



STUDENTS' USE OF FORMULAIC EXPRESSIONS

IN "INTRODUCING THEMSELVES"

(A Case Study of the Tenth Year Students of SMA Negeri 12 Semarang

In the Academic Year 2018/2019)

**a final project
submitted in partial fulfillment of the requirements
for the degree of Sarjana Pendidikan
in English**

by

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I, Afifatul Kholidah hereby, declare that this final project entitled *Students' Use of Formulaic Expressions in Introducing Themselves* is my own work and has not been submitted in any form for another degree or diploma at any university or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the bibliography.

Semarang, January 6th 2019



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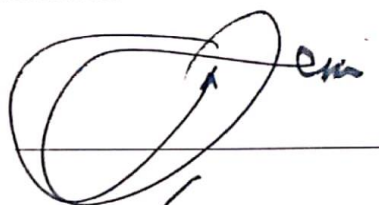
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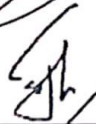
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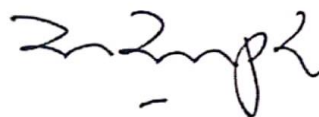
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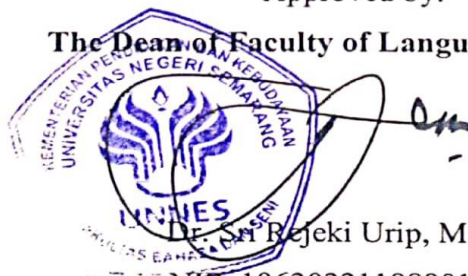
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ABSTRACT

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Formulaic expressions are central in communication to enable students to be sound natural and fluent in communication. It is equally important to grammar and socioculture learning. If the students are really aware of this matter, it can help increase their speaking ability.

This research aims at exploring the types of formulaic expressions used by the students in their speaking performance and the students' problems when using formulaic expressions. The research participants were the tenth year MIPA 2 of SMA Negeri 12 in Semarang, Central Java Province. The data were obtained by recording their speaking performance. The video recordings were transcribed. After all data were collected they were classified, analysed based on Biber et. al's (1999) framework, and described qualitatively. The research findings showed that there are five types of formulaic expressions used by the students in their speaking.

They are collocations, lexical bundles, inserts, idioms, and binomial expressions. However, there were several problems appeared that faced by the students when using formulaic expressions in classroom communication like deviant construction, general underuse, grammatical disorder, and inappropriate formulaic expressions. Moreover, there were many unnatural expressions in their speaking. This implies that students need more attention about formulaic expressions in teaching and learning process.

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CHAPTER I

INTRODUCTION

This chapter presents the introduction of the research, which is divided into seven sub chapters: background of the study, reasons for choosing the topic, research questions, objectives of the study, significance of the study, and outline of the report.

1.1 Background of the Study

English is an international language. In non-native English is very important especially in education and to get the job. Indonesian students in a school have to learn English as one of the target languages. They need to learn both language skills and also language components. Language skills as stated by Brown (2001, p.232) are listening, speaking, reading, and writing, while language components contain vocabulary, grammar, and pronunciation. Furthermore, students are expected to be able to apply those skills and components in their daily activities.

Related to the information above, one of the important skills that should be learned by the students is speaking skill. Lado in Flutcher (2003, p.18) wrote, "The ability to speak a foreign language is without doubt the most highly prized language skills and rightly so." In other words, he wants to say that speaking is the most credited ability that should be learnt by the learner. Whereas, students who are not accustomed themselves to speak in English will find many difficulties when they learn to speak in English. Speaking is one of four language skills which

needs to be mastered by students. It is an important skill because in speaking, someone is able to say what he/she wants to express. Also, it is a symbol of words that usually conveyed by someone through communication.

Communication is a process of exchanging information, ideas, thoughts, feelings, and emotions through speech, body language or written. In education field, English communication has one of the stakeholders to support the learning process. English oral communication is not easy for foreign language students who seldom use it in their society. Foreign language learning is more complex concept than simply mastering new information and knowledge because it involves variations of personality traits and social components. Additionally, In human interaction, numerous attempts have been made to classify the functions of speaking. Cited in Richards (2008), Brown and Yule made a useful distinction between two functions of speaking, the first one is interaction functions of speaking, in which it serves to determine and maintain social relations, and the second function is transactional functions, which focus on the exchange of information. Richards (2008) expanded the functions of speaking into three-parts version framework of speaking functions. They are: talk as interaction; talk as transaction; and talk as performance. Each of these speech activities is quite different in terms of form and function.

The ultimate goal of teaching and learning a new language is communicative competence which aims at creating meaningful texts both written and spoken. Formulaic competence is one of some competencies in communicative competence to help students create meaningful texts specifically to sound natural

and fluent when speaking (Celce-Murcia, 2007, p.48). Formulaic competence refers to formulaic expressions. They are fixed or prefabricated chunks which commonly used by native speakers in everyday life. As the main goal of language learning and teaching, communicative competence can be developed through some competencies (Celce-Murcia, 2007). One of them is formulaic competence. Formulaic competence can be defined as fixed and prefabricated chunks used frequently in actual conversation among English native speakers (Celce-Murcia, 2007). In other words, formulaic competence is the ability in using many expressions which are occurred commonly in English native speakers' interactions. By introducing many formulaic expressions to the students, their communicative competence will also improve. It can improve students' communicative competence since formulaic expressions make students become fluent and native-like speakers. In a similar vein, Shin and Nation (2007) assert that formulaic expressions make non-native students be able to speak English fluently and native likely. Thus, formulaic expressions are important to be mastered by the students because formulaic expressions make them be able to speak English both fluently and native likely. To know a language is not just to recognise its individual words, but also to know how to use them together in a broader context. What makes learning a new language even more difficult, is the fact that even if some utterances are perfectly correct grammatically, they may not sound natural or native-like.

