

AN UNDERGRADUATE THESIS

**AN ANALYSIS OF THE LEXICAL BUNDLES
IN UNDERGRADUATE THESIS OF ENGLISH DEPARTMENT
AT IAIN METRO**

By:

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**Faculty of Tarbiyah and Teacher Training
English Education Study Program**

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1445 H / 2024 M

**AN ANALYSIS OF THE LEXICAL BUNDLES
IN UNDERGRADUATE THESIS OF ENGLISH DEPARTMENT
AT IAIN METRO**

Presented as a Partial Fulfilment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
In English Education Department

By:

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**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1445 H / 2024 M**



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APPROVAL PAGE

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To be examined in Munaqosyah in Tarbiyah Faculty of State Islamic
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NOTIFICATION LETTER

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of Helen Sekar Pralesti**

To :
The Honorable of the Dean of Faculty of
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Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb



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Assalamu'alaikum Wr.Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

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AT IAIN METRO

Sudah kami setuju dan dapat dimunaqsyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikumWr.Wb.

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RATIFICATION PAGE

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An Undergraduate Thesis entitled: AN ANALYSIS OF THE LEXICAL BUNDLES IN UNDERGRADUATE THESIS OF ENGLISH DEPARTMENT AT IAIN METRO, written by: Helen Sekar Pralesti, Student Number: 20010502005, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Friday, June 21th 2024 at 08.00 – 10.00 WIB.

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**AN ANALYSIS OF THE LEXICAL BUNDLES
IN UNDERGRADUATE THESIS OF ENGLISH DEPARTMENT
AT IAIN METRO**

ABSTRACT

By:

Helen Sekar Pralesti

The purpose of this study is to examine the use of lexical bundles in the undergraduate thesis of students in the English Education Department at IAIN Metro and to examine the type of lexical bundles that are most commonly used in these theses. It is anticipated that this research will be helpful in teaching students about the use of lexical bundles in academic writing because the idea of lexical bundles is very important.

The study is a qualitative case study, and it uses a descriptive qualitative design. The data in this study came from ten undergraduate thesis students from the English department at IAIN Metro in the academic year 2021/2022, especially in the background section.

The first findings indicate that undergraduate students in the English Education Department at IAIN Metro mostly use lexical bundles in their thesis; the types of discourse organization are the most prevalent types of lexical bundles. The second findings indicate that the most prevalent type of lexical bundles in the undergraduate thesis is the discourse organization type.

Keywords: Writing, Lexical Bundles, Undergraduate Thesis.

ANALISIS LEXICAL BUNDLES PADA SKRIPSI PADA MAHASISWA PENDIDIKAN BAHASA INGGRIS DI IAIN METRO

ABSTRAK

Oleh:

Helen Sekar Pralesti

Penelitian ini bertujuan untuk mengevaluasi penggunaan kumpulan kosa kata dalam skripsi mahasiswa Jurusan Pendidikan Bahasa Inggris IAIN Metro. Tujuan penelitian ini adalah untuk menentukan jenis kosa kata yang paling sering digunakan dalam skripsi mahasiswa tersebut. Diharapkan penelitian ini akan memberikan informasi tentang penggunaan kumpulan kosa kata dalam penulisan akademik. Hal ini disebabkan oleh fakta bahwa konsep kumpulan kosa kata sangat penting dalam penulisan akademik.

Studi kasus ini adalah jenis penelitian kualitatif dan dirancang sebagai studi deskriptif. Data penelitian ini berasal dari sepuluh skripsi mahasiswa jurusan Bahasa Inggris IAIN Metro Tahun Akademik 2021/2022, khususnya bagian latar belakang.

Mahasiswa Jurusan Tadris Bahasa Inggris IAIN Metro menggunakan paket kosa kata dalam skripsi mereka, menurut temuan penelitian pertama. Penelitian kedua menemukan bahwa jenis pengorganisasian wacana adalah jenis kosa kata yang paling banyak digunakan dalam skripsi. 71% skripsi menggunakan jenis pengorganisasian wacana sebagai kumpulan kosa kata.

Kata Kunci: Penulisan, Lexical Bundle, Skripsi.

STATEMENT OF RESEARCH ORIGINALITY

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States that this undergraduate, thesis is originally the result of the research's research, in expection certain parts which are excerpted from the bibliography mentioned.

Metro, 12 June 2024

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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 12 Juni 2024

Penulis



HELEN SEKAR PRALESTI

MOTTO

فَمَنْ يَعْمَلْ مِثْقَالَ ذَرَّةٍ خَيْرًا يَرَهُ

"Whoever does even a little good, they will see it."

(Q.S Al-Zalzalah: 7)

*Cause if you don't let your grivances out, you'll get sick from just
keeping it in!*

-Christopher Banhg, SKZ.

DEDICATION PAGES

I highly dedicate this undergraduate thesis to:

1. Allah SWT, who always gives me strength so that I can survive this far.
2. To my beloved parents, Mr. Agus Pranyoto & Mrs. Eni Lestari. a great person who has always been my encouragement as the strongest support from the harshness of the world. Who never stop giving love and always provide motivation. Thank you for always fighting for my life. Thank you for everything. Thanks to your prayers and support I can be at this point. Always be healthy and live longer, you must always be there in every journey and achievement of my life. I love you, more and more.
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The writer wishes to thank Allah SWT for everything. *Shalawat* and *Salam* to our beloved Prophet Muhammad SAW, God Almighty. May blessings and peace surround him, his family and friends, and his followers.


In order to complete the undergraduate thesis requirement for the degree of *Sarjana Pendidikan* (S.Pd) in the English Education Department at State Institute for Islamic Studies (IAIN) Metro, Lampung, this undergraduate thesis, entitled "An Analysis of the Lexical Bundles in Undergraduate Thesis of English Department at IAIN Metro," is presented.

Sincere gratitude and respect are extended by the writer to the Rector of IAIN Metro Prof. Dr. Hj. Siti Nurjanah, M.Ag. PIA., the Dean of Tarbiyah and Teacher Training Faculty, Dr. Zuhairi, M.Pd., the Head of the English Education Department, Dr. Much Deiniatur, M.PD. B.I., Advisor Syahreni Siregar, M.Hum, and all lecturers in the English Study Program for their contributions, evaluations, and suggestions during the completion of this undergraduate thesis. The writer also wishes to thank her parents, sister, friends, and special support system.

With any luck, this undergraduate thesis will make a beneficial impact on the improvement of education. Then, the writer realizes the imperfections in this undergraduate thesis. Therefore, in order to improve for the intention of perfection, criticism and suggestions are required.

Metro, December 2023

The Writer



Helen Sekar Pralesti

ID! 2001052005

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CHAPTER I

INTRODUCTION

A. Background of Study

As international languages, several languages are in use. It is English among them. English can be used to communicate across country boundaries since it is an international language. When someone speaks English, they can easily converse with individuals from different nations. Language acquisition is crucial for nations where English is not the primary language in order to facilitate communication in that language. The ability to communicate in a real way is an ability for discourse, or the ability to comprehend or produce written or spoken texts that are realized in four language skills: speaking, listening, reading, and writing. In life, these four abilities are employed to either initiate or talk.

Additionally, one of the important skills in English is writing skill. Writing is evoking thoughts or feelings to readers¹, it means putting the writer's thoughts into written text so that the writer's intentions can be known by many people. Writing is a language skill used to communicate indirectly or not face-to-face with others. In the other words, writing is language skill used in expressing ideas, opinions, thoughts, ideas, desires,

¹ David Hicks, *Education and Climate Change, A Student's Guide to Education Studies*, 2019 <<https://doi.org/10.4324/9780429297212-14>>.

or feelings in the mind to readers through written language so that they can read and understand the content.

Generally, writing is very important in education because it is often by students to communicate their thought. It helps students to think critically. By writing, it is easy for students to express what is felt, to organize the sequence of experiences, and to deepen perception toward writing topic. Additionally, by developing writing ideas, writing exercises help students to become more creative and critical thinkers. Writing has an important function for the community at wide as well as for the individual.

Unquestionably, writing in the academic aspect is very important because it supports the students to complete their studies. Therefore, students need to understand well how to write correctly by understanding the type of writing, reader considerations, general orientation, writing themes and ideas. In the process of developing ideas, students should consider writing linguistics elements needed in writing such as vocabulary, grammar, and writing mechanic. In today's era, writing skill must be mastered by every individual because writing is a form of written communication language to convey ideas to other people. Writing skill can also develops well with the use of the appropriate teaching strategy because it can greatly support the achievement of writing learning objectives targeted by the teacher.

Particularly, one of the components of learning writing skill is lexical bundles. According to Danica Salazar, lexical bundles are repeated

expressions, regardless of their idiomaticity, and regardless of their structure status¹. In the other words, lexical bundles are a series of three or more words that show a statistical tendency to occur together in a register. Thus, without lexical bundles, the meaning of information is not conveyed properly.

In this case, lexical bundles have great function in helping writers to express their judgments towards the certainly of the writing topic. In addition, lexical bundles help writers in discourse organization by reflecting the relationship between previous and upcoming discourse. Lexical bundles are beneficial in making direct reference to a physical or abstract entity, or to the textual context itself.

Specifically, lexical bundles are meaningful in academic writing. It is because they help writers in structuring their experiences from the real world to the written text. In addition, lexical bundles relate to the organization of text and its meaning as message or argument. Therefore, the use of lexical bundles helps the writer to focus on the reader of the text.

Therefore, the writer is interested in analysing lexical bundles in students' papers because usually in writing their final project or paper, many students as writers or researchers find difficulties in arranging the words in their paper. They find difficulties in producing communicative writing and using appropriate grammar and vocabulary. Most students do not use the

¹ Danica Salazar, *Lexical Bundles in Native and Non-Native Writing, Studies in Corpus Linguistics*, 2014, VOL. 65.

correct word order in writing the text, so their texts do not make sense and do not cohesive and coherent². Whereas, the students in writing their text must convey their intended meaning of their writing to the readers.

On the other hand, writing in the academic context is not simple. There are many components needed in the academic writing. This means that writing is a very complex thing because it involves the ability of English vocabulary, English grammar, the ability to develop writing ideas, the ability to master writing mechanics. The complexity of the components in writing become the problems for foreign language learners, due to their limited English vocabulary, grammar mastery, and other aspects.

In line with the problems of the writing process in English, the writer has conducted a pre-survey by observing undergraduate-thesis written by the students of English education department. It is known that there is the use of lexical bundles in undergraduate thesis. The writer observed students' undergraduate-thesis documents and found the phenomenon of using lexical bundles.

The result of data pre-survey found that, Frequency of lexical bundles in ten undergraduate thesis there are have 49 cases of lexical bundles that have the highest frequency of ten are; *The use of (25 times)*, *In order to (4 times)*, *As well as (7 times)*, *In terms of (8 times)*, *The effect of (2 times)*, *The role of (1 times)*, and *In other words (1 times)*.

² Wahyu Dyah Nur Anis Wachidah, Sri Wuli Fitriati, and Widhiyanto Widhiyanto, 'Structures and Functions of Lexical Bundles in Findings and Discussion Sections of Graduate Studentsâ€™ Thesis', *English Education Journal*, 10.2 (2020), 131–42 <<https://doi.org/10.15294/eej.v10i1.33994>>.

However, it is found out that undergraduate thesis uses 49 lexical bundle forms or variants in their discussion and results sections. Among those hundred bundles, undergraduate thesis students more likely use to *in order to, as well as, in terms of, the effect of, the role of, in other words.*

In relation to the explanation above, the role of lexical bundles is very important to give a positive contribution to the students' writing quality, especially in writing the final academic paper. Lexical bundles are beneficial in academic writing. Applying appropriate lexical bundles for writing academically, the writing result is well organized and structured. Therefore, the use of lexical bundles minimizes misunderstanding toward the meaning of writing content based on the context.

Therefore, based on the entire description above, the writer intends to analyze more deeply the phenomenon of lexical bundles in the students' undergraduate-thesis. In this case, the writer is going to conduct qualitative research in the type of a descriptive study. In conducting this Research, the writer will collect research data by accessing the repository of IAIN Metro by asking permission first from the IAIN Metro library. After collecting the research data, the writer focuses on analysing the data by reducing the information required to answer the research questions and accomplish the objectives of the research. Therefore, the writer compiles a research proposal entitled *An Analysis of the Lexical Bundles in Undergraduate Thesis of English Department at IAIN Metro.*

B. Research Questions

Research questions are presented as follows:

1. How is the use of lexical bundles in students' undergraduate thesis of English Education Department at IAIN Metro?
2. What is the most dominant type of lexical bundles in students' undergraduate thesis of English Education Department at IAIN Metro?

