



**AN ANALYSIS OF THE FORMULAIC EXPRESSIONS IN
THE CONVERSATIONAL TEXTS OF THE ELEVENTH
GRADE TEXTBOOK**

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

by

Wahyuningsih

2201415018

**ENGLISH DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
UNIVERSITAS NEGERI SEMARANG**

2020

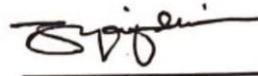
APPROVAL

This final project has been approved by the board of examiners and officially verified by the Dean of the Faculty of Languages and Arts, Universitas Negeri Semarang on September 2nd, 2020.

Board of Examiners:

1. Chairman

Ahmad Syaifudin, S. S., M. Pd
NIP. 198405022008121005



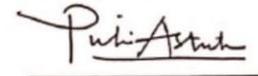
2. Secretary

Widhiyanto, M. Pd., Ph. D
NIP. 197309052005011001



3. First Examiner

Puji Astuti, S. Pd., M. Pd., Ph. D.
NIP. 197806252008122001



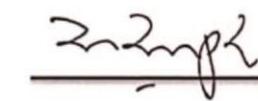
4. Second Examiner

Zulfa Sakhiyya, S. Pd., M. Tesol., Ph. D.
NIP. 198404292012122002



5. Third Examiner

Intan Permata Hapsari, S. Pd., M. Pd.
NIP. 197402242005012001



Approved by

Dean of the Faculty of Languages and Arts

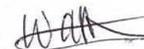


Dr. Sri Rejeki Urip, M.Hum.
NIP. 196202211989012001

DECLARATION OF ORIGINALITY

I Wahyuningsih declare that this final project entitled **An Analysis** of the formulaic expressions in the conversational texts of the eleventh grade textbook is my own work and has not been submitted in any form or another degree or diploma at any university or other institute of tertiary education. Information derived from of published and unpublished work of other has been acknowledged in the text and a list of references is given in the references.

Semarang, September 2020



Wahyuningsih

MOTTO AND DEDICATION

The best sword is a limitless patience”

-nn-

To:

My beloved parents Mr. Diyanto al Dartum and Wiwi, my brother Kiki Prasetiyo.

My best friends; Mayzora, Vini, Eva, Rohana, Yogi, and Dhani

ACKNOWLEDGEMENTS

I would like to praise and gratitude to ALLAH SWT for granting endless health, mercy, and opportunity upon me. I would like to express my sincere thanks to my advisor Intan Permata Hapsari, S.Pd, M.Pd for the guidance, advice, knowledge, suggestions, and patience during the process of completing this final project.

I would like to give my sincere thanks to my mom and dad, for their support, pray, and endless love. My special thanks go to my brother, my friends in boarding house, Rombel 1, and English Department who always support me in every situation.

Wahyuningsih

ABSTRACT

Wahyuningsih. 2020. *An Analysis of the Formulaic Expressions in the Conversational Texts of the Eleventh Grade Textbook.* Final Project, English Department, Faculty of Languages and Arts, Universitas Negeri Semarang. First Advisor: Intan Permata Hapsari, S.Pd, M.Pd.

Keywords: *Formulaic Expressions, Types, Conversational Texts, English Textbook.*

Formulaic expressions are important to make learners more natural and fluent in speaking English like native-speaker. This study focuses on the analysis of the types of formulaic expressions found in the conversational texts of the eleventh-grade English textbook entitled “ Bahasa dan Sastra Inggris” written by Otong Setiawan et.al. The objectives of the study are to find the types of formulaic expressions and to find the frequency of formulaic expressions types used in the conversational texts of the eleventh grade English textbook. This study is qualitative research. The data of the study are fourteen conversational texts in the eleventh grade English textbook. The list of formulaic expressions proposed by Biber (1999) was used to analyze the types of formulaic expressions. The result of the study showed that there are four types of formulaic expressions used in the conversational texts in the English textbook written by Otong Setiawan et.al. The types of formulaic expressions are idiom, lexical bundles, insert, and collocation. Insert is the most frequent that used in the conversational texts of the English textbook written by Otong Setiawan et.al with the total 81 clauses or about 69.23%. It is followed by lexical bundles with the total 17 clauses or about 14.53%, idiom 15 clauses or about 12.82%, and collocation 4 clauses or about 3.42%. Based on the findings, there are only four types of formulaic expressions used by the writers in the conversational texts. The lack of using formulaic expressions in the textbook makes students unable to learn the whole material about formulaic expressions from the textbook and It will give impact to the quality of the textbook as the source of material and information. Therefore, the writer needs to introduce more types of formulaic expressions in the conversational texts of the English textbook to make students more familiar with the formulaic expressions. So, the students can speak English fluently after they learned the formulaic expressions of the textbook and the goal of communicative competence can be achieved.