Native speakers tend to use particular formulaic expressions frequently. Therefore, to sound like native, non native speakers have to use those formulaic

expressions. Some studies have shown that by learning formulaic expressions, it improves students' speaking. Therefore, it is very important to draw students' attention to formulaic expressions. Formulaic expressions are defined differently from different experts. Wray (2008, p.12) said that formulaic expressions can be a single word unit. Whereas Fernandez-Parra (2008, p.52) said that one word expressions are not included into formulaic expressions. There are five types of formulaic expressions from Biber et. al (1999). They are collocations, idioms, lexical bundles, binomial expressions, and inserts. Formulaic expressions relate closely to linguistic competence and sociocultural competence. Linguistic competence is very important to be achieved for example phonology, lexis, morphology, and syntax but it would be unbalanced without formulaic competence. Students would speak grammatically correct but it does not guarantee that they speak the same way as natives speakers do. Lewis (2008) asserts that language consists of not only grammar and vocabulary but formulaic expressions that can produce a coherent text when they are combined. It can be said that the formulaic expressions enable students to create a coherent text easily when they have many prefabricated chunks. Conrad and Biber (2004) quote Hymes' (1968) research finding that "a vast portion of verbal behaviour consists of recurrent patterns, of linguistic routines". There is little doubt that the finding is a precious claim since many researchers have also found that there are many word strings occurred in daily interaction. For instance, Erman and Warren (2000) calculate that formulaic expressions constitute 58.6% of spoken text and 52.3% of the written text. Clearly, more than a half of everyday language consists of

formulaic expressions. As a result, the formulaic expressions should be consciously introduced to the students in teaching and learning process of speaking.

1.2 Reasons for Choosing the Topic

There are two reasons why speaking through formulaic expressions are chosen as the topic of the study. The first reason is in learning English especially in speaking it is very important to know and use formulaic expressions to create natural and fluent conversations as a native speaker. Someone who uses formulaic expressions correctly as a native speaker considered to have good formulaic competence.

The second reason is to know the implementation of formulaic expressions in students' speaking. To find out how far the students have formulaic competence manifested in their formulaic expressions. Then it will be known in casual or informal conversations.

1.3 Research Questions

Based on the background of the study and reasons for choosing the topic, this study attempts to address the following questions:

- (1) What are the types of formulaic expressions used by the tenth year students in introducing themselves ?
- (2) What are the students' problems in using formulaic expressions ?

1.4 Objectives of the Study

Dealing with problems above, this study is intended for several objectives as follows:

(1) to describe the types of formulaic expressions used by the students in introducing themselves.

(2) to describe the students' problems through their formulaic expressions.

1.5 Significance of the Study

Theoretically, this study is intended to prove the theory proposed by Celce-Murcia (2007) about Formulaic Competence – refers to fixed and prefabricated chunks of language that speakers use heavily in everyday interactions – as one of six components in the new revised version of communicative competence for language teachers.

Practically, this study is carried out to give new insight to readers and through this I have a great opportunity to practice and improve my writing skill scientifically and to apply the knowledge as well from the lecturers or other credible sources.

Pedagogically, this study can raise teachers and students' awareness regarding the existence of formulaic expressions and its role to improve students' fluency and naturalness. Specifically in Speaking subject, the teachers should teach formulaic expressions such as lexical bundles and insert to help their students create natural and fluent speaking.

1.6 Limitation of the Study

This study is only focusing on the analysis of students' speaking skill through formulaic expressions. I conduct this study in SMA Negeri 12 Semarang. The participants are 24 students of the grade X MIPA 2 in the SMA Negeri 12 Semarang.

I use the theory of Biber et. al. (1999) on formulaic expressions to analyze the research questions. To discover the research questions, I evaluate the students' speaking skill offered by Celce-Murcia (2007).

1.7 Outline of the Report

Chapter I is introduction. This chapter provides the readers with background of the study, reasons for choosing the topic, research questions, objectives of the research, significance of the study, limitation of the study, and outline of the report. In general, this chapter provides the framework or the ground thinking to bridge the following chapters.

Chapter II is review of related literature. It consists of three subchapters, including review of previous studies, theoretical background, and theoretical framework. This second chapter elaborates theories used in in this study as well as providing fundamental references to analyze and discuss the findings of the study.

Chapter III is research methodology. It explains the research approach, object of the study, roles of the researcher, unit of analysis, procedures of data collection, and procedures of data analysis..

Chapter IV is findings and discussions. It provides the explanation and elaboration the types of formulaic expressions used by the students. In addition, there are some students' problems through their formulaic expressions.

Chapter V presents the conclusions and suggestions. This chapter contains the conclusions of the research and suggestions for the readers.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter covers three main discussions. The first one is review of previous studies, which provides reviews of some researches related to this study. The second discussion is theoretical background, which explains theories underlying the analysis and discussion of this study. The last one is framework of the present study.

2.1 Review of Previous Studies

To investigate the strength of the present study, literature review is conducted. The following are some previous studies which are used as references in the present study.

A study conducted by Fitriati and Ghasani (2016). They do the research to six participants from different universities at Central Java that doing masters in Universitas Negeri Semarang, with the aim to explore, identify and explain formulaic expressions and communication strategies. To get the data, they used discourse analysis. From this research, they get the findings that students did not explore the use of formula expressions to make their English conversations more natural and fluent because the student's formulaic competencies are rather low, causing them to use strategy of fillers (hesitation devices) and codeswitching strategies in conversation.

Based on the finding above, Fitriati and Ghasani give some recommendations that English learners must get more explicit teaching about

English formulaic expressions and communication strategies and practice them more often in English oral communication.