C. Objectives and Benefits of the Study

1. Objectives of the Study

Based on the research questions above, the writer determines the objectives of this study, including:

- a. To analyse the use of lexical bundles in the undergraduate-thesis on the English Education Department Students at IAIN Metro.
- b. To analyse the most dominant type of lexical bundles used in the Undergraduate-thesis on the English Education Department Student at IAIN Metro

2. Benefits of the Study

Benefits from this research are expected for the students and also for lecturers and other researchers.

a. For the Students

This research is expected to provide benefits for students, especially students in the English study program by providing

academic information related to the theory and use of lexical bundles in writing academic papers. It is expected that with the information related to the use of lexical bundles in theses. It is hoped that students can be helped to know not only the concept of theory but also real examples of the application of lexical bundles in the context of academic papers. Through these real examples, students can develop the use of lexical bundles in their thesis writing so that the quality of their thesis will be better.

b. For the Lecturers

This research is expected to be useful for lecturers, especially lecturers in the English department. The results of this study are expected to be reinforcing information related to the use of lexical bundles is not limited to theory but also the use of lexical bundles in students' theses. Through the results of this study, it is hoped that lecturers will know the real form of students' ability to use lexical bundles in their theses so that lecturers can follow up on the phenomenon of inaccurate use of lexical bundles applied by students in their theses by bringing the concept of lexical bundles to writing courses, especially in writing academic papers.

c. For the Other Researchers

This is anticipated that this study will help aspiring researchers by providing information related to the influence of

lexical bundles on the writing process. In addition, this research can provide benefits for other researchers because this research not only provides information related to the theory of the use of lexical bundles in writing but also concrete examples with evidence from research data regarding the application of lexical bundles in the writing process. This research can be useful for other writers by becoming an alternative reference or reference for other researchers. Therefore, the writer hopes that other researchers can develop this research into other studies.

D. Prior Research

This research will be conducted by considering several relevant studies that have been conducted by several previous researchers. The first relevant research was conducted by Nevita Indah Fitrianasari, Terry Sulistyorini, and Try Retno Sugiarti in Jakarta in 2018 using the qualitative content analysis method³. The research aims to carry out this study in order to identify the most common four-word lexical bundle forms, structures, and functions that graduate and undergraduate students utilize when writing their theses. The findings showed that: (1) graduate students employ fragment bundles with the same noun phrase structure more frequently than undergraduate students do; (2) both student groups typically use more text-oriented bundles than undergraduate students do; and (3) graduate students

³ Try Retno Sugiarti, Nevita Indah Fitrianasari, and Terry Sulistyorini, 'Lexical Bundles in Academic Writing by Undergraduate and Graduate Students of English Language Education Program', *Loquen: English Studies Journal*, 11.02 (2018), 1.

choose to utilize a wider variety of bundles than undergraduate students do. Therefore, based on the relevant research, it can be underlined that lexical bundles are one of the components that can be used in the writing process, especially final project writing.

The second relevant research was conducted by Betül Bal-Gezegin in Turkey in 2019 by the use of the research method qualitatively into its context using AntConc's concordance tool⁴. The purpose of the study is to find out how much L1 Turkish speakers of English create lexical bundles in their academic writings. The findings revealed that the lexical bundles regularly employed by Turkish writers in their research papers served important roles in constructing the discourse of academic writing and had structural implications. Additionally, using a research sample of research articles that have been published in six academic fields, the study unveiled a new class of bundles known as research referential bundles.

The third relevant research was conducted by Almontassar Bellah Taieb in Tunisia in 2021 by using the qualitative electronic corpus method⁵. This research aims to investigate the frequency, structure, and function of the most frequently occurring 4-lexical bundles in writings from the field of linguistics with a sample of Tunisian linguistics students. The lexical bundles' frequent distribution among the structural categories varied

⁴ Betül Bal-Gezegin, 'Lexical Bundles in Published Research Articles: A Corpus-Based Study', *Journal of Language and Linguistic Studies*, 15.2 (2019), 520–34.

⁵ Almontassar Bellah Taieb and Naouel Toumi, 'Exploring Conventionalized Phraseology in Advanced Academic Writing of Tunisian Linguistics Students: A Lexical Bundles Analysis', 2021, 1–30.

significantly, according to the findings. To be specific, the study showed that lexical bundles were extensively depended upon by the student cohort. Conversely, proficient writers demonstrated a greater use of lexical bundles, which are thought to be a sign of well-written academic writing.

This research has similarities and differences with some of these relevant studies. One of the similarities with the three relevant studies is that all of the research uses qualitative research. Another similarity with the first relevant research is the same to test if lexical bundles have a significant positive influence on the final project writing process. However, the difference between the findings of this research and the first relevant is the type of lexical bundles, where the first relevant analyzes four-word bundles while this research focuses on three-word bundles. Another difference between the findings of this research and the second relevant research is the purpose of the research because the purpose of the second relevant research is to investigate how much L1 Turkish English speakers create lexical bundles in their academic writings.

The novelty of this research is in the form of the writer's effort in formulating different research objectives. It is pointed out that the research objective is to examine the use and the dominant of lexical bundles in the undergraduate-thesis in IAIN METRO.

CHAPTER II

THEORETICAL REVIEW

A. Concept of Undergraduate Thesis

1. The Concept of Writing

Writing is involved in foundational work; writing ‘along the way’ helps to clarify and consolidate the ‘stuff’ of the writing project¹. Writing is an activity and language skill and carried out actively and usually convey informative ideas that contain many messages and are recorded using writing instruments.

Writing is a process that involves learning and thinking. This process is called the connection between writing, thinking, and learning. It's a procedure that yields a communicative output that complies with mechanical, genre, grammatical, and syntactical rules². Writing is an activity to convey information to other people in writing, which is realized in the form of a series of arrangement of letters that can be understood by author and can be understood by the readers.

Writing is a social activity, and students learn best when they collaborate and provide support to one another in order to foster

¹ Pat Thomson, *Refining Your Academic Writing: Strategies for Reading, Revising and Rewriting*, *Refining Your Academic Writing: Strategies for Reading, Revising and Rewriting* (Routledge, 2022).

² Jie Liu, *How Writing Works: A Field Guide to Effective Academic Writing*, *Educational Review*, 2023, LXXV <<https://doi.org/10.1080/00131911.2022.2147287>>.

novel approaches to the formation, construction, and reflection of knowledge¹. In the other words, through writing there are many benefits that can be obtained both for researcher and readers in exchanging important information.

According to David Nunan, writing is both a physical as well as mental act. On the surface, writing is a manual process of committing symbols (letters of the alphabet, etc.) to paper or a computer screen by manipulating a pencil, pen, or keys on a keyboard². It means that writing is a mental process of deliver ideas and thinking about how to present them effectively in the form a written text.

2. Writing Process

Writing process is a series of steps that result in the generation of ideas, their composition into a piece of writing or a talk, and their development. According to Keith S. Foles, there are seven stages in the writing process³, including:

a. Choose a Topic

Each essay focuses on a particular subject. The topic you choose is crucial since you don't want to write an essay on a subject that is too broad, like "pets," which cannot be addressed

¹ Gonca Yangın-Ekşi, Sedat Akayoglu, and Leonora Anyango, *New Directions in Technology for Writing Instruction*, 2022.

² Nicolas Bencherki, *Speaking, Handbook of Management Communication*, 2021 <<https://doi.org/10.1515/9781501508059-001>>.

³ Keith S. Folse and others, *GREAT WRITING 5 Student Book*.

in one sitting. In the same way, you don't want to write more than a paragraph or two about a topic that is too narrow, like "The weather in New York on August 25."

b. Brainstorm

The next stage of writing an essay is to use brainstorming to come up with ideas for your subject. Here's an illustration of a writing assignment: Task: Write a narrative essay that demonstrates a particular way that technology affects people's lives.

The overall subject is "people and technology." The assignment requires the writer to use a personal story to address the topic because it is a narrative essay. Look below to see how the author generated ideas for four topics related to the main theme: job applications, driving and cell phones, email issues, and health. It is evident that the author selected "cell phones and driving: The student's auto accident while texting will be the subject of the personal narrative. He crossed out the other three topics and selected the one he felt he could offer with the greatest backing.

c. Outline

Creating an outline is the next step after you've conducted a brainstorming session. Creating an outline facilitates the

organization of your information presentation. You can also use it to determine the essay's strong and weak points.

Roman numerals, capital letters, and a variety of information levels are used in formal outlines. Certain outlines are made up entirely of words or phrases. Some people have entire sentences. The kind of plan that will enable you to compose a fantastic essay should be used.

d. Write the First Draft

The first draft of your essay should be written when your outline is finished and you have gotten input from peers. Essay writing is never a straightforward procedure. You will edit your writing several times as you go. Actually, you can alter the hook and other sentences after you've written them and then add more words and sentences.

When writing a first draft, getting it written is crucial. Far too many students ponder over their speech for hours on end. Putting your thoughts down on paper and then revising your language to better convey your meaning is a far superior approach.

e. Get Feedback from a Peer

Asking a friend or classmate to review your thoughts and organization—starting with your outline—is a great approach to come up with recommendations for how to make your writing

better. Maybe you should modify or rewrite that section if something is unclear to that person. There are instances where linguistic issues lead information to be unclear. Other times, a dearth of strong supporting ideas or ambiguous ideas cause the issue. Although peer editing is frequently utilized for first drafts, it can also be beneficial for outlines, hooks, and other stages of the writing process.

f. Revise the First Draft

After receiving criticism from a peer editor, you can utilize that input to make the second draft of your essay better. When it comes to reacting to the input, you have at least four choices: take no action, add information, remove information, or correct inaccuracies.

g. Proofread the Final Draft

Do not forget to proofread! When you proofread, you correct mistakes in spelling and grammar. Ignorant errors cause your writing to appear sloppy and obstruct clear communication. Proofreading is not just about grammar and spelling, however. Even at this late stage, you can add or change words to make your essay sound better. It is essential to proofread your final essay carefully before you turn it in to your teacher.

Furthermore, by reducing down writing assignments into smaller, more manageable pieces, a writer might reduce the

intimidating nature of their work. Writers are therefore less likely to encounter writer's block when writing. Additionally, it could lessen the anxiety and stress that come with writing.

3. Characteristic of Academic Writing

Academic writing is typically weighted more to the passive voice than newspapers, magazines and fiction⁴. The goal of academic writing is to be accurate, impartial, impersonal, and semi-formal. Academic writing is a writing activity to complete a learning activity or study in education where the author is studying. Most of academic writing has a tendency to communicate ideas using properly formal verbs. the researcher's meaning accurately. Academic writing is a scientific essay which is a fact and is written according to a writing methodology. Academic writing is non-fiction writing produced by academic works such as writing produced by universities and students who analyze culture and propose new theories.

Academic writing is often represented as a sequence of three activities: (1) thinking and preparation, or pre-writing, (2) writing and (3) post-writing revision.⁵ First writer thinks and plan, then write, and after that revise.

⁴ Pat Thomson, *Refining Your Academic Writing* (New York: Routledge, 2023), 8.

⁵ Ibid

Academic writing is non-fiction writing produced by academic works such as writing produced by universities and students who analyze culture and propose new theories.

Some characteristics of academic writing are, as follows⁶:

- a. Organizing Writing to Convey Major and Support Ideas.
- b. Using relevant reasons and examples to support a position.
- c. Demonstrating a command of standard written English, including grammar, phrasing, effective sentence structure, spelling, and punctuation.
- d. Demonstrating facility with a range of vocabulary appropriate to the topic.
- e. Showing awareness of audience needs and write to a particular audience or reader.

Based on this information, it is known that academic writings are scientific references to account for the content and compose according to scientific concepts.

4. The Concept of Undergraduate Thesis

- a. Definition of Undergraduate Thesis

Typically, a graduate thesis or dissertation has an encyclopaedic focus. It offers a thorough analysis of the

⁶ Hinkel Eli, *Teaching Academic ESL Writing Practical Techniques in Vocabulary and Grammar* (London: Lawrence Erlbaum Associates, 2004).

literature together with background information on the past⁷. The undergraduate-thesis is the scientific explanation that presents and answers the research objectives⁸. This indicates that an extensive investigation of the article, including historical culture, should be included in an undergraduate thesis. Umberto Eco defines a thesis as a typewritten composition that is typically between 100 and 400 pages long, wherever the student discusses a specific issue in his field of study⁹. One could argue that the thesis's findings describe how students approach challenges in the subject of study.

A remarkable accomplishment of extended attention, an undergraduate thesis symbolizes the setting and realization of a high academic objective¹⁰. It indicates that the highest point of achievements or the final activity is an undergraduate thesis.

Based on the information above, an undergraduate thesis is a term used to describe a scientific document that presents research findings and uses the rules of the field to explore a topic or phenomenon.

⁷ V. Smith Robert, D. Densmore Llewellyn, and F. Lener Edward, *Graduate Research; A Guide for Students in the Science*, Fourth Edi (London: Elseveir Inc., 2016).

⁸ Theodoros Theodoridis and Juergen Kraemer, *06_Martha Davis-Scientific Papers and Presentations-2o Ed. (2004-377pg)*.

⁹ Swapnil S. Agarwal and others, *How to Write a Thesis?*, *National Journal of Physiology, Pharmacy and Pharmacology*, 2011, 1.