TABLE OF CONTENTS

| | |
|---|------------|
| APPROVAL | ii |
| DECLARATION OF ORIGINALITY | iii |
| MOTTO AND DEDICATION..... | iv |
| ACKNOLEDGMENTS | v |
| ABSTRACT | vi |
| TABLE OF CONTENTS..... | vii |
| LIST OF TABLES | ix |
| LIST OF FIGURES | x |
| LIST OF APPENDICES..... | xi |
| CHAPTER 1 | |
| INTRODUCTIONS | |
| 1.1 Background of the Study | 1 |
| 1.2 Reasons for Choosing the Topic | 2 |
| 1.3 Research Questions..... | 5 |
| 1.4 Purposes of the Study | 6 |
| 1.5 Significance of the Study..... | 6 |
| 1.6 Limitation of the Study | 7 |
| 1.7 Outline of the Report | 7 |
| CHAPTER II | |
| REVIEW OF THE RELATED LITERATURE | |
| 2.1 Review of the Previous Study..... | 9 |
| 2.2 Review of the Theoretical Study | 19 |
| 2.2.1 Analysis | 19 |
| 2.2.2 Textbooks | 20 |
| 2.2.3 Conversational Text | 21 |
| 2.2.4 Communicative Strategies..... | 22 |
| 2.2.5 Formulaic Expressions | 23 |
| 2.2.5.1 Type of Formulaic Expressions | 24 |
| 2.3 Theoretical Framework..... | 31 |

CHAPTER III

METHODS OF INVESTIGATION

| | |
|---|----|
| 3.1 Research Design | 33 |
| 3.2 Object of the Study | 34 |
| 3.3 Types of the Data | 34 |
| 3.4 Sources of the Data | 35 |
| 3.5 Roles of the Researcher | 35 |
| 3.6 Instruments for Collecting the Data | 35 |
| 3.7 Procedures of Collecting Data | 38 |
| 3.8 Procedures of Analysing Data | 38 |

CHAPTER IV

FINDINGS AND DISCUSSIONS

| | |
|---|----|
| 4.1 Findings of Formulaic Expressions Types | 40 |
| 4.1.1 Idiomatic Phrase | 40 |
| 4.1.2 Lexical Bundles | 46 |
| 4.1.3 Insert | 48 |
| 4.1.4 Collocation..... | 55 |
| 4.2 Findings of Frequency of Formulaic Expressions | 57 |
| 4.2.1 Classifications of Formulaic Expressions Types | 59 |
| 4.2.1.1 Idiomatic Phrase..... | 60 |
| 4.2.1.2 Lexical Bundles..... | 60 |
| 4.2.1.3 Insert..... | 61 |
| 4.2.1.4 Collocations..... | 61 |
| 4.3 Discussions..... | 62 |
| 4.3.1 The Types of Formulaic Expressions..... | 63 |
| 4.3.2 The Frequency of Formulaic Expressions Types..... | 64 |
| 4.3.2.1 Classification of Formulaic Expressions Types | 64 |

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

| | |
|-----------------------|----|
| 5.1 Conclusions | 67 |
| 5.2 Suggestions..... | 67 |

| | |
|------------------------|-----------|
| REFERENCES..... | 69 |
|------------------------|-----------|

| | |
|------------------------|-----------|
| APPENDICES..... | 76 |
|------------------------|-----------|

LIST OF TABLES

| Table | Page |
|--|------|
| 3.1 Checklist Form of Formulaic Expressions..... | 36 |
| 3.2 Data Analysis Form..... | 36 |
| 3.3 Data Tabulation Form | 37 |
| 4.1 Frequency and Percentage of the Formulaic Expressions Types..... | 57 |

LIST OF FIGURES

| Figures | Page |
|---|------|
| 2.1 Theoretical Framework | 32 |
| 4.1 Formulaic Expressions Frequency | 58 |

LIST OF APPENDICES

| Appendix | Page |
|---|------|
| 1. Transcript of the Conversations..... | 76 |
| 2. Text Analyses..... | 85 |
| 3. The Distributions of Formulaic Expressions Types..... | 103 |
| 4. Observation Sheet (Checklist Form of Formulaic Expressions)..... | 107 |

CHAPTER I

INTRODUCTION

This chapter presents the introduction of the study, background of the study, reasons for choosing the topic, research questions, purposes of the study, significance of the study, limitation of the study, and the outline of the study.

1.1 Background of the Study

In this globalization era, the role of English is very important. This is because the English position as an international language indirectly requires other countries to learn it. According to Ahmad (2016:478-479), "English as a second language status in almost all the countries where English is not the first language. English as a tool for global communication an emphasis on training students to acquire communication skills". Therefore, it is important for us to learn English to express our thoughts and ideas with people from the other country.