Next study was conducted by Neno and Agustien (2016). The research was conducted at Timor State University with the aim to research the use formulaic expressions in EFL students' interactions. This research is qualitative research. To collect the data, the researcher were doing observation. Based on her research, the result of the study showed that the students used five types of formulaic expressions by Biber, et al (1999). The most frequent types they used are collocations and lexical bundles. The problems the students had in employing formulaic expressions were the students used formulaic expressions inappropriately and inaccurately because of different language systems. The last question of this research is about the strategy. The students used 5 strategies to cope with communicative demands. They were achievement strategy, avoidance or reduction, stalling or gaining time, self-monitoring, and interactional strategy.

Based on the finding above, Neno and Agustien (2016) give some recommendations that if the students in present study used a lot of formulaic expressions, their interactions will sound more natural and frequent. Students have to be introduced to formulaic expressions especially the larger lexical units to improve their speaking. One more thing is that native speakers mostly use progressive tenses in speaking. Therefore, this area needs to get more attention as well as in teaching EFL students.

Furthermore, Liu (2014) offers a glimpse of the formulaic language. In terminology, formulaic language has not been clearly defined because it has

extended to a wide range of area such as psycholinguistics and sociolinguistics. In view of this, the literature has to approach it from different perspectives. Another controversial issue addressed is the interplay between analytical competence and formulaic language. Again, debate has arisen because of the study of different subjects, children or adults, L1 or L2. For children learning in natural environments, formulaic sequences may be segmented and absorbed to promote construction of rules. The features of formulaic language are also covered in some length. The reasons why people prefer formulaic language are closely associated with the working of the brain, the social membership and speaking strategies. It appears to be routinized but by nature it is rather unmanageable than grammatical rules. Given the necessary condition of natural exposure to target language for the acquisition, most of L2 learners' proficiency is doomed to be non-native like.

A study conducted by Wood (2002) investigated that formulaic language plays a significant role in language acquisition and production. There is a great degree of agreement that formulaic sequences are multiword units stored in long-term memory and retrieved as chunks. They have been catalogued by researchers such as Nattinger and DeCarrico (1992) and Wray and Perkins (2000) and linked to both child and adult language acquisition. First, they appear to be acquired as wholes, then they become segmented and non-native into component parts, while retaining their original status as formulas. Studies of speech fluency show that formulas are essential to maintain smoothness and speed of real-time speech, and they play an important role in written expression as well, especially as regards the development of textual cohesion. There is still a long way to go to consolidate the

evidence presented thus far and to use the knowledge to further classroom language pedagogy. Virtually no classroom materials and programs are available commercially that capitalize on the vital significance of formulas in production and acquisition. Given our abundant knowledge about the role of formulaic language in acquisition and production, it appears high time that we began to teach formulas and facilitate their acquisition more directly in the classroom.

In addition study was conducted by Üstünbaş and Ortactepe (2016). This study aimed to examine how EFL learners use formulaic language in the curriculum through their textbook when taking oral proficiency exams and whether their use is related to their scores of fluency and overall language proficiency. The findings revealed that these learners did use the formulaic language in their course books and their formulaic language use was significantly related to task type as well as their fluency and overall language proficiency scores. Nevertheless, the study has some limitations as well as suggestions for further research. First, although the students were exposed to formulaic language in their course book, the extent to which the classroom teachers focused on these expressions is not known as there were no observations conducted. Further research can utilize classroom observations to determine whether formulaic language is taught by the classroom teachers considering the need for learners' exposure to formulaic language to enhance their speaking performance. Second, it is unknown whether the learners had access to native-like input through other authentic sources such as videos. A questionnaire that asks about the nature of the teaching and the available sources would be helpful to determine the possible

sources of exposure. Third, a treatment on formulaic language use for oral communication can be conducted in classroom teaching and the possible effects of the treatment can be determined by pre- and post-tests. This study also presents some important pedagogical implications. Since the findings suggest that formulaic language use provides benefits for language learners, it might be implied that formulaic language instruction should be a part of language programs. In that respect, curriculum developers can include formulaic language teaching in their curriculum or adapt the existing curriculum by integrating teaching materials and practices that focus on formulaic language teaching. For the purpose of increasing exposure, material developers can also design supplementary materials for EFL learners which include examples of how certain formulaic expressions are used in particular contexts. To conclude, it is to be hoped that findings of this study and the emerging pedagogical implications of the findings will contribute to the knowledge on the effectiveness of formulaic language teaching and its use in speaking and they will help learners overcome the difficulties they have in this language skill.

2.2 Theoretical Background

This part consists of some theories which support this study. I take some relevant theories related to the topic from many sources.

2.2.1 *Speaking*

As part of human civilization, language is used as medium to communicate with others. For centuries, people did the communication by spoken and written languages.

2.2.1.1 Definition of Speaking

The definitions of speaking are many variations. According to Mead and Rubin (1995), speaking is an interactive process in which an individual alternately takes the roles of speaker and listener, and which includes both verbal and nonverbal component. Chaney in Kayi (2006) gives the definitions of speaking as the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.

According to Hornby (1990) speaking is make use of words in an ordinary voice. Lawtie (2007) states that speaking is fundamental to human communication. O' Malley (1996, p.59) states that speaking is negotiating intended meanings and adjusting one's speech to produce the desire effect on the listener.

Based on the definitions above, I give the definitions of speaking as an activity of producing word by sound that including speaker and listener or to communicate with other.

2.2.1.2 Aspect of Speaking

Speaking is one of skills that use oral word to express the idea, so the speaker should fulfill the component of speaking so that the listener can understand the speakers' idea or the speakers' meaning.