¹⁰ Enright Eimear and Mary O'Sullivan, *Listening to Young People's Voices in Physical Education and Youth Sport Research, Research Methods in Physical Education and Youth Sport*, 2012.

b. The Function of Undergraduate Thesis

The function of undergraduate thesis includes of¹¹:

- 1) The significant percentages of low birth weight in this understudied population demonstrate the importance of the undergraduate thesis.
- 2) If a student has the resources and the motivation to do so, he can write a thesis that serves as the basis for a larger research project that takes place in the coming years.
- 3) Writing a thesis also fosters the development of important professional abilities that continue long after graduation.
- 4) Creating a thesis helps students arrange their thoughts and information, work methodically, and construct an "object" that, in theory, benefits others.

According to the explanation provided, the undergraduate thesis serves as a resource for students, supervisors, reviewers, examiners, managers, and other stakeholders engaged in the preparation of theses or dissertations, beginning with the course on undergraduate thesis writing projects, research, report preparation, exams, and ending with the assessment phase.

¹¹ Umberto Eco, *How to Write a Thesis* (Cambridge: MIT Press, 2015), 5.

c. Elements of Undergraduate Thesis

Typically, undergraduate thesis includes of the following¹²:

1) Undergraduate Thesis Title

The thesis title is an expression of the research topic/subject to be researched. The things that need to be considered about choosing a research title are that it should be made brief, but reflect precisely about the research problem to be studied. The title is written straightforwardly using phrases and not in the form of news sentences or question sentences. In addition, the title should be no more than 20 words.

2) Background of the Study

The background of the problem generally suggests various academic problems and phenomena that are directly or indirectly related to the research title. This section also contains an explanation of the academic reasons for choosing certain problems that are considered interesting, stressful, and need to be researched. In this section, researchers must also provide a theoretical overview of the study to be raised.

¹² Drs Kuryani and others, *Pedoman Penulisan Karya Tulis Ilmiah; Fakultas Tarbiyah Dan Ilmu Keguruan*, ed. by M.Pd Dr. Zuhairi and M.Si Dr. Yudianto, Revisi (IAIN Metro: IAIN METRO LAMPUNG, 2023).

3) Research Questions

Research questions are essentially clearer and more systematic items on the problems expressed in the background of the problem. Thus, between the title, background, and research questions are closely related. The research questions asked aim to find out what description will be revealed in the field. The question is asked after the exposure of the background of the problem that raises academic problems.

4) Objective and Benefits of the Research

a) Objective of the Research

Research objectives are statements about the results to be obtained from research activities. In its formulation, operational words that can be used are "knowing, explaining, collaborating, revealing, proving, looking for relationships / differences between, building / formulating concepts, assessing", and so on.

b) Benefits of the Research

The benefits of research are the results that will be obtained after the research is carried out. In general, it is closely related to the research objectives, and contains the usefulness that will be obtained after the research objectives can be achieved.

5) Prior Research

Relevant research in the context of thesis writing is research by others that is substantively related to the theme or topic of research to be carried out by researchers.

6) Theoretical Foundation

The theoretical foundation is a theory that is carried out as a basis for study in the research to be carried out. The theoretical foundation contains a description of the theoretical theories related to the problem under study. This theoretical foundation comes from books and other academic references. Therefore, the theoretical framework is only theoretical and does not allude to the field data of the research being conducted.

7) Research Method

In this section, it is explained in detail the steps that will be taken in conducting research to answer the problems set, starting from determining the type and nature of research, data sources that are the subject of research (primary and secondary), data collection techniques, data validity assurance techniques, data analysis techniques, approaches (if necessary).

8) Bibliography

A bibliography is a list of cited sources or literature.

9) Appendices

Appendices are additional documents that offer further details and bolster a claim, but they are not necessary to comprehend the thesis itself. Put differently, appendices are related elements that support a claim and provide further information, but they are not a part of the intelligence behind the hypothesis.

B. Concept of Learning Lexical Bundles

1. The Definition of Lexical Bundles

Lexical bundles are recurrent expressions, regardless of their idiomaticity, and regardless of their structural status¹³. simple sequences of words that commonly co-occur in natural language use. In the other words, lexical bundles are a series combining three or more terms with a statistical tendency to appear together in a register. Thus, without lexical bundles, the meaning of information is not conveyed properly.

The multi-word sequences that recur most frequently and are widely dispersed throughout various texts are known as lexical bundles¹⁴. Word sequences such as "The use of" or "In order to" are

¹³ Salazar Danica. *Lexical Bundles in Native and Non-Native Academic Writing* (Amsterdam: John Benjamin's Publishing Co, 2014) 13.

¹⁴ Theodoros Theodoridis and Juergen Kraemer, *The Oxford Handbook of Linguistic Analysis*, Second Edi (New York: Oxford University Press, 2015).

examples of lexical bundles in English discourse. These are typically not idiomatic in meaning nor fully structured.

Lexical bundles are one of the few linguistic features that are identified by a fully automatic empirical analysis of a corpus without any preconceptions or intuition¹⁵. One of the most important distinctive feature of vocabulary bundles is the method by which they are identified using a specially designed computer program that iterates over the text and tag expressions in the corpus. Three or more frequently repeated words using a purely corpus-driven method.

Lexical bundles are built of more than one lexical element, ordered in a fixed manner, and they perform a specific function¹⁶. In the other words, A lexical bundle consists of multiple lexical items, arranged in a fixed order and serving a specific function.

2. The Function of Lexical Bundles

Suggested a tentative classification based on the functions and meanings of textual lexical bundles. Within their framework, three main functions are distinguished: (1) referential expressions; (2) discourse organizers; and (3) stance expressions¹⁷. In addition,

¹⁵ Reka R. Jablonkai and Eniko Csomay, *The Routledge Handbook of Corpora and English Language Teaching and Learning*, *The Routledge Handbook of Corpora and English Language Teaching and Learning*, 2022 <<https://doi.org/10.4324/9781003002901>>.

¹⁶ riza devi Afriana, *the legal language of scottish burghs*, *Angewandte Chemie International Edition*, 6(11), 951–952., 6.November (2017), 5–24.

¹⁷ Salazar Danica. *Lexical Bundles in Native and Non-Native Academic Writing* (Amsterdam: John Benjamin's Publishing Co, 2014), 16.

lexical bundles help writers in discourse organization by reflecting the relationship between previous and upcoming discourse. Lexical bundles are beneficial in making direct reference to a physical or abstract entity, or to the textual context itself.

Stance bundles, which are lexical bundles, convey opinions or degrees of confidence that surround other propositions. The relationships between previous and upcoming discourse are reflected in discourse organizers. Referential bundles directly relate to concrete or intangible objects, or to the textual context itself, either to name the object or to highlight a certain quality of the object that is particularly significant.

3. The Types of Lexical Bundles

Lexical Bundles have two types, there are structural types and functional types, each of which has three sub types. which are¹⁸;

a. Structural Types

Structurally, lexical bundles have three major types: 1) verb phrase fragments (is related to the), 2) dependent clause fragments (I need you to), and 3) noun or prepositional phrase fragments (in the case of). Each structural category includes a number of sub-categories which are illustrated in table 1.

¹⁸ Chan Swee Heng, Hadi Kashiha, and Helen Tan, 'Lexical Bundles: Facilitating University "Talk" in Group Discussions', *English Language Teaching*, 7.4 (2014), 1–10.

Table 1
Structural Types of Lexical Bundles

No.	Structural Categories	Sub-Categories	Sample Bundles
1.	Lexical Bundles That Incorporate Verb Phrase Fragments	1 st /2 nd person pronoun + VP fragment	<i>I'm not going to</i>
		3 rd person pronoun + VP fragment	<i>And this is a</i>
		Discourse marker + VP fragment	<i>I mean I don't</i>
		Verb phrase (with non-passive verb)	<i>In terms of</i>
		Verb phrase (with passive verb)	<i>Is based on the</i>
		Yes no question fragment	<i>Are you going to</i>
		WH question fragments	<i>What do you think</i>
2.	Lexical Bundles that Incorporate Dependent Clause Fragments	1 st /2 nd person pronoun + dependent clause fragment	<i>I want you to</i>
		WH clause fragments	<i>When we get to</i>
		If clause fragments	<i>If we look at</i>
		To clause fragment	<i>To be able to</i>
		That clause fragment	<i>That this is a</i>
3.	Lexical Bundles that Incorporate Noun Phrase and Prepositional Phrase Fragments	Noun phrase with of phrase fragment	<i>One of the things</i>
		Noun phrase with other post modifier fragment	<i>The way in which</i>
		Other noun phrase expressions	<i>In order to</i>
		Prepositional phrase expression	<i>The use of</i>
		Comparative expressions	<i>As well as, the effect</i>

b. Functional Types

The classification for analyzing the functions or meanings of lexical bundles is introduced three main functions for lexical

bundles: Stance bundles, discourse organizers, and referential bundles. Stance bundles are defined as the overt expression of an author's or speaker's attitudes, feelings, judgments, or commitment concerning the message. Discourse organizer bundles try to indicate the general overview of the sentence. Referential bundles single out some important features of an identity to be important in a way. The main functional categories entail a number of sub-functions which provide specific discourse functions, it is illustrated in table 2.

Table 2
Functional Types of Lexical Bundles

No.	Functional Types	Sub Functions	Example
1.	Stance Bundles	Epistemic stance	<i>The effect of</i>
		Attitudinal/modality stance	
		Desire	<i>I want you to</i>
		Obligation/directive	<i>It is important to</i>
		Intention/prediction	<i>We are going to</i>
		Ability	<i>To be able to</i>
2.	Discourse Organizes	Topic introduction	<i>In this chapter we</i>
		Topic elaboration/clarification	<i>In order to</i>
		Identification/focus	<i>One of the things</i>
		Imprecision	<i>Or something like that</i>
		Specification of attributes	
		Quantity specification	<i>The use of, the role of</i>
3.	Referential Bundles	Tangible framing	<i>In other words</i>
		Intangible framing	<i>In terms of</i>
		Time/place/text reference	
		Place reference	<i>In the United States</i>
		Time reference	<i>At the same time</i>
		Text deixis	<i>As well as</i>
		Multi-functional reference	<i>In the middle of</i>

4. The Characteristic of Lexical Bundles

Lexical bundles' main characteristic is their empirical foundation, which comes from their identification process that mostly depends on frequency criteria. Lexical bundles are regularly occurring lexical sequences that are automatically taken by a computer software from a specified corpus¹⁹. The developers of the LGSWE determined the most common consecutive word combinations found in the academic-prose and conversation portions of the Longman Spoken and Written English Corpus (LSWE), each of which has roughly five million words. For a combination to be considered a lexical bundle, it had to occur at least ten times per million words. However, for less frequent five- and six-word bundles, a lower cut-off was applied.

These cutoff points are quite arbitrary and vary depending on the study's parameters: Cut offs for lexical bundles have been applied in work ranging from in comparison to the initial ten to twenty²⁰, there are now up to forty cases per million words.

In order to avoid individual speaker/writer idiosyncrasies, a recurring lexical sequence must also occur in multiple texts within a register to be considered a lexical bundle. Biber et al.'s, bundles are

¹⁹ Salazar Danica. *Lexical Bundles in Native and Non-Native Academic Writing* (Amsterdam: John Benjamin's Publishing Co, 2014) 13

²⁰ Ken Hyland and Feng (Kevin) Jiang, 'Academic Lexical Bundles: How Are They Changing?', *International Journal of Corpus Linguistics*, 23.4 (2018), 383–407.

spread across at least five different texts in each register, but the minimum dispersion can vary across studies.

Research on lexical bundles has also revealed the inverse relationship between the length of a lexical bundle and its frequency²¹. In both the conversation and academic-prose sections of the LSWE, there are almost ten times as many three-word lexical bundles as four-word lexical bundles, and about ten times as many four-word lexical bundles as five-word lexical bundles. Three-word bundles occur over 80,000 times per million words in conversation and over 60,000 times per million words in academic prose, while four-word bundles occur over 8,500 times per million words in conversation and over 5,000 times per million words in academic prose.

²¹ Ken Hyland and Feng (Kevin) Jiang, 'Academic Lexical Bundles: How Are They Changing?', *International Journal of Corpus Linguistics*, 23.4 (2018), 383–407

CHAPTER III

RESEARCH METHOD

A. The Types and Characteristics of Research

Creswell states that in order to investigate this issue from the viewpoint of students enrolled in distant education, a qualitative research study is required¹. It can be said, that phenomena are revealed through qualitative research from the perspective of education. Research with the goals of describing, understanding, and explaining the phenomenon is called qualitative research. Through narrative exploration and description, a phenomenon can be understood. It indicates that the research process produced descriptive written or spoken data from the participants and observed behaviour.

Descriptive studies are also employed to suggest gathering up-to-date data, identifying issues, comparing or evaluating, and drawing conclusions from the experiences of others. The researcher in this instance examines how lexical bundles are used in the undergraduate theses of the students. In order to examine how lexical bundles are used the researcher chooses to use qualitative methods for research in undergraduate theses written by IAIN Metro students in the English department.

¹ John W. and J. David Creswell, *RESEARCH DESIGN Qualitative, Quantitative, and Mixed Methods Approaches*, 2023.

The main objective of this research is the descriptive qualitative investigation. The case study that the researcher did can be utilized to summarise and describe occurrences. Descriptive research uses surveys to try to gain a good idea of specific things. Describe the shared underlying features of the data through qualitative descriptive analysis.