In Indonesia, English language learning had been done since the children began to enter elementary school. This is done to make children are more fluent in speaking English. One of the important things that need to be learned in learning a foreign language to make it fluent in its use and to facilitate communication is communicative competence. Communicative competence itself has the aim of providing insights into written texts and dialogues to help students understand the dialogue. Communicative competence in the area of communicative language teaching helps students to produce correct grammatical structures in sentences that show as communicative systems in the context used. Besides communicative competence is also a term that can be interpreted by different authors for different

purposes. Similarly, Mustapa & Agustien (2017:55) state, “Communicative competence is the ability to produce text both spoken or written forms that are cohesive and coherent”.

One component that contained in communicative competence is formulaic competence. “Formulaic competence refers to fixed and prefabricated chunks” (Celce-Murcia, 2007:47). The purpose of it is to help students better to understand the meaning of a text, so students can speak fluently and look more natural like native speakers. In formulaic competence, there are formulaic expressions. Formulaic expression itself has the meaning of sequences of words that appear to be prefabricated language. Formulaic expressions play important rule to development the learners speaking skill. It also has a function to save effort in processing learning foreign language. Based on the function, the formulaic expressions can be categorized into some types.

There are several types of formulaic expressions taken from Biber (1999) including collocations, idioms, lexical bundles, binomial expressions, inserts, and free combination of verb + particle. The components are very important to use in a text, especially in conversational text that contained in student textbooks. The reason is the dialogue text contained in the textbook can be understood and can be practiced well by students. In addition, it is to make students know about words or sentences that commonly used by native speakers when they speak.

1.2 Reasons for Choosing the Topic

In this modern era, the education field is increasingly experiencing development, along with this, the existing curriculum has undergone several changes, including

the curriculum for English subjects, even this change is followed by the many innovations in the way of teaching and learning media used.

In formal education, the textbook is very important and teachers must be selective in choosing the quality of textbooks to be used in teaching, so students are able to improve the productivity of their English skills. Textbooks can be used as media that make it easier for teachers to convey and develop material in the classroom and become the reason for students to learn it. According to Bojanic & Topalov (2016:138), “Textbooks include the essential elements of language and culture and that they correspond to learners’ needs, cultural background, and level of linguistic proficiency. Accordingly, it is vitally important to help teachers choose the most appropriate ones for their classes”. For the subjects of their own English, especially the English language high school students the textbooks used also underwent several changes. For example, there are more conversational texts in the 2006 Curriculum English textbooks than the 2013 Curriculum textbooks. It is less because students are asked to be more active in making and practicing direct dialogue rather than reading it. Therefore, the text of the dialogue in the book should give students understanding about the purpose of the text, so students can apply it to the dialogue that they have made by themselves. Therefore, here is the role of the formulaic expressions in English books, which is used to provide some understanding of the kinds of sentences and expressions commonly used in the native speaker dialogue.

Besides, learning formulaic expressions is very important for students to reach communicative competence, and it will be easier for them to speak English

fluently like native speakers if they use formulaic expressions. The learners are important to speak English fluently to help them communicate and to avoid the misunderstanding when they speak English with the native speaker or people from other countries.

According to Ustunbas (2014:3) “In the aspect of communicative function, the use of formulaic language can be seen as time saving and facilitative for the interaction between language learners and language users”. Mustapa & Agustien (2017:55) state, “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 be improved”.

However, there are several conversational texts in the textbooks that are unnatural because the writer is not a native speaker. For example “which name?” this expressions are rarely used by native speaker. Native speaker usually use the expressions “ what’s your name?” for asking the name. It also needs to be resolved to help students understand well the dialogue text in the textbooks, so the goal of using formulaic competence can be achieved. Mustapa & Agustien (2017:56) state that, “By introducing appropriate and accurate formulaic expressions in the conversational texts, the students are expected to be able to use and create appropriate and accurate expressions in their communication”.

Based on the explanation above, I choose this topic as the object of the study for some reasons. First, formulaic expression is still unfamiliar in English learners, so it makes the learners difficult to understand the sentences that use

formulaic expressions in conversation text. Therefore, I choose this topic to find out the use of formulaic expressions and the types of formulaic expressions that commonly used in the English students textbook entitled “Bahasa dan Sastra Inggris” written by Otong Setiawan et.al (2016). Second, the previous studies about formulaic expression were only conducted on a few books in the tenth grade English textbooks, whereas the study for formulaic expression in the eleventh grade English textbooks is still rare. On the other hand, the types of formulaic expressions that are used in the conversational text of the students English textbook is different in every grade. Therefore, I choose the eleventh grade textbook for my study.