According to Syakur (1987, p.3), there are some components of speaking:

(a) Vocabulary

People cannot communicate effectively or express their idea both oral and written form if they do not have sufficient or less in vocabulary mastery. Therefore, vocabulary means the appropriate diction which is used in communication.

(b) Grammar

The grammar is needed for students to arrange a correct sentence in conversation or speech in other aspect. It is in line with explanation suggested by Heaton (1978, p.5) that student's ability to manipulate structure and to distinguish appropriate grammatical form in appropriate ones. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

(c) Pronunciation

Pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language.

(d) Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a

reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”. These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message (Brown, 1997, p.4).

2.2.1.3 Teaching Speaking

In English language, it is important for teachers introduce speaking as a skill. In this case, students are introduced the way to use the language not only by arranging a number of sentences, but also adapting those sentences in any situations. In addition, by acquiring speaking as knowledge only, students' learning will be limited to grammar and vocabulary acquisition.

(1) Definition of Teaching Speaking

Teaching activity is not only known as a classroom activity or school activity but teaching is also used in any aspect of life. Teaching has a universal definition to mention. Halliwell (1992) defined teaching as an arrangement and manipulation of a situation in which an individual will seek to overcome and from which he/she will learn in the course of doing so. Bolton (2010) added that teaching is a form of interpersonal influence aimed at changing the behavior potential of another person.

According to Bolton (2010), teaching meant giving the instruction to a person, give a person knowledge, skill, education. Meanwhile, speaking, according to Harmer (1991), means to make word-use in ordinary voice in order to express and convey thought, idea, and feeling. Moreover, Nunan (2003) argued that teaching speaking is to teach English language students to:

- (a) Producing English speech sounds and sounds patterns.
- (b) Using words and sentence stress, intonation patterns, and the rhythm of the second language.
- (c) Selecting appropriate words and sentences according to the proper social setting, audience, situation, and subject matter.
- (d) Organizing their thoughts in a meaningful and logical sequence.
- (e) Using language as a means of expressing values and judgments.
- (f) Using the language correctly and confidently with few unnatural pauses, which are called fluency.

However, teaching speaking cannot be just defined as teaching a language to learn in classroom. In the same time, teaching speaking can also represent some psycho and acts while learning a language (Brown, 2004).

(2) Teaching Formulaic Expressions

Formulaic expressions have become an essential part of a language that cannot be separated in learning a language, including English language. Formulaic sequences are essential not only because they are ubiquitous in language but also because they are necessary for proper, fluent language production and comprehension (Meunier, 2012; Schmitt & Carter, 2004). Learning formulaic expressions also become another essential element in learning English, especially for English Foreign Language learners to become fluent and proficient foreign language learner. Cowie (1992) even argued that it is impossible to perform at a level acceptable to native users, in writing or in speech, without controlling an appropriate range of multiword units.

Furthermore, Lewis (1993) provided an exhaustive review of intervention studies that have been investigated which enhancement techniques have the potential to boost students' knowledge of formulaic expressions namely Lexical Approach. Lexical approach seems to promote students' use of formulaic expressions, they may not always foster deep processing of the formulaic expressions (Boers, at. At, 2006). The following indicators were stated by Lewis (1993) how to teach formulaic expressions (lexical approach):

(a) Focused on the formulaic language, not the form. However, Biber et. al. (1999) stated that there are 5 (five) types of formulaic expressions: collocation, idiom, lexical bundle, binominal expression and insert.

(b) Reformulation should be the natural response to the students' error. Tomczyk (2013) stated that correction is defined as a reaction to an utterance produced by someone who has made an assessment that the part of its utterance is wrong. It means when the students are producing an error word in speaking English, the teacher should correct it in order to prevent the same error occurred. Furthermore, Doughty (2001) stated that there are 2 (two) types of corrective in general; explicit and implicit corrective.

(c) Teacher should always react primarily to the content of students' language. In order to appreciate students, teacher should focus on what the student is trying to deliver and give some responses as a feedback of it. Feedback in as a tool to give information to learners which they can use to comprehend their language use in teacher-student learning environment (Ellis, 2006).

(d) Pedagogical formulaic should be a frequent classroom activity. Additional information of the given expressions like giving the students the usages and the meanings could be the ways to create good classroom activities (Lewis, 1993).

(e) De-contextualized vocabulary learning. This means teacher should give appropriate formulaic expressions based on the material or contextual material (Lewis, 1993).

2.2.1.4 Characteristics of a Successful Speaking Activity

After knowing the solution for the speaking problems, the teacher also should know the kinds of the characteristic of a successful speaking activity so that the students' speaking ability will improve and the speaking activity at the class will run well. Ur (1996) gives some characteristics of a successful speaking activity. Firstly, learners talk a lot, it means that as much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.

Second, participation is even it means that classroom discussion is not dominated by a minority of talkative participants; all get a chance to speak, and contributions are fairly evenly distributed. Then, motivation is high. Learners are eager to speak because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective. The last is language is of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehension to each other, and of an acceptable level of language accuracy.

2.2.2 *Formulaic Expressions*

Formulaic competence is one of some competencies in communicative competence to help students create meaningful texts specifically to sound natural and fluent when speaking (Celce-Murcia, 2007:48). Formulaic competence refers to formulaic expressions. They are fixed or prefabricated chunks which commonly used by native speakers in everyday life.

2.2.2.1 Definition of Formulaic Expressions

The definition of formulaic itself on Oxford Dictionary (2008) is a constituting or containing a set form of words. Based on Cambridge English Dictionary (2008), formulaic is containing or consisting of fixed and repeated groups of words or ideas. In the study by Kuiper (2006), formulaic language refers to two or more words which may or may not be adjacent and which have a particular mutual affinity that gives them a joint grammatical, semantic, pragmatic, or textual effect greater than the sum of the parts. Schmitt (2010) states that formulaic expression is the multiple word phraseological units that appear to occur to a certain degree in the language that we use. In other words, Wray and Fitzpatrick (2008) stated that formulaic expressions can be a single word unit.