The benefit of descriptive qualitative research is that it can provide valuable insights into the typical group member¹. In relation to the explanation presented, the goal of this study is to determine which lexical bundles are used in the undergraduate theses of the English department at IAIN Metro.

B. Data Resources

The sources used in this study have been divided into two categories by the researcher. Primary and secondary are the two categories.

1. Primary Sources

Original phenomena serve as primary sources for research. They are firsthand accounts or proof relevant to the subject at hand. The original information is presented in the primary sources, unaffected by interpretation, condensation, or evaluation on the part of another researcher. Ten undergraduate theses from IAIN Metro's English department students in academic year 2022/2023 serve as the main sources for this study, particularly chapter 1.

¹ Marczy Geoffrey, DeMatteo David, and Festinger David, *Essentials of Research Design and Methodology* (USA: John Wiley & Sons, Inc, 2005).

2. Secondary Sources

Secondary sources offer interpretation or analysis based on primary sources. They typically do so to support a certain assertion or persuade the reader to take a particular position. They may explain primary sources. Documents, journals, e-books, and articles that are relevant to the investigation are used as secondary sources in this study.

C. Data Collecting Technique

Theory or interpretations are derived from the data collection method analysis. "Many qualitative studies involve inquiries that gather multiple forms of data and spend a significant amount of time in the natural setting gathering information," according to Creswell². The accumulation of particular information that enables the researcher to appropriately assess the outcomes of all activities using his study design and techniques is known as data collecting.

In a research project, the data are required to serve as the raw material used to produce the data. It offers a clear path and a definitive response to a research question. Any investigation must have a definitive response from any query. Data are crucial to scientific inquiry. Furthermore, the data are required to support the numerous research arguments findings³. A collection of tools of data-gathering procedures, such as participant

² John W. Creswell, *Research Design: Qualitative, Quantitative and Mixed Methods Approaches 6 Edition* (New Delhi: Sage Publications, 2023), 84.

³ Singh Yonges Kumar, *Fundamental of Research Methodology and Statistics* (New Delhi: New Age International Publisher, 2006).

observation and document analysis, is also available to qualitative researchers. The researcher in this study used the paper to collect data. The researcher gathered documents from undergraduate theses in English from IAIN Metro students in academic year 2022/2023 that were produced as a result of lexical bundles.

In the course of collecting information, the researcher collects student writing lexical bundle results for analysis and used identification. Two methods are used by the researcher in this study to gather data. There include documentation and observations.

1. Documentation

Written records or other artifacts are used by qualitative researchers to better comprehend the topic they are studying⁴. The data for this study was collected using the documents technique by the researcher. When conducting qualitative research, documents can be an invaluable source of data. In Creswell's view, documents can be both public and confidential. Meeting minutes, editorials in official newspapers, and memos are examples of public documents. Private documents include things like letters, notes, diaries, and personal journals⁵. As a result, the necessary secondary data are recorded as data resources through documentation. Additionally, the researcher obtained the data from the results of the ten undergraduate theses from the English department

⁴Donald Ary et al., *Introduction to Research in Education Eight Edition* (USA: Wadsworth Cengage Learning, 2010), 432.

⁵ John W. Creswell, *Research Design: Qualitative, Quantitative and Mixed Methods Approaches 6 Edition* (New Delhi: Sage Publications, 2023), 84

academic year 2022/2023 at IAIN Metro, specifically from the first chapter.

2. Observation

The process of seeing people and surroundings at a research site in order to obtain unstructured, first-hand knowledge is called observation. There are benefits and drawbacks to using observation as a data collection method. Benefits include the chance to document information as it happens in a context, observe real behaviour, and research people who have trouble expressing themselves verbally. Observations have some disadvantages, including as the researcher's restriction to the locations and circumstances in which you are able to obtain access and the potential for rapport-building with subjects in certain settings. This might happen if the participants are not used to conducting formal research (in a non-university context, for example). The researcher in this study examined ten undergraduate theses written by IAIN Metro students in the English Department academic year 2022/2023, specifically in chapter 1.

D. Data Analysis Technique

Because the results serve as the foundation for all research conclusions, data analysis is a crucial component of research studies. Examining what was collected to determine meanings or character facts is the process of data analysis. It entails disassembling already complicated factors into simpler components and rearranging the components for the

sake of interpretation. In general, words (such as recordings, impressions, descriptions, observations, and the like) are used to collect qualitative data. To enable description and interpretation, the researcher must sort through the massive amount of data and code, classify, and arrange it. Two components are included in data analysis in qualitative research. The components include creating a description and themes in addition to text analysis.

The data is analyzed by the writer using the Miles and Huberman model⁶. The picture below shows the elements of this analyzing model.

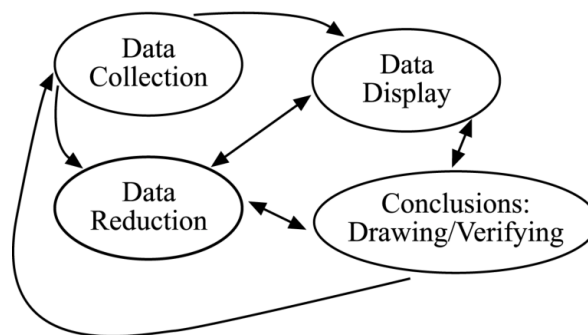


Figure I

Analysis Elements of Miles and Huberman Models

The following steps are carried out during data analysis using the Miles and Huberman model⁷:

1. When the researcher collects all the data needed to finish the study, this is known as data collection.

⁶ B. Miles Matthew and Huberman A. Michael, *Data Management and Analysis Methods*, in N.K Den (Thousand Oaks: Sage, 1994).

⁷ Matthew B. Miles and A Michael Huberman, *Data Management and Analysis Methods*, In N. K. Denzin and Y.S Lincoln (Eds.): Thousand Oaks, CA: Sage, 1994), 12.

2. The researcher selects and summarizes specifics in order to condense the amount of material he had obtained.
3. The researcher usually uses charts, figures, or graphics to show the data. The content of all the data should be able to be described by the presentation.
4. Finally, the researcher closes his research by making conclusions based on the data.

Consequently, it can be said that data analysis provides a number of purposes in research data analysis, such as providing context for the entirety of the raw data, computing parameters, expressing findings or making generalizations, testing the null hypothesis, and achieving meaningful outcomes.

CHAPTER IV

RESULT OF THE RESEARCH AND DISCUSSION

A. Result of the Research

1. Description of the Research Setting

a. The Brief History of IAIN Metro

Metro city, in the province of Lampung, is home to IAIN Metro. In this city, it is the only State Institute for Islamic Studies. IAIN Metro has a goal and mission as an Islamic university, which is one of our favorites. Its goal is to establish an Islamic institution that is both competitive and qualified. Then, in order to realize the vision, it consists of a number of missions, including the development of the three university pillars of education, research and development, and service society; the advancement and dissemination of technology within Islamic culture; and the production of intellectually gifted but morally upright academics.

Similar to this, IAIN, an Islamic institute, prepares the academic atmosphere for the advancement of both general science and Islam religious science. Furthermore, in contrast to normal institutions, this institute's academic atmosphere is distinguished by its unique integration of Islamic culture. In addition, IAIN Metro, an Islamic institution, offers an educational program grounded in Islamic principles.

Based on President RI No. 11, 1997's proclamation from March 21, 1997, IAIN Metro was constructed from April 23 to April 25, 1997. It is impossible to separate the history of IAIN Raden Intan Bandar Lampung from its founding, which was sparked by the leadership and religious leaders of the Lampung Islamic Welfare Foundation (YKIL). The two faculties that were located at Tanjung Karang—the Islamic law faculty and the education faculty—were discussed and accomplished during the YKIL meeting.

Citing the decree of Indonesian President No. 27.1963, YKIL must have three faculties minimum to implement Al-Jami'ah. As a result, YKIL established the Tanjung Karang-based Ushuludin Faculty. Finally, it brought Lampung society's desire of finding IAIN Al-Jami'ah to reality, based on the "State Islamic Institute Raden Intan Tanjung Karang" decree No. 187/68 issued by the Minister of Religious Affairs. IAIN Raden Intan Bandar Lampung replaced IAIN Raden Intan Tanjung Karang in 1993.

Similar to this, metro society requested that an Islamic law department and education be founded in metro city in 1967. Consequently, State Islamic College (STAIN) should be used as the payment method for institutional faculty IAIN outside of the central institute, as per the Director General of Bimas Islam's

handbill No. E.III/OT.00/AZ/1804/1996. Then, STAIN was made lawful by presidential decree (RI No. 11, 1997). Finally, on August 1st, 2016, it was legalized and renamed the State Institute for Islamic Studies (IAIN). That was the background of STAIN Jurai Siwo Metro's founding.

The Tarbiyah Faculty, Economy Business Faculty, Syariah Faculty, and Islamic Announcement and Communication Faculty are the four faculties that IAIN Metro currently has. First, Islamic education study programs (PAI), Arabic education study programs (PBA), English education study programs (TBI), Islamic elementary school education study programs (PGMI), Islamic childhood education study programs (PIAUD), mathematics education study programs (TPM), biology education study programs (TPB), and social science education study programs (IPS) are covered by tarbiyah and teacher training faculty.

The Islamic law department (AS), Islamic economy law (Hesy), and Islamic constitutional law (HTNI) are other offerings of the Syariah faculty. Additionally, the Islamic Economy and Business Faculty offers the following courses: Islamic Accountant (AKS), Islamic Economy Study Program (ESy), Bachelor of Syariah Banking (S1 PBS), D3 Syariah Banking (D3 PBS), and Pilgrimage Management (MHU). Language and Arabic literature (BSA), Islamic extension guidance (BPI), and Islamic

communication and broadcasting program (KPI) are all covered concurrently by the Islamic announcement and communication faculty.

a. The Structural Organization of IAIN Metro

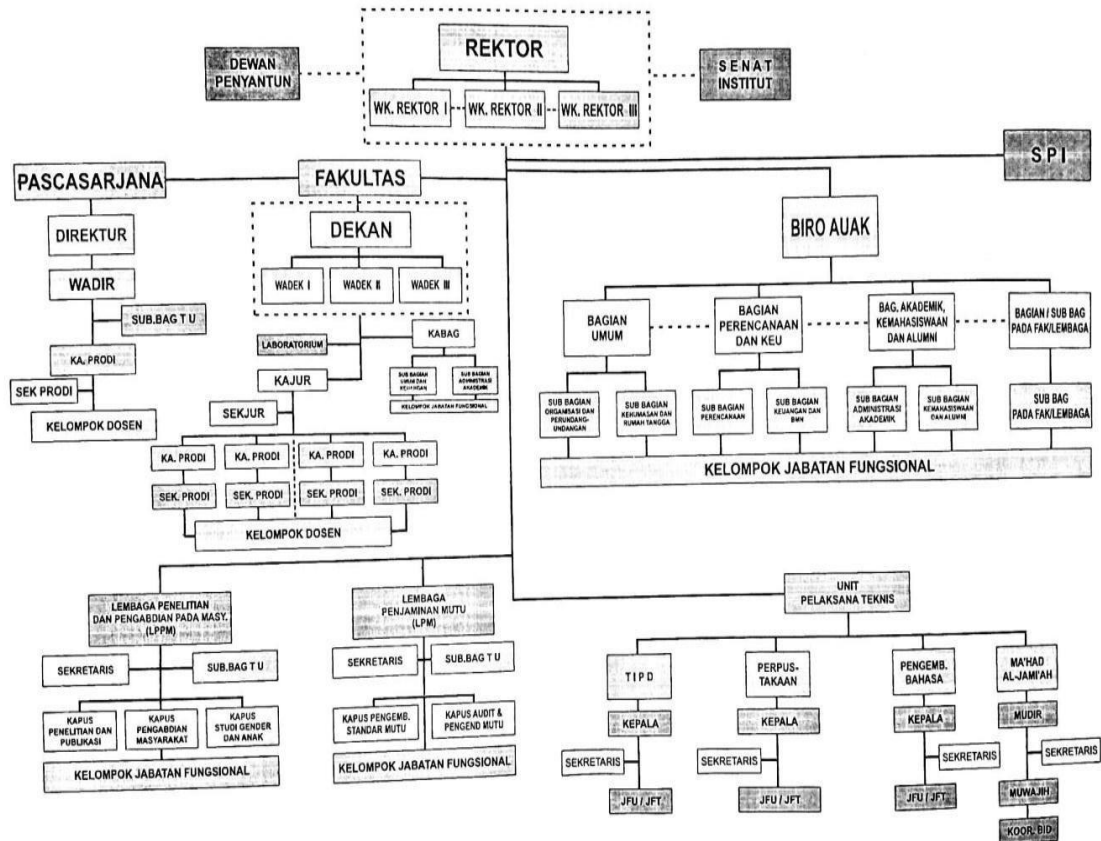


Figure 2.
Structural organization of State Institute for Islamic Studies of Metro in academic year 2023/2024

b. The Facilities of IAIN Metro

The State Institute for Islamic Studies of Metro offers the following facilities to help instructors and students: lecture hall, computer lab, baitul mal wa tanwil, library, language lab, micro teaching lab, Islamic development unit, classroom, mosque, futsal field, basketball field, wall climbing field, volley field, tennis field,

auditorium, students' activities unit (UKM) room, students committee office. The following table provides access to the facility details:

Table 3.

