically makes use of pre-defined taxonomies to categorize and analyze LBs in terms of structure, function, as well as communication intent. Lexical bundles are groups of word forms that regularly occur together in speech, to put it simply. In terms of structure, just 15% of lexical bundles used in conversation may be regarded as whole phrases or sentences, while only 5% of lexical bundles used in academic prose are full structural units (Conrad & Biber, 2004; Cortes, 2004) [13]. This structure is used to mark simple existence or presence, to identify a variety of abstract properties, to identify physical descriptions (place, size, and amount), or to express processes or events that last for an extended length of time [11].

The sequences of lexical bundles change based on the kind, size, and register of the study's corpus, according to the findings stated in the previous section. The outcomes of word combinations created by the software were also impacted by the choice of cutoff points for categorizing lexical bundles. This study showed that, in terms of frequency, research-oriented bundles connected to the important discourse elements are the most prevalent bundles (e.g., time, location, description). There are 16 lexical bundles among the 2443 terms in the International Journal of English Studies' conclusion, the majority of which are found in noun phrases with phrase fragments. Since lexical bundles are common and useful in both spoken and written English, they can therefore serve as a good basis for evaluating how communicative a work is. In this study, the International Journal of English Studies' most common three-word lexical clusters are sought for. For L2 learners learning English for academic purposes (EAP), formulaic language has a high pedagogical value.

3.1   Structure of Lexical Bundles

Using twelve different lexical bundle structures and three different lexical bundle functions, the researcher investigated the structure and function of lexical bundles in students' final projects. (Biber et al., 1999) [17] and functional categories of lexical bundles (Hyland, 2008) [17]. Studies have shown that lexical bundles frequently. Display incomplete structures in written forms. Similarly to this, most of the lexical bundles in this corpus of research articles have unfinished structures. Clause, both free and bound, that is fragmented on specific elements, like the loss of an object, complement, or subject-complement all at once, make up the incomplete structure. In the table below, eight

Lexical Bundle constructions that were identified as having featured in the journal of cultural heritage are listed:

a. Noun phrase with of- phrase fragment
   A noun phrase is followed by a post-modifying of a phrase in this kind of lexical bundle construction. 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 limit of, the curtailment of, the scope of, the embodiment of, the best of, the significance of, and the pain of*). Second, they are employed to denote bare presence or existence, such as *the story of, the study of, as harbingers of, the norm of, the reaffirmation of, the argument of, and the depiction of*. Third, they are employed to characterize numerous abstract features, including *the use of*. The last threeword lexical bundles are used to depict processes or occurrences that take place over an extended length of time, like *the time of.*

b. A noun phrase with additional post-modifier fragments
   The post-modifier comes in this kind of lexical bundle formation after a noun phrase but before an of-phrase. To establish relationships between entities (*such as the*).

c. Other prepositional phrases (fragment)
   Such lexical bundles begin with a prepositional phrase that is not followed by an embedded of-phrase. Many of them are used to identify a particular place or time period. In the present day, in order to. On the one hand, it is used to contrast two assertions or occurrences that are thought to be compatible, while on the other, it is used to contrast two arguments or events that are presented as mutually exclusive. In this category, these two lexical bundles are especially prevalent and have idiomatic connotations.

d. 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 (*that has been*).

e. Passive verb + prepositional phrase fragment
   These lexical bundles typically consist of a verb in the passive voice followed 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 already).*

f. Copula be + noun phrase/ adjective phrase
   Copula be + adjective phrase, e.g. *due to the*, and *is that of.*

g. (Verb/ Adjective +) to- clause fragment.
   There are three main categories for this kind of lexical bundle: (1) verb phrase + to-clause (passive), which is *to spot the* (2) to express potential or ability, lexical bundles with predicative regulating a to-clause are all employed. Examples: *to support the.*

h. Other expressions.
   Academic prose contains a few lexical bundles that do not easily fit into any of the other categories. That is *as well as.*

4   Conclusion

Based on this research, lexical clusters can be found in the International Journal of English Studies. The results of this study indicate that the lexical groups found consist of three words. The purpose of the current study was to examine how lexical bundles are used. As a result of research, 27 lexical bundles were discovered in the conclusion of articles from International Journal of English Studies vol. 22. The whole 27 lexical bundles were only structurally grouped into eight structure forms. They are Noun phrases with of-phrase fragments they are *(the story of, the time of, the study of, the embodiment of, the reaffirmation of, as harbingers of, the argument of, the limits of, the norm of, the depiction of, the significance of, the pain of, the curtailment of, the use of, the best of, the scope of)*, Noun phrase with other post-modifier fragments they are *(the relationship between, such as the)*, Other prepositional phrases (fragments) they are (*In order to, In a contemporary*), Anticipatory it + verb phrase/adjective phrase they are (*that has been*), Passive verb + prepositional phrase fragment they are (*have been already*), Copula be + noun phrase/adjective phrase they are (*due on the, it that of*), to-clause fragment they are (*to stop the, to support the*), Other expressions they are (*as well as*). Based on the data, the researcher draws the conclusion that the structure Noun phrases with *of*-phrases fragment, which included sixteen lexical bundles found in this journal international English studies use 27 lexical bundles. Was the most structural form of lexical bundles employed in articles of the International Journal of English Studies Vol.22. They are "*the story of, the time of, the study of, the embodiment of, the reaffirmation of, as harbingers of, the argument of,The limits of, the norm of, the depiction of, the significance of, the pain of, the curtailment of, the use of, the best of, the scope of*". The bundle has been used frequently in almost conclusion all articles in the international journals of English studies. This research is expected to be able contribute knowledge about the study of lexical bundles. Therefore, further studies are expected to be able to complete the deficiencies contained in this study. Future researchers are expected to be able to make this research a reference for further research, so that it will improve the deficiencies or weaknesses in the research results related to.

Authors' Contributions.   Sigit Haryanto.

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