Furthermore, Kuiper (2006) also defined formulaic speech or formulaic expression as simply speech that utilizes formulae. Formulae are phrasal lexical items that are indexed for their role in social interaction or, more narrowly, indexed for specific use in discourse varieties, registers, and genres. Further, in a study by Boers and Lindstromberg (2009), it is stated that formulaic expressions refer to a gamut of word strings ranging from idioms (*sweeten the pill*), discourse

markers (*on the other hand*), collocations (*strong tea*), similes (*clear as crystal*), proverbs (*out of sight, out of mind*), lexical bundles (*with respect to*), exclamations (*you must be kidding*), to 21on-nat (*publish or perish*), and social-routine formulas (*have a nice day*). Those above explanations indicate formulaic expressions are common phrases or expressions that are learned and used as whole units rather than as single words. In another words, it can be said that formulaic expressions are expressions unit or multiple word phrases that produced included at least two-word bundles such as “*I don’t*”, “*don’t know*”, and “*that’s what*”.

In order to create natural and fluent conversations, it is important to know and use formulaic expressions. Formulaic competence is one of some competencies in communicative competence to help students create meaningful texts specifically to sound natural and fluent when speaking (Celce-Murcia, 2007, p.48). Formulaic expressions fixed or prefabricated chunks which commonly used by native speakers in everyday life. Formulaic expression refers to formulaic sequences. Wray and Perkins give the definition as follows: Our working definition of formulaic sequence will be: a sequence, continuous or discontinuous, of words or other meaning elements, which is, or appears to be, prefabricated: that is, stored and retrieved whole from memory at the time of use, rather than being subject to generation or analysis by the language grammar (Wray and Perkins, 2000, p.1). Generally, sequences are strings of words that occur together in an identical form at least more than once. Then, they start to be recognised and perhaps memorised in this and not any other form. What is more, they seem to be

stored in our mental lexicon (Hatami, 2015, p.2). Thus, when one needs a certain expression, one can retrieve it from their memory rather than create it from scratch every time, which would take more effort. Wood (2015) enumerates three main features of formulaic sequences: The items will be:

- (1) Multi word
- (2) Have a single meaning or function
- (3) Be prefabricated or stored and retrieved mentally as if a single word (Wood, 2015, p.3).

2.2.2.2 Types of Formulaic Expressions

According to Biber (1999), the main features of formulaic expressions are divided into five types. They are collocations, idioms, lexical bundles, binominal expressions, and inserts.

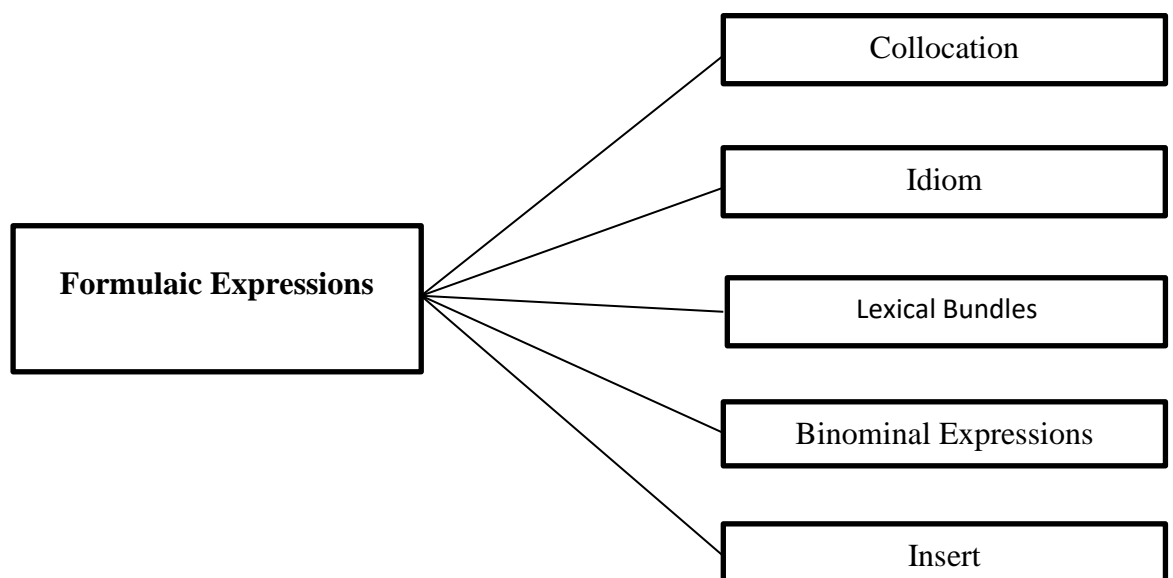


Figure 2.1 The Types of Formulaic Expressions.

(1) Collocations

Collocations are associations between lexical words that establish the words co-occur more frequently than expected by chance (Biber: 1999). According to Wray (2002), collocations are a pair or group of words that are habitually juxtaposed. Furthermore Biber (1999) stated that collocations are statistical associations rather than relatively fixed expressions. Moreover, the individual words in a collocation retain their own meaning. However, part of the extended meaning of a word is the fact that it tends to co-occur with a specific set of collocates.