Facilities in State Institute for Islamic Studies of Metro

No.	Facilities	Total
1.	Lecturers` room	4
2.	Computer laboratory unit & BMT	4
3.	Library Unit	1
4.	Language Laboratoty Unit	2
5.	Micro Teaching Laboratory	1
6.	Islamic Development Unit	1
7.	Classroom	38
8.	Mosque	1
9.	Futsal Field	1
10.	Basketball Field	1
11.	Wall Climbing Field	1
12.	Volleyball Field	1
13.	Tennis Field	1
14.	Auditorium	1
15.	Students Activities Unit	1
16.	Students Committee Office	1
17.	Canteen	1

Source: Documentation of state institute for Islamic studies of Metro

c. The Sketch of Location of IAIN Metro

The Location Sketch of IAIN Metro (Campus 1)

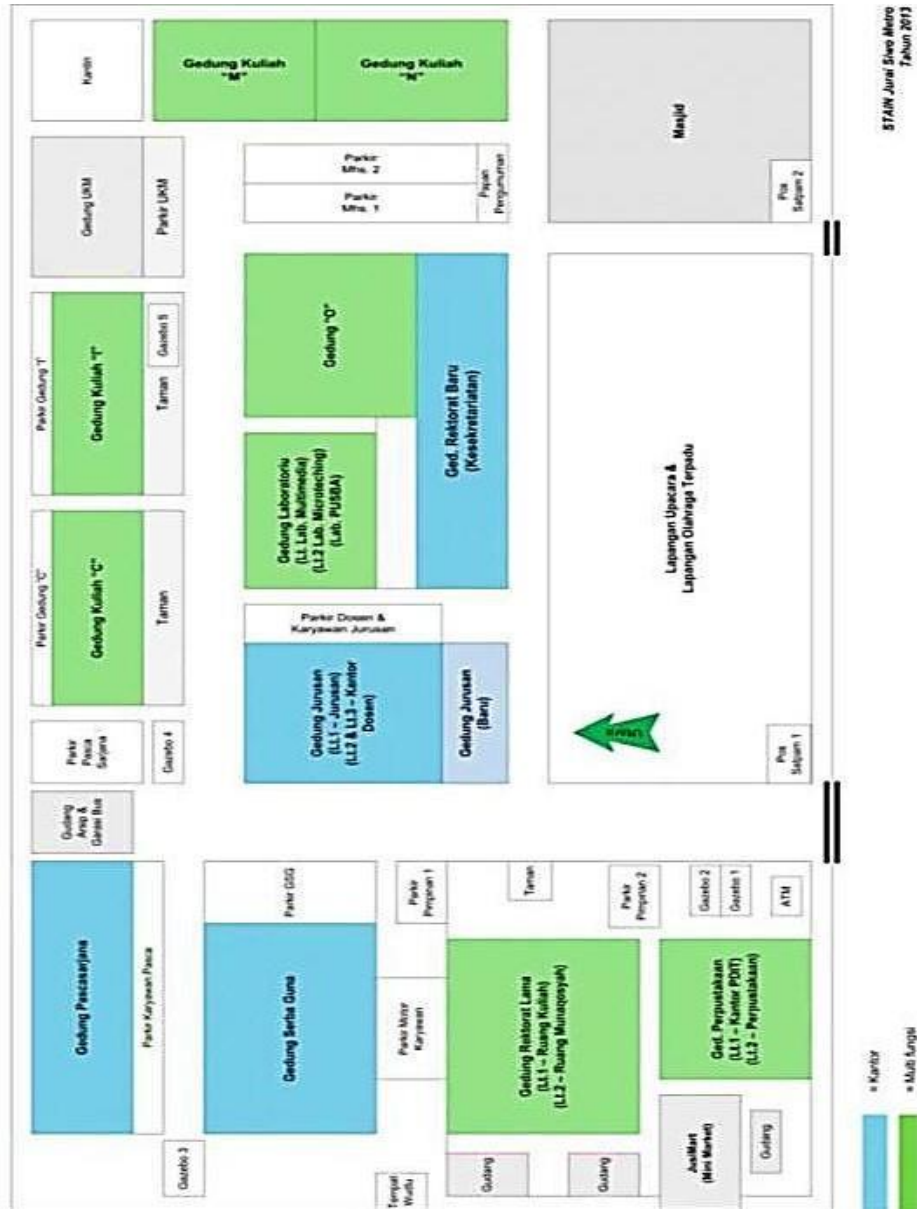


Figure 3.
The location sketch of IAIN Metro (Campus 1)

d. The Student in IAIN Metro

Table 4.

Total of Students State Institute for Islamic Studies of Metro

Study Program	Male	Female	Total
TARBIYAH	576	1864	2440
➤ Islamic Education Program (PAI)	273	576	847
➤ English Education Program (TBI)	65	261	326
➤ Arabic Education Program (PBA)	50	73	123
➤ Islamic Elementary School Education Program (PGMI)	43	378	421
➤ Mathematic Education Program (TPM)	40	135	175
➤ Biology Education Program (TPB)	33	167	200
➤ Science Social Education Program (TIPS)	71	141	212
➤ Islamic Childhood Education Program (PIAUD)	1	135	136
SYARIAH	265	284	549
➤ Islamic Family Law Program (AS)	102	107	209
➤ Syariah Economy Law Program (Hesy)	79	83	162
➤ Islamic Constitutional Law (HTNI)	84	94	178
ISLAMIC BUSSINESS AND ECONOMIC	463	1163	1627
➤ D3 Syariah Banking Program (D3 PBS)	0	0	0
➤ S1 Syari'ah Banking Program (S1 PBS)	96	291	387
➤ Islamic Accountant (AKS)	98	291	387
➤ Islamic Economy Program (Esy)	273	570	843
➤ Pilgrimage Management (MHU)	36	60	97
DA'WAH AND COMMUNICATION	136	200	336

➤ Language and Arabic Literature (BSA)	23	33	56
➤ Communication and Islamic Broadcasting (KPI)	97	110	207
➤ Islamic Extension Guidance (BPI)	16	57	73
PPG – Islamic Education Program	16	24	40
UNDERGRADUATE STUDENTS TOTAL	1456	3535	4992
➤ S2 Arabic Education Program	29	22	51
➤ S2 Islamic Family Law Program	59	27	86
➤ S2 Islamic Economy Program	41	36	77
➤ S2 Islamic Education Program	83	75	158
GRADUATE STUDENTS TOTAL	212	160	372
STUDENTS TOTAL	1668	3695	5364

Sources; Sistem Akademik (Sismik) IAIN Metro access May 10, 24.

2. Description of the Research Result

The description of the research result pertains to the objectives of the study, which include examining the utilization of lexical bundles in the undergraduate thesis of English Education Department students at IAIN Metro and identifying the predominant type of lexical bundles employed in the undergraduate thesis.

a. The Use of Lexical Bundles in the Undergraduate-Thesis on the English Education Department Students at IAIN Metro

Observation techniques were used to gather data regarding the lexical bundles used in the undergraduate thesis. Consequently, an observation sheet serves as the instrument. Ten undergraduate theses authored by TBI IAIN Metro students are the subject of this study.

The following data shows how lexical bundles were used in IAIN Metro students' undergraduate theses:

1) AV

In the following data, there are one use of the lexical bundles in the undergraduate-thesis, especially in the background of the study. There is the use of lexical bundles classified in discourse organizes types.

The following sentences:

Can the use of wrap up strategy improve students' reading comprehension of eleventh grade of MA Swasta Daar Al Hikmah Seputih Mataram Central Lampung in the academic year of 2022/2023?

The sentences contain the use of lexical bundles in discourse organizes types and Lexical bundles that incorporate noun phrase and prepositional phrase fragment's structure especially in prepositional phrase expressions.

2) AA

In the following data, there are two uses of the lexical bundles in the undergraduate-thesis, especially in the background of the study. There is the use of lexical bundles classified in discourse organizes types and referential bundles types.

The following sentences:

The purpose of this study is to find derivational and analyze the use of derivational morphemes in —Wrinkle in Time Novell through qualitative research

The sentences contain the use of lexical bundles in discourse organizes types and Lexical bundles that incorporate noun phrase and prepositional phrase fragment's structure especially in prepositional phrase expressions.

The language itself is made up of two aspects, form and meaning. In terms of meaning, morphemes are the smallest meaningful units in the language

The sentences contain the use of lexical bundles in referential bundles types and Lexical bundles that incorporate verb phrase fragments especially in Verb phrase (with non-passive verb).

3) AY

In the following data, there are four uses of the lexical bundles in the undergraduate-thesis, especially in the background of the study. There is the use of lexical bundles classified in discourse organizes types.

The following sentences:

In addition, it is beneficial to have the students understand the use of lexical chain that makes the sentence in the text becomes concise, varied, without reducing the meaning of its sentence.

That is because this study will provide an overview of data collection and processing procedures related to the use of lexical chain in writing.

The relations are: 1) repetition of the same word in the same sense, 2) the use of synonyms/ hypernyms /hyponyms for a word

in addition, the role of lexical chain in writing especially summarization text is to reaffirm the contents conveyed in a concise and clear manner.

The sentences contain the use of lexical bundles in discourse organizes types and Lexical bundles that incorporate noun phrase and prepositional phrase fragment's structure especially in prepositional phrase expressions.

4) DM

In the following data, there are five uses of the lexical bundles in the undergraduate-thesis, especially in the background of the study. There is the use of lexical bundles classified in discourse organizes types, referential bundles types, and stance bundles types.

The following sentences:

The first Zulkipli under the title The Use of Problem Based (PBL) Learning in Teaching Reading.

The sentences contain the use of lexical bundles in discourse organizes types and Lexical bundles that incorporate noun phrase and prepositional phrase fragment's structure especially in prepositional phrase expressions.

The habit can become a healthy addiction and add to available information on a variety of topics. It helps us to keep in touch with contemporary writers as well as people from ancient times and makes us sensitive to global issues.

The sentences contain the use of lexical bundles in referential bundles types and Lexical bundles that incorporate noun phrase and prepositional phrase fragment's structure especially in comparative expressions.

The second A Kartikasari under the title —The Effectiveness of Problem Based Learning Approach Based on Multiple Intelligences in Terms of Student 's Achievement, Mathematical Connection Ability, and Self Esteem.

Based on the research result, it can be concluded that research using problem-based learning method based on multiple intelligences in terms of student 's achievement.

The sentences contain the use of lexical bundles in referential bundles types and Lexical bundles that incorporate verb phrase fragments especially in Verb phrase (with non-passive verb).

The third is Ridho Angga Mulya with the title —The Effect of Problem Based Learning method toward Student 's Speaking Ability at The First Grade of SMAN 1 Enam Lingkungan.

The sentences contain the use of lexical bundles in stance bundles types and Lexical bundles that incorporate noun phrase and prepositional phrase

fragment's structure especially in comparative expressions.

5) EA

In the following data, there are five uses of the lexical bundles in the undergraduate-thesis, especially in the background of the study. There is the use of lexical bundles classified in discourse organizes types and referential bundles types.

The following sentences:

For example, in the process of writing narrative texts, of course, there are provisions in writing, especially in the use of tenses.

When students who do not understand the affix material they receive in class, it will have an impact on inaccuracy in the use of grammar in the writing process.

The similarities of the research are relevant above with the research conducted by authors, namely about the use of Affix in writing for its students.

The sentences contain the use of lexical bundles in discourse organizes types and Lexical bundles that incorporate noun phrase and prepositional phrase fragment's structure especially in prepositional phrase expressions.

In writing itself, also has several sub-sections that need to be understood in order to produce a good and appropriate writing.

The sentences contain the use of lexical bundles in referential bundles types and Lexical bundles that incorporate noun phrase and prepositional phrase fragments especially in other noun phrase expressions.

So that it can affect the results of writing, in other words, the writing will look less in accordance with the existing writing rules.

The sentences contain the use of lexical bundles in discourse organizes types and Lexical bundles that incorporate noun phrase and prepositional phrase fragments especially in other noun phrase expressions.

6) DA

In the following data, there are eight uses of the lexical bundles in the undergraduate-thesis, especially in the background of the study. There is the use of lexical bundles classified in discourse organizes types, referential bundles types, and stance bundles types.

The following sentences:

While, this research is focus on the use of Islamic terms in Maher Zein's songs.

From these best-famous songs, Maher Zein introduces the use of Islamic terms in English which are sometimes not known by English Muslim users and the global community

The sentences contain the use of lexical bundles in discourse organizes types and Lexical bundles that

incorporate noun phrase and prepositional phrase fragment's structure especially in prepositional phrase expressions.

English has a lot of grammar elements that are very important to note in order to be used appropriately.

Over time, Muslim musicians began to compose songs that had Islamic values in their lyrics in order to guide listeners could reflect on the religious messages of the song.