In fact, words with similar meaning, like the words “*quick*” and “*fast*” are often distinguished by their preferred collocations. For example, when considered out of context, the adjective words “*little*” and “*small*” are similar in meaning and might even be cited as synonyms. However, these two adjectives in fact co-occur with quite different sets of nouns. Some preferred collocates of the word “*little*” in conversation are strongly associated with a noun like *baby*, *boy(s)*, *bit(s)*, *dog*, *girl(s)*, *thing*, *duck(s)*. The word “*small*” on the other hand, is strongly associated with a noun like *part*, *letters*, *piece*, *print*, *population*, *size*, *quantities*, and *world*. At the same time, the word “*quick*” and “*fast*”, English native speakers would automatically say “*fast car*” not “*quick car*” in their communication. According to Farrokh (2012), English native speakers have an automation which helps them both to associate words and to produce collocations correctly and the automation is obtained after many years of speaking English. Some constructions of collocations which commonly appear, according to Biber (1999), can be grouped into categories according to their structural correlates. In

conversation, 7 (seven) major categories can be distinguished. They are adjective + noun (*last night*), noun+ noun (*boarding house*), noun + adjective (*years old*), adverb + adjective (*very well*), adverb + adverb (*far away*), verb + adverb (*wave frantically*), and noun + verb (*lions roar*).

(2) Idioms

Idioms are relatively invariable expressions with meanings that cannot be predicted from the meanings of the parts (Biber, 1999). Idioms are opaque invariant word combinations which seem to be processed without full linguistic analysis (Tabossi, Fanari & Wolf, 2009). Furthermore, Gholami et. al (2017) also stated that idioms are expressions which have to be learned as a whole, even if we know the meanings of the individual words composing them. In many cases, an entire idiom can be replaced by a single word with similar meaning. Most phrasal verbs and many phrasal-prepositional verbs are idiomatic and can be paraphrased in this way:

Crop up = Occur
Look forward to = Anticipate
Get up = Rise
Put up with = Tolerate
Carry out = Undertake
Get away from = Escape
Put off = Postpone

In addition, there are a number of longer expressions that function as idioms. Many of these are complete predicates (e.g. verb+ object): phrases that can be replaced by a single lexical verb, such as:

Kick the bucket = die
Beat about the bush = prevaricate
Bear in mind = remember

Idiomatic expressions are not completely invariable. For example, the verb in all of the above expressions can vary for tense, number, and aspect. However, these expressions are relatively fixed in that they must include the specified content words to give the idiomatic meaning. For example, the expressions “*kick the pail*” and “*hit the bucket with your foot*” are nearly equivalent to “*kick the bucket*” in term of their literal meaning, but they would not work as idiomatic expressions for “*die*”.

Idiomatic phrases—expressions with a meaning not entirely derivable from the meaning of their parts—can represent many different kinds of structural units (Biber, 1999). Some idioms are *wh-questions*, such as:

How do you do?
What on earth?
What’s up?
What in the world?

Other idioms are completely noun phrases, and relatively large number of idioms is complete prepositional phrases.

(a) Noun phrase idioms:

A piece of cake
Nothing/anything the matter
A slap in the face

(b) Prepositional phrase idioms:

As a matter of fact
Not on your life
For the time being
Out of order
In a nutshell
Up to date

A larger number of idioms are verb-based (Biber, 1999). Phrasal and prepositional verbs are used commonly in all registers. In addition, there are a number of verb phrase+ complement combinations that function as idioms (e.g. *bear in mind* and *have a look*). Structurally, these expressions are categorized into two: Verb+ prepositional phrase idioms and verb+ noun phrase idioms.

(a) Selected verb+ prepositional phrase idioms:

Bear in mind
Get into the swing of
Beat around the bush
Gets on my nerves
Fall in love
Go off the deep end
Come as surprise
Step on the gas
Be up for grabs
Take into account

(b) Selected verb+ noun phrase idioms:

Change (one's) mind
Waste (one's) breath
Drive me...
Stand a chance
Give me/us a break
Rain cats and dogs
Kick the bucket
Miss the boat
Keep an eye on X
Make up (one's) mind

Many of these expressions illustrate how there can be a certain amount of variability in the use of idiom. Biber (1999) also stated that some idioms have a slot that can take a fairly wide range of fillers, although these are usually constrained semantically. For example, the slot in the idiom “*drive me__*” can be

filled by any of adjectives meaning ‘mentally unstable’, including *mad*, *nuts*, *crazy*, *insane*, *batty*, as well as the phrase *up the wall*.

Furthermore, Biber (1999) also added that idioms also differ in the extent to which their meaning can be derived from the component parts. For example, the literal meaning of the expression *change (one's) mind* is closely related to the intended meaning of *re-thinking* a decision. In contrast, the literal meaning of expressions like *kick the bucket* have almost no relation to the intended meaning of *dying*.

(3) Lexical Bundles

It is also important to emphasize the difference between idioms and lexical bundles. Unlike collocations, lexical bundles contain more than two words, and unlike idioms, they are neither opaque in meaning nor structurally complete (Biber & Barbieri, 2007). Idioms are relatively invariable expressions with a meaning not derivable from the parts, but they are not necessary common expressions (Biber, 1999). In contrast, Biber (1999) also defined lexical bundles as the sequences of words that most commonly co-occur in a register. Usually they are not fixed expressions, and it is not possible to substitute a single word for the sequence; in fact, most lexical bundles are not structurally complete (Gholami, 2017).

Biber (1999) defined lexical bundles as the combinations of words that in fact recur most commonly in a given register. Lexical bundles can be described as extended collocations, groups of three or more words that occur together in a

register, regardless of their structure or idiomatic. For example in conversation, common lexical bundles include sequence such as:

<i>Do you want me to</i>	<i>I said to him</i>
<i>Going to be a</i>	<i>I don't know what</i>
<i>In the case of</i>	<i>it should be noted that</i>
<i>What do you mean</i>	<i>that's good idea</i>

A lexical bundle is defined here as a recurring sequence of three or more words. Shorter bundles are often combined into more than one lexical bundle. For example, the three-word lexical bundle “*I don't think*” is used in many four-word bundles, like “*but I don't think*”, “*well I don't think*”, and “*I don't think so*”. However, two-word constructed combinations might be considered as a type of lexical bundle, since they are composed of three lexical units (e.g. *I don't= I do not*).