The sentences contain the use of lexical bundles in referential bundles types and Lexical bundles that incorporate noun phrase and prepositional phrase fragments especially in other noun phrase expressions.

Songs can tell and introduce a culture, history, hearth feelings and also the language use, as well as in teaching English, Muslim educators use Islamic English songs as a media in the classroom.

According to Sevki Komur and Gursan Sarak Hasan on their paper stated that songs can be a source of rich positive impact in learning English in the classroom, listening to Islamic English songs can enrich students' vocabulary, correct their pronunciation and also help them to be accustomed to the English daily use as well as their skill in four language skills.

Mistakes like these can confuse most English Muslim users and as well as non-Muslim English speakers.

The sentences contain the use of lexical bundles in referential bundles types and Lexical bundles that incorporate noun phrase and prepositional phrase

fragment's structure especially in comparative expressions.

Due to this, the purpose of this study is to identify the effect of using Islamic songs in English learning. Based on a case study methodology, this study gathered data by sending invitations to 100 women and 10 men from Islamic University in Metro, Indonesia.

The sentences contain the use of lexical bundles in stance bundles types and Lexical bundles that incorporate noun phrase and prepositional phrase fragment's structure especially in comparative expressions.

7) DY

In the following data, there are two uses of the lexical bundles in the undergraduate-thesis, especially in the background of the study. There is the use of lexical bundles classified in discourse organizes types.

The following sentences:

Moreover, The European Commission defines e-learning as "the use of new multimedia technologies and the internet to improve the quality of learning by facilitating access to resources and services as well as remote exchanges and collaboration".

The title of her research is "The Use of Animation Video to Improve Students' Vocabulary in Writing Text Tenth Grade at MA Assalam Timbuseng".

The sentences contain the use of lexical bundles in discourse organizes types and Lexical bundles that

incorporate noun phrase and prepositional phrase fragment's structure especially in prepositional phrase expressions.

8) NU

In the following data, there are eight uses of the lexical bundles in the undergraduate-thesis, especially in the background of the study. There is the use of lexical bundles classified in discourse organizes types and referential bundles types.

The following sentences:

From the description above, the researcher intends to analysis how the use of e-learning in teaching students' speaking in the English Department of IAIN Metro.

The results of this research are expected to provide knowledge about the form of e-learning seen from the use of online based learning.

This study aims to investigate how to implement the use of an online learning website, named Rumah Belajar, which is used at MAN 2 Bandar Lampung in increasing students' vocabulary.

The sentences contain the use of lexical bundles in discourse organizes types and Lexical bundles that incorporate noun phrase and prepositional phrase fragment's structure especially in prepositional phrase expressions.

In order to break the chain of spread of the virus, the Indonesian government has set a policy of temporarily

closing the teaching and learning process in schools and universities.

The sentences contain the use of lexical bundles in referential bundles types and Lexical bundles that incorporate noun phrase and prepositional phrase fragments especially in other noun phrase expressions.

Moreover, The European Commission defines e-learning as “the use of new multimedia technologies and the internet to improve the quality of learning by facilitating access to resources and services as well as remote exchanges and collaboration”

Then, the benefits of using e-learning are very efficient as well as practical and make students more sensitive to technological advances.

The sentences contain the use of lexical bundles in referential bundles types and Lexical bundles that incorporate noun phrase and prepositional phrase fragment’s structure especially in comparative expressions.

In comparison, these two studies have differences in terms of research objectives.

This research has similarities with the research to be carried out in terms of methods, namely qualitative research methods.

The sentences contain the use of lexical bundles in referential bundles types and Lexical bundles that incorporate verb phrase fragments especially in Verb phrase (with non-passive verb).

9) PA

In the following data, there are seven uses of the lexical bundles in the undergraduate-thesis, especially in the background of the study. There is the use of lexical bundles classified in discourse organizes types and referential bundles types.

The following sentences:

One of the effective applications in teaching reading is the use of Quizizz application as a tool to improve students' reading skill in pandemic era.

The use of technology can assist the teachers in completing student tasks more efficiently and effectively.

The researcher aimed to investigate whether the use of Quizizz Application can improve students' reading and improve students' learning activity in pandemic era of the eighth graders at SMPN 2 Bumiratu Nuban of Central Lampung.

The use of Quizizz application was expected can give effective learning activity and significant improvement on the student's reading ability.

The first prior research was done by Pradnyadewi and Kristiani which entitled "The Use of Quizizz in Improving Student's Reading Skill".

The sentences contain the use of lexical bundles in discourse organizes types and Lexical bundles that incorporate noun phrase and prepositional phrase fragment's structure especially in prepositional phrase expressions.

There are many difficulties that students have especially for their experience in reading or in terms of reading comprehension, students feel lazy, difficult to know about the information from book, the lack of motivation in reading, difficulty to pronounce the word and lack of vocabulary in reading.

This research has a purpose that shows the quality of the developed online quizzes as a formative assessment in terms of content validity was very high and the practicality was excellent.

The sentences contain the use of lexical bundles in referential bundles types and Lexical bundles that incorporate verb phrase fragments especially in Verb phrase (with non-passive verb).

10) WH

In the following data, there are six uses of the lexical bundles in the undergraduate-thesis, especially in the background of the study. There is the use of lexical bundles classified in discourse organizes types and referential bundles types.

The following sentences:

The teachers also agree that the use of videos and pictures in learning English is one of the efforts to increase students' learning motivation.

With the use of online learning media, the delivery of learning materials by teachers to students does not need to be done face-to-face.

In addition, parents are required to supervise their children in the learning process at home, both in terms of the use of technology and monitoring the learning process, restrictions on learning time and time to play,

as well as supervision in carrying out school assignments given by online teachers.

The sentences contain the use of lexical bundles in discourse organizes types and Lexical bundles that incorporate noun phrase and prepositional phrase fragment's structure especially in prepositional phrase expressions.

This interaction restriction is a form of anticipation as well as a solution by the government to overcome the level of spread and break the chain of the Covid-19 pandemic.

In addition, parents are required to supervise their children in the learning process at home, both in terms of the use of technology and monitoring the learning process, restrictions on learning time and time to play, as well as supervision in carrying out school assignments given by online teachers.

The sentences contain the use of lexical bundles in referential bundles types and Lexical bundles that incorporate noun phrase and prepositional phrase fragment's structure especially in comparative expressions.

In addition, parents are required to supervise their children in the learning process at home, both in terms of the use of technology and monitoring the learning process, restrictions on learning time and time to play, as well as supervision in carrying out school assignments given by online teachers.

The sentences contain the use of lexical bundles in referential bundles types and Lexical bundles that

incorporate verb phrase fragments especially in Verb phrase (with non-passive verb).

The result of observation data related to the use of lexical bundles in thesis in full are presented in appendix 3 data analysis in illustrations in the following table:

Table 5.
The use of Lexical Bundles in Undergraduate Thesis

No.	Lexical Bundles	Types	Frequency
1.	The use of	Discourse Organizes	25 Times
2.	In terms of	Referential Bundles	8 Times
3.	The role of	Discourse Organizes	1 Times
4.	As well as	Referential Bundles	7 Times
5.	The effect of	Stance Bundles	2 Times
6.	In order to	Referential Bundles	4 Times
7.	In other words	Discourse Organizes	1 Times

The aforementioned data indicates that the usage of lexical bundles in undergraduate theses on students in the English Education Department at IAIN Metro is mostly driven by the discourse organizes kinds (*the use of*).

b. The Most Dominant Type of Lexical Bundles Used in the Undergraduate Thesis on the English Education Department Students at IAIN Metro. The Types of Lexical Bundles Include Of

1) Discourse Organizes

Twenty-five uses of the lexical bundles type discourse organize (*the use of*) dominated absolutely other types, according to the findings of observations made of ten undergraduate theses in the background of the study (*the use of*).

2) Referential Bundles

Eight uses of the lexical bundles type referential bundles (*in terms of*) completely outweighed all other types, according to the findings of observations made on ten undergraduate theses in the background of the study. bundles of references (*in terms of*).

3) Stance Bundles

Seven uses of lexical bundles type attitude bundles (*the effect of*) completely outweighed all other types, according to the findings of observations made of ten undergraduate theses in the context of the study.

All of the explanation above can be illustrated shortly in the following table:

Table 6.**The types of Lexical Bundles in Undergraduate-theses**

No.	The Types of Lexical Bundles	Frequency	Percentage
1.	Discourse Organizes	25	71%
2.	Referential Bundles	8	23%
3.	Stance Bundles	2	6%

The aforementioned data indicates that the usage of lexical bundle types discourse organizes is the predominant kind of lexical bundles in the undergraduate thesis on students in the English Education Department at IAIN Metro.

B. Discussion

The discussion of the research results is presented in the following explanation:

1. The use of Lexical Bundles in the Undergraduate thesis on the English Education Department Student at IAIN Metro

Utilizing an observation sheet built on Biber's theory, which categorized the use of lexical bundles, the researcher examined how lexical bundles were utilized in the undergraduate thesis¹. In reviewing the use of the lexical bundles in the undergraduate-thesis of IAIN

¹ Douglas Biber, Susan Conrad, and Viviana Cortes, 'If You Look At...: Lexical Bundles in University Teaching and Textbooks', *Applied Linguistics*, 25 (2004), 371–405.

Metro, the researcher observed 10 backgrounds of the study. The result of observation is shown in the following diagram:

The use of Lexical Bundles in Undergraduate Thesis

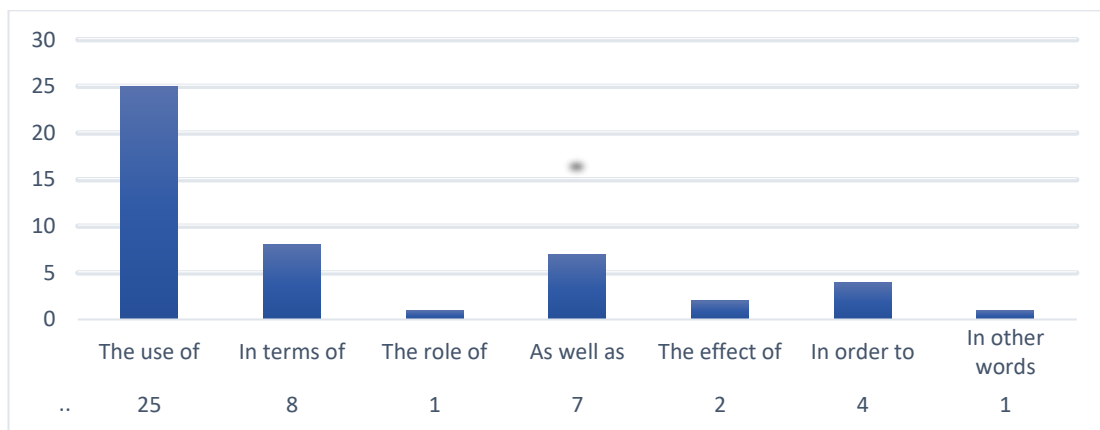


Figure 4.

The use of Lexical Bundles in Undergraduate Thesis of English Department at IAIN Metro

Based on the aforementioned statistics, it is evident that one type of lexical bundle—discourse organizes—is used 25 times more frequently than other types in the undergraduate theses of IAIN Metro students in the English Education Department.

2. The Most Dominant Type of Lexical Bundles Used in the Undergraduate Thesis on the English Education Department Student at IAIN Metro

The researcher accumulated observations from Biber theory, which claims that there are three categories of lexical bundles: discourse organizes, referential bundles, and stance bundles, in order to analyze the most prevalent type of lexical bundles in the undergraduate thesis. The researcher saw ten undergraduate theses in the study's backdrop

while reviewing the most common kind of lexical bundles in the theses. In the meanwhile, the accompanying diagram displays the research's findings:

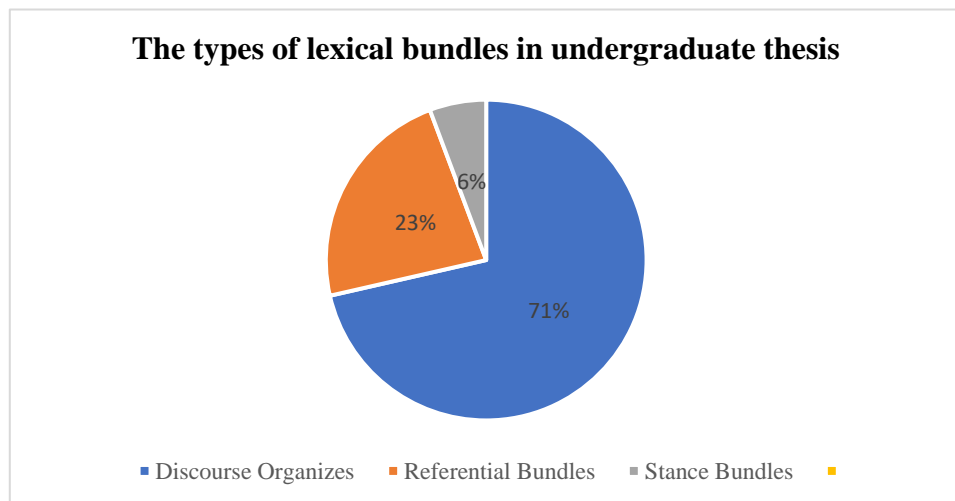


Figure 5
The types of lexical bundles in undergraduate thesis

It is evident from the data in the above table that 71% of the lexical bundles in undergraduate theses are of the sort that the discourse organizes.