Some constructions of lexical bundles which commonly appear, according to Biber (1999), can be grouped into categories according to their structural correlates. In conversation, 14 (fourteen) major categories can be distinguished. They are personal pronoun+ lexical verb phrase (*I don't know*), pronoun/ noun phrase+ be+ (*it's going to be*), verb phrase with active verb (*go and have a*), yes-no question fragment (*would you like to?*), wh-question (*what do you want?*), lexical bundles with wh-question (*know what I mean*), lexical bundle with to-clause fragment (*would like to go*), verb+ that-clause fragment (*said that I don't know*), adverbial clause fragment (*if you don't want*), noun phrase expression (*the end of the*), prepositional phrase expression (*at the end of the day*), quantifier expression (*all the rest of it*), other expression (*no no no no*) and meaningless sound bundles (*la la la la*).

(4) Binominal Expressions

Binominal expression, binominal pair or binominal phrase is an expression containing two words which are joined by a conjunction. Binominal phrases consist of words from the same grammatical category, coordinated by “*and*” or “*or*” (Biber, 1999). Biber (1999) also stated although the most kind of binominal phrase comprises two coordinated nouns, words from all four major grammatical categories can be combined. However, according to Biber (1999), there were only four patterns that commonly used and can be distinguished. They are noun and/ or noun (*father and mother, you and I, activities and programs*), verb and/ or verb (*go and get, wait and see, come and go*), adjective and/ or adjective (*black and white, nice and warm, young and wild*), adverb and/ or adverb (*now and then, now or never, up and down*).

(5) Inserts

Neno (2016) stated that insert, in term of lexical expressions, is free combination of verb+ particle. There are some types of insert (as cited in Biber 1999). There are greetings and farewell (*good morning, good night, bye bye*), response form (*I see, got it, understood*), polite formulae (*thanks*), response getters (*right?*), discourse marker (*you know?*), and expletive (*oh my God*).

2.2.3 The Problems in Teaching and Learning Formulaic Expressions

In this section, there are problems in teaching and learning process in using formulaic expressions.

2.2.3.1 Teacher's Problem

Gebhard (1996) mentioned several problems faced by teachers that block them from teaching English as communication among people. In this term is using formulaic expression. Problems some EFL/ ESL teachers faced include:

(a) The bandwagon problem. A problem can occur in EFL/ ESL classroom when teachers jump on the latest methodological bandwagon. It is only problematic if the teachers cannot see beyond the way of teaching, cannot accept bandwagon as simply other people's perceptions about teaching, based on personal belief about the relationship between teaching and learning.

(b) The overly anxious problem. Scovel (1991) defines anxiety as a state of apprehension, a vague fear. Brown (2001) adds that it is associated with feelings of uneasiness, self-doubt, apprehension, or worry.

(c) The engagement problem. Promoting interaction in the classroom governs that the teachers step out of the limelight. It requires that the teacher yields to the students so that they feel free to interact and to communicate one another. However, this is not necessarily easy for some teachers. Meanwhile, students quite often interact to our classroom with little experiences in communicating English.

2.2.3.2 Students' Problems

Beside the teachers' problem when teaching English speaking, especially in teaching formulaic expressions, students also faced several problems when practicing and learning when non-native. Formulaic expressions are considerable difficulties even for advanced L2 learners in their attempts to gain

native-like selection and *native-like fluency* (Pawley & Syder, 1983). L2 learners perceive formulaic expressions as the final difficult hurdle (Wray & Fitzpatrick, 2008). The difficulties associated with formulaic expressions may range from deviant constructions and general underuse to negative transfer from the first language (Erman, 2009). Neno and Agustien (2016) added that students used grammatical and formulaic expressions inappropriately. L2 learners' anomalous use of formulaic expressions could be attributed to their poor sensitivity toward formulaicity (Wood, 2015). Formulaic expressions are more likely to be ignored by L2 learners in running text as a single word is often processed more efficiently than unknown formulaic expressions, and individually known constituents of an unknown formulaic expression are processed more quickly than the entire word string (Bishop, 2004).

2.2.4 Formulaic Expressions in Students Communication

Students sometimes make mistakes or errors when they are communicating with each other. Consequently, the teacher as their instructor has to correct their mistakes especially when speaking English because it plays an important role in communication competence in order to make good interaction. According to Celce-Murcia (2007), formulaic competence is one competence in communicative competence to help students create meaningful text especially to sound like native when speaking. Formulaic competence refers to formulaic expressions, fixed which commonly used by native speaker in everyday life (Neno and Agustien, 2016). Therefore, classroom communication is taken into consideration, of the socio-cultural theory in student-student and teacher-student interaction in

classroom (Farahian and Rezaee, 2012). One of the most frequently used definitions of classroom communication is provided by Freiberg and Lapointe (2006), he stated that classroom communication is a focus on the work and activities of participants' communication in classroom settings.

In correlation to the explanation of formulaic expressions and classroom communication is, it is not enough if the teacher simply gives only word-per-word vocabularies in classroom for students to communicate one another. Hence, in order to sound like native, English 32on-native (students) have to use those formulaic expressions (Neno and Agustien, 2016). That is why formulaic expressions are needed in speaking. Some studies have shown that by learning formulaic expressions, it improves students' speaking ability. Dickinson (2012) conducted a study by teaching formulaic expressions for academic presentation. From the study, it was found that the students had more natural and fluent when presenting their materials. Therefore, it is important to gain students' attention to formulaic expressions, especially in speaking.

2.3 Theoretical Framework

The theoretical review presented above leads me as a researcher to conduct further research on analysing the students' speaking through formulaic expressions in introducing themselves. Below is the framework of the study.

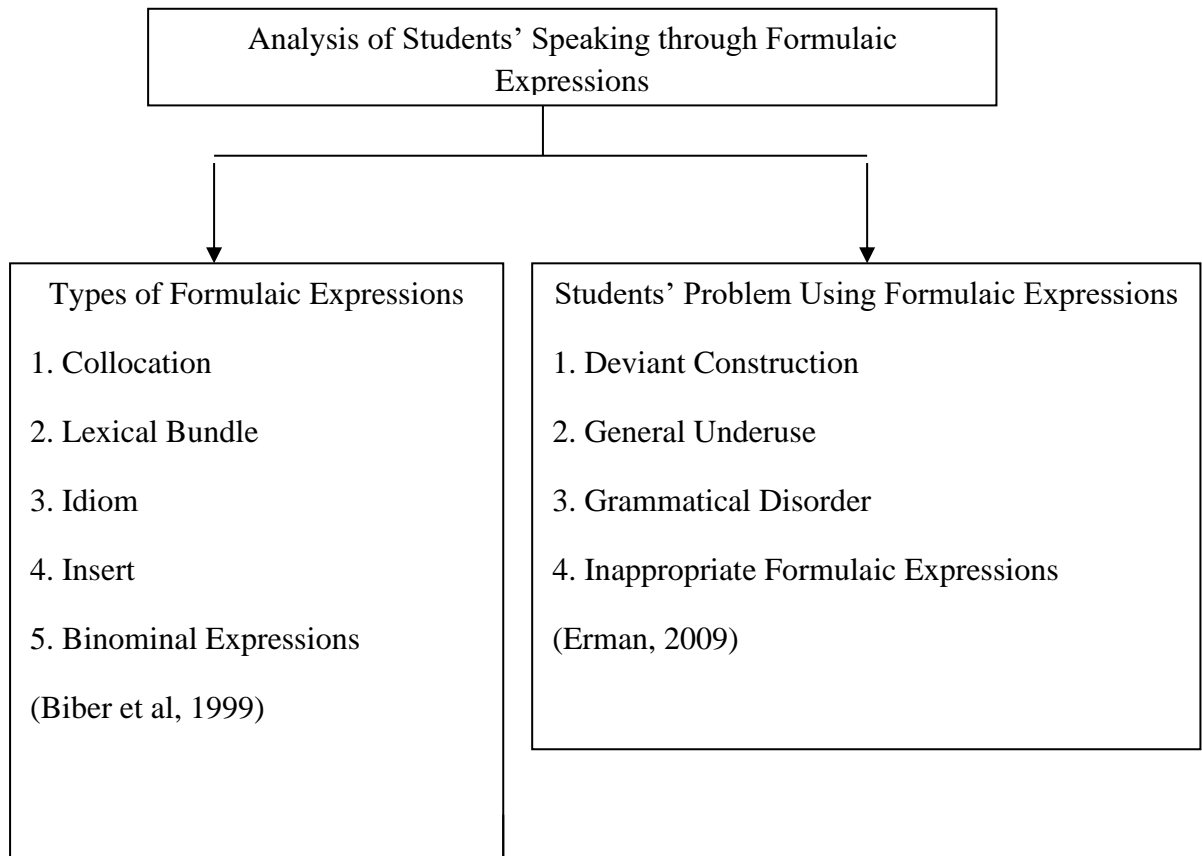


Figure 2.2 Theoretical Framework

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions of the study and suggestions for the readers of this study.

5.1 Conclusions

After conducting the research and analysing the result, I got some conclusions concerning students' use of formulaic expressions in introducing themselves. A qualitative case- study approach was used by me to collect the data; the data were collected by using observation technique to the students' speaking performance. From the observation, it was found several findings that answer all my research questions. The first is what types of formulaic expressions used by the students' speaking in introducing themselves. And the second is the students' problems in using formulaic expressions.

The first, it reveals to what types of formulaic expressions used by the students' speaking performance; I found that the students used five types of formulaic expressions proposed by Biber et. al. (1999). They are collocations, lexical bundles, inserts, idioms, and binomial expressions. The most common types they used are lexical bundles and collocations. The second, it explores what the students' problems in using formulaic expressions. I found that the students had several problems when using formulaic expressions in their speaking

performance like deviant construction, general underuse, grammatical disorder and inappropriate formulaic expressions as proposed by Erman (2009).

5.2 Suggestions

Based on the findings of the research, this research offers several suggestions for the classroom elements, teachers, students, and further researchers, especially in the field of classroom formulaic expressions. For the classroom elements, especially for the English teacher, it is important for the teacher to consider the formulaic expressions aspect which would be implemented in a classroom. The teacher should know the students' problems and difficulties toward the use of English formulaic expressions to improve students' speaking ability in teaching learning process. On other hand, the students should find out the students' problems and barrier in learning, especially English learning in order to boost the students' speaking ability. The students should decrease the barriers. However, I as a researcher also have weaknesses. In order to create the expected teaching-learning process, this becomes all education elements' responsibility, including the teacher, the students, and the researcher.

For future research, I hope this research could be useful and helping. I am aware that this research is far from excellent, hence I leave some recommendations. Firstly, I recommend that it is better for researchers to specify in details what types of formulaic expressions are trying to be observed. This is important to conduct in-depth and informative research. Secondly, there are at least gaps for future research about formulaic expressions, like why those types of

formulaic expressions are used by the students and how the students' strategy to cope with communicative demands is. Finally, it is expected for future research can explore the formulaic expressions in different of participants so that it would be gathered new findings for the development of the research on formulaic expressions.

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