CHAPTER V

CONCLUSSION AND SUGGESTION

A. Conclusion

The study's conclusion makes reference to its goals, which comprise two research findings. The initial research finding concerns the application of lexical bundles in undergraduate theses written by students in the English Education Department at IAIN Metro. The second research finding relates to the most common kind of lexical bundles found in undergraduate theses written by students in the IAIN Metro English Education Department.

The researcher employs the Biber framework, which divides lexical bundles into three primary categories: verb-based, noun-based, and prepositional-based bundles, to classify the structure of lexical bundles. Last but not least, the researcher modified Hyland's discourse organizers, referential bundles, and stance bundles framework to analyze the functions of lexical bundles.

Noun phrases with fragment bundles constituted the majority of the lexical bundles used in the result and discussion portions of the undergraduate theses on the English Education Department at IAIN Metro. More discourse organizers of description are typically used by undergraduate students.

As a consequence of the study, the three lexical bundle types that are most common in the IAIN Metro English Education Department's discourse organizes kinds are reaching (71%)

B. Suggestion

Based on the conclusion above, the researcher provides some suggestion:

1. For the students

It is anticipated that IAIN Metro students, particularly those pursuing English education, will find this research beneficial. They should get better at English as a result of this research.

2. For the English lecturers

The findings of this study may motivate IAIN Metro English instructors to help their students write better in the language. This study can give lecturers valuable information on the types of disjunctions that are frequently employed and frequently cause students' problems in undergraduate theses. Instructors can provide a number of substitute strategies to help pupils write better.

3. For the other researchers

It is anticipated that the study will serve as a reference for future research on lexical bundles by other scholars. This is due to the fact that learning about lexical bundles is crucial for understanding writing skills. Furthermore, the results of this study may serve as the foundation for policies pertaining to instructional media and resources for educational institutions.

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APPENDICES

1. Blueprint of Observation Sheet

The purpose of using this blueprint of observation is to determine the writing background of study of students of the undergraduate-thesis on the English Education Department Student at IAIN Metro;

No.	Students' Data	Sentences	The Lexical Bundles	Types of Lexical Bundles
1.	AV	Can the use of wrap up strategy improve students' reading comprehension of eleventh grade of MA Swasta Daar Al Hikmah Seputih Mataram Central Lampung in the academic year of 2022/2023?	The use of	Discourse Organizes
2.	AA	The purpose of this study is to find derivational and analyze the use of derivational morphemes in —Wrinkle in Time Novell through qualitative research	The use of	Discourse Organizes
		The language itself is made up of two aspects, form and	In terms of	Referential Bundles

		meaning. In terms of meaning, morphemes are the smallest meaningful units in the language		
3.	AY	In addition, it is beneficial to have the students understand the use of lexical chain that makes the sentence in the text becomes concise, varied, without reducing the meaning of its sentence.	The use of	Discourse Organizes
		That is because this study will provide an overview of data collection and processing procedures related to the use of lexical chain in writing.	The use of	Discourse Organizes
		The relations are: 1) repetition of the same word in the same sense, 2) the use of synonyms/ hypernyms /hyponyms for a word	The use of	Disource Organizes

		in addition, the role of lexical chain in writing especially summarization text is to reaffirm the contents conveyed in a concise and clear manner.	The role of	Discourse Organizes
4.	DM	The first Zulkipli under the title The Use of Problem Based (PBL) Learning in Teaching Reading	The use of	Discourse Organizes
		The habit can become a healthy addiction and add to available information on a variety of topics. It helps us to keep in touch with contemporary writers as well as people from ancient times and makes us sensitive to global issues.	As well as	Referential Bundles
		The second A Kartikasari under the title —The Effectiveness of Problem Based Learning Approach	In terms of	Referential Bundles

		Based on Multiple Intelligences in Terms of Student 's Achievement, Mathematical Connection Ability, and Self Esteem.		
		Based on the research result, it can be concluded that research using problem-based learning method based on multiple intelligences in terms of student 's achievement.	In terms of	Referential Bundles
		The third is Ridho Angga Mulya with the title —The Effect of Problem Based Learning method toward Student 's Speaking Ability at The First Grade of SMAN 1 Enam Lingkungan.	The effect of	Stance Bundles
5.	EA	For example, in the process of writing	The use of	Discourse Organizes

		narrative texts, of course, there are provisions in writing, especially in the use of tenses.		
		When students who do not understand the affix material they receive in class, it will have an impact on inaccuracy in the use of grammar in the writing process.	The use of	Discourse Organizes
		The similarities of the research are relevant above with the research conducted by authors, namely about the use of Affix in writing for its students.	The use of	Discourse Organizes
		In writing itself, also has several sub-sections that need to be	In order to	Referential Bundles

		understood in order to produce a good and appropriate writing.		
		So that it can affect the results of writing, in other words, the writing will look less in accordance with the existing writing rules.	In other words	Discourse Organizes
6.	DA	While, this research is focus on the use of Islamic terms in Maher Zein's songs.	The use of	Discourse Organizes
		From these best-famous songs, Maher Zein introduces the use of Islamic terms in English which are sometimes not known by English Muslim users and the global community.	The use of	Discourse Organizes

	English has a lot of grammar elements that are very important to note in order to be used appropriately.	In order to	Referential Bundles
	Over time, Muslim musicians began to compose songs that had Islamic values in their lyrics in order to guide listeners could reflect on the religious messages of the song.	In order to	Referential Bundles
	Songs can tell and introduce a culture, history, hearth feelings and also the language use, as well as in teaching English, Muslim educators use Islamic English songs as a media in the classroom.	As well as	Referential Bundles
	According to Sevki Komur and Gursan Sarak Hasan on their	As well as	Referential Bundles

	<p>paper stated that songs can be a source of rich positive impact in learning English in the classroom, listening to Islamic English songs can enrich students' vocabulary, correct their pronunciation and also help them to be accustomed to the English daily use as well as their skill in four language skills.</p>		
	<p>Mistakes like these can confuse most English Muslim users and as well as non-Muslim English speakers.</p>	As well as	Referential Bundles
	<p>Due to this, the purpose of this study is to identify the effect of using Islamic songs in English learning. Based on a case study methodology, this study gathered data by sending invitations to 100 women and 10 men from Islamic</p>	The effect of	Stance Bundles

		University in Metro, Indonesia.		
7.	DY	Moreover, The European Commission defines e-learning as “the use of new multimedia technologies and the internet to improve the quality of learning by facilitating access to resources and services as well as remote exchanges and collaboration”.	The use of	Discourse Organizes
		The title of her research is “The Use of Animation Video to Improve Students’ Vocabulary in Writing Text Tenth Grade at MA Assalam Timbuseng”.	The use of	Discourse Organizes
8.	NU	From the description above, the researcher intends to analysis how the use of e-learning in teaching students' speaking in the English	The use of	Discourse Organizes

	Department of IAIN Metro.		
	The results of this research are expected to provide knowledge about the form of e-learning seen from the use of online based learning.	The use of	Discourse Organizes
	This study aims to investigate how to implement the use of an online learning website, named Rumah Belajar, which is used at MAN 2 Bandar Lampung in increasing students' vocabulary.	The use of	Discourse Organizes
	In order to break the chain of spread of the virus, the Indonesian government has set a policy of temporarily closing the teaching and learning process in schools and universities.	In order to	Referential Bundles
	Moreover, The European Commission defines e-learning as	As well as	Referential Bundles

		<p>“the use of new multimedia technologies and the internet to improve the quality of learning by facilitating access to resources and services as well as remote exchanges and collaboration”</p>		
		<p>Then, the benefits of using e-learning are very efficient as well as practical and make students more sensitive to technological advances.</p>	As well as	Referential Bundles
		<p>In comparison, these two studies have differences in terms of research objectives.</p>	In terms of	Referential Bundles
		<p>This research has similarities with the research to be carried out in terms of methods, namely qualitative research methods.</p>	In terms of	Referential Bundles
9.	PA	<p>One of the effective applications in</p>	The use of	Discourse Organizes

		teaching reading is the use of Quizizz application as a tool to improve students' reading skill in pandemic era.		
		The use of technology can assist the teachers in completing student tasks more efficiently and effectively.	The use of	Discourse Organizes
		The researcher aimed to investigate whether the use of Quizizz Application can improve students' reading and improve students' learning activity in pandemic era of the eighth graders at SMPN 2 Bumiratu Nuban of Central Lampung.	The use of	Discourse Organizes

	<p>The use of Quizizz application was expected can give effective learning activity and significant improvement on the student's reading ability.</p>	The use of	Discourse Organizes
	<p>The first prior research was done by Pradnyadewi and Kristiani which entitled "The Use of Quizizz in Improving Student's Reading Skill".</p>	The use of	Discourse Organizes
	<p>There are many difficulties that students have especially for their experience in reading or in terms of reading comprehension, students feel lazy, difficult to know about</p>	In terms of	Referential Bundles

		the information from book, the lack of motivation in reading, difficulty to pronounce the word and lack of vocabulary in reading.		
		This research has a purpose that shows the quality of the developed online quizzes as a formative assessment in terms of content validity was very high and the practicality was excellent.	In terms of	Referential Bundles
10.	WH	The teachers also agree that the use of videos and pictures in learning English is one of the efforts to increase students' learning motivation.	The use of	Discourse Organizes
		With the use of online learning media, the delivery of learning materials by teachers	The use of	Discourse Organizes

		to students does not need to be done face-to-face.		
		In addition, parents are required to supervise their children in the learning process at home, both in terms of the use of technology and monitoring the learning process, restrictions on learning time and time to play, as well as supervision in carrying out school assignments given by online teachers.	The use of	Discourse Organizes
		This interaction restriction is a form of anticipation as well as a solution by the government to overcome the level of spread and break the	As well as	Referential Bundles

	chain of the Covid-19 pandemic.		
	In addition, parents are required to supervise their children in the learning process at home, both in terms of the use of technology and monitoring the learning process, restrictions on learning time and time to play, as well as supervision in carrying out school assignments given by online teachers	As well as	Referential Bundles
	In addition, parents are required to supervise their children in the learning process at home, both in terms of the use of technology and monitoring the learning process, restrictions on learning time and time to play, as well as supervision in carrying out school assignments given by online teachers	In terms of	Referential Bundles

2. Blueprint of Documentation Sheet

No.	Aspects
1	Profile of Library at IAIN Metro
2	The building condition and facilities in library at IAIN Metro
3	The quantity of Students' Undergraduate Thesis of English department at IAIN Metro
4	Organization structure of Library at IAIN Metro.
5	Location Sketch
6	Students' Undergraduate Thesis of English department

3. The Data of Undergraduate Thesis on the English Education Department Students at IAIN Metro

The amount of data from Undergraduate-thesis on the English Education Department Student at IAIN Metro and the use of the higher type dominant of lexical bundles:

Table 1.

The data of the undergraduate-thesis on the English Education Department Student at IAIN Metro.

No.	Students' Data	The Use of Lexical Bundles	The Dominant Types of Lexical Bundles
1.	AV	Discourse Organizes	The use of, in order to
2.	AA	Discourse Organizes, Referential Bundles	The use of, in other words
3.	AY	Discourse Organizes	The use of, as well as
4.	DM	Discourse Organizes, Referential Bundles, Stance Bundles	In order to, the use of
5.	EA	Discourse Organizes, Referential Bundles	The use of, in order to

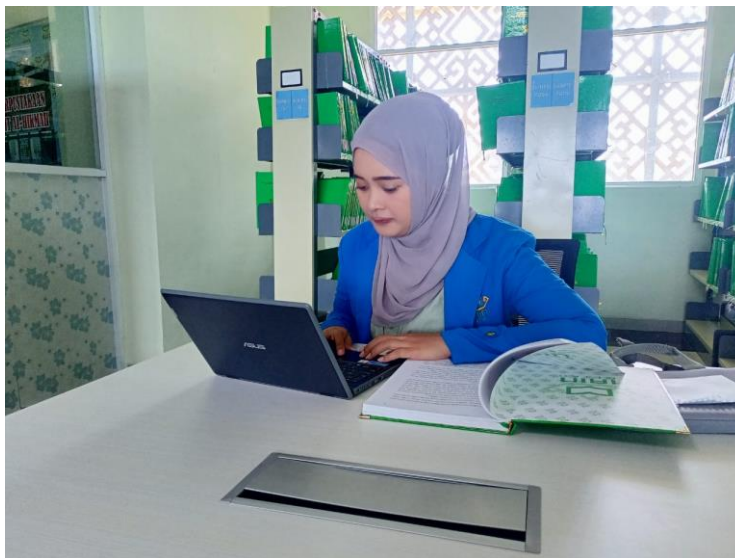
6.	DA	Discourse Organizes, Referential Bundles, Stance Bundles	The use of, as well as
7.	DY	Discourse Organizes	The use of, in order to
8.	NU	Discourse Organizes, Referential Bundles	the use of, in terms of
9.	PA	Discourse Organizes, Referential Bundles	In order to, the use of
10.	WH	Discourse Organizes, Referential Bundles	The use of, as well as

DOCUMENTATION SHEET

Table List of Document Point at Library of IAIN METRO

No.	Documentation Point	Availability
1.	The profile place of research	✓
2.	The quality object of research.	✓
3.	The completeness of research materials.	✓
4.	The location sketch in library of IAIN Metro	✓
5.	The students` undergraduate thesis	✓

4. The Documentation Research





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Nomor : B-5029/In.28/J/TL.01/10/2023
Lampiran :-
Perihal : **IZIN PRASURVEY**

Kepada Yth.,
KEPALA PERPUSTAKAAN IAIN
METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama : **Helen Sekar Pralesti**
NPM : 2001052005
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris
Judul : AN ANALYSIS OF THE LEXICAL BUNDLES IN
UNDERGRADUATE THESIS OF ENGLISH DEPARTMENT
AT IAIN METRO

untuk melakukan prasurvey di PERPUSTAKAAN IAIN METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 31 Oktober 2023
Ketua Jurusan,



Dr. Much Deiniatur M.Pd.B.I.
NIP 19880308 201503 1 006



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**SURAT KETERANGAN IZIN PRARISSET
Nomor : P.42/In.28/U.1/OT. 1/11/2023**

Berdasarkan Surat Ketua Jurusan Nomor : B-5029/In.28/J/TL.01/10/2023 tanggal 31 Oktober 2023 tentang Permohonan izin prariset penelitian di Perpustakaan IAIN Metro, dengan ini memberikan izin kepada :

Nama : HELEN SEKAR PRALESTI
NPM : 2001052005
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris

Untuk mengadakan prariset penelitian yang berjudul : "AN ANALYSIS OF THE LEXICAL BUNDLES IN UNDERGRADUATE THESIS OF ENGLISH DEPARTMENT AT IAIN METRO" di Perpustakaan IAIN Metro.

Demikian surat izin prariset penelitian ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Metro, 05 November 2023



Perpustakaan,

g., S.Hum., MH.

052001121002



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Nomor : B-2087/In.28/D.1/TL.00/05/2024

Lampiran :-

Perihal : **IZIN RESEARCH**

Kepada Yth.,

KEPALA PERPUSTAKAAN IAIN

METRO

di-

Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2086/In.28/D.1/TL.01/05/2024, tanggal 13 Mei 2024 atas nama saudara:

Nama : **Helen Sekar Pralesti**

NPM : 2001052005

Semester : 8 (Delapan)

Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA PERPUSTAKAAN IAIN METRO bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di PERPUSTAKAAN IAIN METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF THE LEXICAL BUNDLES IN UNDERGRADUATE THESIS OF ENGLISH DEPARTMENT AT IAIN METRO".

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 13 Mei 2024
Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA

NIP 19670531 199303 2 003



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**SURAT KETERANGAN IZIN RISET
Nomor : P.05/In.28/U.1/OT. 1/05/2024**

Berdasarkan Surat Wakil Dekan Akademik dan Kelembagaan Nomor : B-2087/In.28/D.1/TL.00/05/2024 tanggal 13 Mei 2024 tentang Permohonan izin riset penelitian di Perpustakaan IAIN Metro, dengan ini memberikan izin kepada :

Nama : HELEN SEKAR PRALESTI
NPM : 2001052005
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

Untuk mengadakan riset penelitian yang berjudul : "AN ANALYSIS OF THE LEXICAL BUNDLES IN UNDERGRADUATE THESIS OF ENGLISH DEPARTMENT AT IAIN METRO" di Perpustakaan IAIN Metro.

Demikian surat izin riset penelitian ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Metro, 27 Mei 2024
Kepala Perpustakaan,



Dr. As'ad, S.Ag., S.Hum., MH.
NIP. 197505052001121002



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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Helen Sekar Pralesti
NPM : 2001052005

Program Studi : TBI
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Wednesday 20/12/2023	I	- Background of Study - The novelty - Chapter II (Enrich the theory) - Chapter III Data Collecting Technique	
2	Tuesday 02/01/2024	I	- Table of Content - Background of Study - Add the definition of lexical bundles - Bibliography	
3	Tuesday 09/01/2024	I	Sharpen the background of study	
4	Tuesday 16/01/2024	I	Acc and Continue to seminar	

Mengetahui,
Ketua Program Studi TBI



Dosen Pembimbing

Svahreni Siregar, M.Hum
NIP. 19760814 200912 2 004



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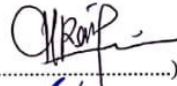
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RATIFICATION PAGE

The Research Proposal entitled: AN ANALYSIS OF THE LEXICAL BUNDLES IN UNDERGRADUATE THESIS OF ENGLISH DEPARTMENT AT IAIN METRO, written by: Helen Sekar Pralesti, Student Number: 2001052005, English Education Department, had been examined (Proposal Seminar) in Tarbiyah and Teacher Training Faculty on Friday, March 1st 2024 at 08.00 - 09.30 WIB.

BOARD OF EXAMINERS

Chairperson : Syahreni Siregar M. Hum

()

Examiner I : Dr. Umi Yawisah M.Hum

()

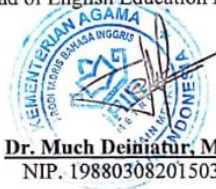
Examiner II : Ning Setio Wati, M.Pd

()

Secretary : Leny Setiyana, M.Pd

()

Head of English Education Department



Dr. Much Deiniatur, M.Pd.B.I.
NIP. 198803082015031006



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SURAT TUGAS

Nomor: B-2086/In.28/D.1/TL.01/05/2024

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : **Helen Sekar Praesti**
NPM : 2001052005
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

Untuk : 1. Mengadakan observasi/survey di PERPUSTAKAAN IAIN METRO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF THE LEXICAL BUNDLES IN UNDERGRADUATE THESIS OF ENGLISH DEPARTMENT AT IAIN METRO".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Mengetahui,
Pejabat Setempat

Dikeluarkan di : Metro
Pada Tanggal : 13 Mei 2024

Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



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NOTA DINAS

Nomor :
Lampiran : -
Perihal : **Mohon Diseminarkan Proposal
Helen Sekar Pralesti**

Kepada yth,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Metro

Assalamu'alaikum Wr. Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya
maka proposal yang disusun oleh:

Nama : Helen Sekar Pralesti
NPM : 2001052005
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : English Education
Judul : AN ANALYSIS OF THE LEXICAL BUNDLES IN
UNDERGRADUATE THESIS OF ENGLISH DEPARTMENT
AT IAIN METRO

Sudah kami dapat persetujuan dan dapat diajukan untuk diseminarkan,
demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

Wassalamu'alaikum Wr. Wb.

Mengetahui
Ketua Program Studi TBI

Dr. Much Deniatur, M.Pd. B. I
NIP. 1988 0308 2015031 006

Metro, 23 Januari 2024
Sponsor

Syahreni Siregar, M.Hum
NIP. 19760814 200912 2 004



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APPROVAL PAGE

Title : AN ANALYSIS OF THE LEXICAL BUNDLES IN
UNDERGRADUATE THESIS OF ENGLISH DEPARTMENT
AT IAIN METRO
Name : Helen Sekar Pralesti
NPM : 2001052005
Department : English Education
Faculty : Tarbiyah and Teacher Training

APPROVED BY:

To be examined in the Seminar in Tarbiyah Faculty of State Islamic Institute of
Metro.

Metro, 23 January 2024
Sponsor

Syahreni Siregar, M.Hum
NIP. 19760814 200912 2 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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NOTIFICATION LETTER

Number :
Appendix : -
Matter : **In order to Hold the Seminar
of Helen Sekar Pralesti**

To:
The Honorable the Head of Tarbiyah Department
of State Islamic Institute (IAIN) of Metro

Assalamu'alaikum Wr. Wb.

We have given guidance and enough improvement to research proposal script
which is written by:

Name : Helen Sekar Pralesti
St. Number : 2001052005
Faculty : Tarbiyah and Teacher Training Faculty
Department : English Education
Title : AN ANALYSIS OF THE LEXICAL BUNDLES IN
UNDERGRADUATE THESIS OF ENGLISH
DEPARTMENT AT IAIN METRO

It has been agreed so it can be continued to the Tarbiyah Department in order to
be discussed on the seminar. Thank you very much.

Wassalamu'alaikumWr. Wb.

The Head of English Education Department



Metro, 23 January 2024
Sponsor

Svahreni Siregar, M.Hum
NIP. 19760814 200912 2 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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**BLANKO PERSETUJUAN TIM MUNAQOSYAH
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
SEMESTER GENAP TAHUN AKADEMIK 2023/2024**

PENGUMUMAN/PENUNJUKKAN
No. P. 290/In.28/J/P.00.9/.../2024

Nama : HELEN SEKAR PRALESTI
NPM : 2001052005
Judul Skripsi : AN ANALYSIS OF THE LEXICAL BUNDLES IN UNDERGRADUATE THESIS
OF ENGLISH DEPARTMENT AT IAIN METRO
Hari/Tanggal : Jumat, 21 Juni 2024
Waktu : 08.00 – 10.00 WIB
Tempat : R. Munaqosyah 1 (GKT FTIK)

TIM	Nama Dosen	Paraf/ Tanda Tangan
Ketua / Moderator	Syahreni Siregar, M.Hum	
Penguji I	Trisna Dinillah Harya, M.Pd	
Penguji II	Aisyah Sunarwan, M.Pd	
Sekretaris	Linda Septiyana, M.Pd	
Petugas	Aisyah Sunarwan, M.Pd	

Metro, 19 Juni 2024
Kepala Program Studi TBI

M. Deiniatur, M.Pd. B.I
19880308 201503 1 006



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Nomor : 1876/In.28.1/J/TL.00/04/2024
Lampiran :-
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Syahreni Siregar (Pembimbing 1)
(Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **Helen Sekar Pralesti**
NPM : 2001052005
Semester : 8 (Delapan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : AN ANALYSIS OF THE LEXICAL BUNDLES IN UNDERGRADUATE
THESIS OF ENGLISH DEPARTMENT AT IAIN METRO

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 23 April 2024
Ketua Jurusan,



Dr. Much Deiniatur M.Pd.B.I.
NIP 19880308 201503 1 006



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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Helen Sekar Pralesti
NPM : 2001052005

Program Studi : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	21/05/2024	1	Revise the data of lexical bundles - Make into table - Tidy up the Chart/graphic	
2	28/05/2024	1	- Make abstract (complete your thesis) - Appendix. - make the data simple.	
3	01/05/2024	1	- Citation - Conclusion based on the problem formulation. (should be answered in conclusion)	
4	11/06/2024	1	Acc and Continue to Munnoosyah	



Dr. Much Debitur, M.Pd.B.I.

NIP. 19760814 200912 2 004

Dosen Pembimbing

Syahreni Siregar, M.Hum
NIP. 19760814 200912 2 004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN
NPP: 1807062F0000001

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SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-465/In.28/S/U.1/OT.01/05/2024

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : Helen Sekar Pralesti
NPM : 2001052005
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2023/2024 dengan nomor anggota 2001052005

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 31 Mei 2024
Kepala Perpustakaan



Dr. As'ad, S. Ag., S. Hum., M.H., C.Me.
NIP.19750505 200112 1 002



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SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini Ketua Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Helen Sekar Pralesti
NPM : 2001052005
Prodi : Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris.

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 10 Juni 2024



Dr. Moch Deinjatur, M.Pd.B.I
NIP.198803082015031006

HELEN SEKAR PRALESTI
2001052005 (An Analysis of the
Lexical Bundles in
Undergraduate Thesis of
English Department at IAIN
Metro)

by Turnitin



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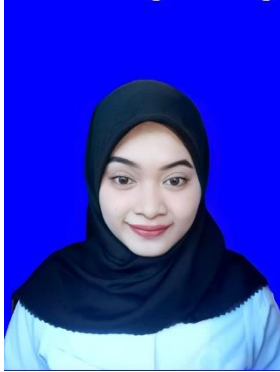
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CURRICULUM VITAE



Helen Sekar Pralesti was born on May 03, 2002 in Sumbersari Bantul, South Metro as the first daughter of Mr. Agus Pranyoto and Mrs. Eni Lestari. The researcher's first level of education is State Elementary School 3 Simbarwaringin in 2009 and graduated in 2014. After finishing elementary school, the researcher continued her education at SMP N 3 Metro in 2014 and graduated in 2017. After that, the researcher continued her education at State Senior High School 3 Metro in 2017 and graduated in 2020. In the same year, the researcher was accepted at the Faculty of Tarbiyah and Teacher Training of the State Islamic Institute of Metro with the English Education Study Program with the Independent pathway Since being accepted as a student of FTIK, the researcher completed an undergraduate thesis session with the title An Analysis of the Lexical Bundles in Undergraduate Thesis of English Department at IAIN Metro with Supervisor Mrs. Syahreni Siregar M.Hum on the same day the researcher passed.