In this research, I chose Otong Setiawan textbook, because Otong Setiawan is one of the popular writer whose book was popular in public. He had written a lot of textbooks and the textbooks are used in some school to support teaching and learning activities. Besides, after reading the textbook, the researcher found a lot of formulaic expressions used in each sentence of the conversation. So, the researcher is interested to make the book as the data for the study. It is to find out the types of formulaic expressions used in the textbook

1.3 Research Questions

Based on the background that I have described above, there are several research problems are taken:

(1) What are the types of formulaic expressions used in the conversational texts of the eleventh-grade English textbook entitled “ Bahasa dan Sastra Inggris” written by Otong Setiawan et.al?

(2) How is the frequency of formulaic expressions types used in the conversational texts of the eleventh grade English textbook “ Bahasa dan Sastra Inggris” written by Otong Setiawan et.al?

1.4 Purposes of the Study

Based on the research questions above, the purposes of this study are:

(1) to find out the types of formulaic expressions used in the conversational texts of the eleventh-grade English textbook entitled “ Bahasa dan Sastra Inggris” written by Otong Setiawan et.al.

(2) to find out the frequency of formulaic expressions types used in the conversational texts of the eleventh-grade English textbook entitled “ Bahasa dan Sastra Inggris” written by Otong Setiawan et.al.

1.5 Significance of the Study

The significance of this research are:

(1) Theoretically

This research is expected to provide knowledge about the use of formulaic expressions in students' English textbooks.

(2) Practically

a. For students and readers, this research is expected to provide information and additional materials about various sentences included in formulaic expressions.

b. For developers or authors of books, this research is expected to provide the information sources for compiling the contents of English language textbooks.

(3) Pedagogically

This study will give insight for English teachers and it might help the English learners about the types and the purposes of using formulaic expressions in the textbook to make the learners more fluent in speaking English.

1.6 Limitation of the Study

In considering this study, I emphasize on the types and frequency types of formulaic expressions that are used in the conversational text of the eleventh-grade textbook entitled “ Bahasa dan Sastra Inggris” written by Otong Setiawan et.al. This research wants to make sure how many types and frequency of formulaic expressions that used in conversational text of the eleventh grade English textbook entitled “ Bahasa dan Sastra Inggris” written by Otong Setiawan et.al.

The object of the research is limited. The object is the conversational texts of the eleventh-grade textbook entitled “ Bahasa dan Sastra Inggris” written by Otong Setiawan et.al (2016).

1.7 The Outline of the Report

This research is divided into five chapters. The following is the outline.

Chapter I is introductions. It contains background of the topic, reasons for choosing the topic, research questions, purposes of the study, significance of the study, limitation of the study, and the outlines of the report.

Chapter II is review of related literature. It presents previous researches that have been carried out related to the same topic, review of the theoretical study, and theoretical framework of the study.

Chapter III is methods of investigation. This chapter consists of research design, roles of the researcher, object of the study, type of data used in research, source of the data, research instruments, data collection methods, and data analysis methods.

Chapter IV is findings and discussions. It shows the general description, the detailed results of the research which contains data analysis, and the description of the findings from the research.

Chapter V is conclusions and suggestions. This chapter concludes and provides suggestions of the study.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter presents the review of related literature which discusses the ideas and theories underlying the subject matter of the study.

2.1 Review of the Previous Studies

There are several studies that have been conducted which focused on the formulaic expressions. The first is the research conducted by Wood (2002). The research focused on formulaic language in acquisition and production: implications for teaching. The result of this research showed that formulaic languages play an important role in language acquisition and production. There was a large degree of agreement that formulaic sequences are multi-word units that are stored in long-term memory and taken as chunks.

A further study was formulaic sequences in second language narrative by Wood (2009). The study was an examination of the ways in which a learner of English as a second language (ESL) in an intensive study abroad situation made use of formulaic sequences before and after a six-week fluency development workshop which included a focus on native speaker models. The participant was a female Japanese learner of English in a university intensive study abroad context. The participant was enrolled in intermediate-level classes in the program, had been enrolled for a previous 12- week period, and was living in a homestay situation with native speakers or native-like speakers of English. The researcher used recording techniques to collect the data. The results of the recording were

made transcripts and observations. The result of the study showed that a clear fluency gain was seen in the measures of speech rate and mean length of runs from sample one to sample two, and the overall use of formulaic sequences was more extensive and complex in the second narrative. The gap between this study and the present study is the researcher in the previous study only used direct conversation as the data, but he did not use conversational text. While in the present study, I only use conversational text as the data.

Moreover, Oghyanous (2013) conducted a research, the title is "A Comparative Investigation into Formulaic Expressions in EAP Textbooks: The Case of Social and Hard Sciences". The results of the study showed that formulaic expressions were frequently found in EAP books both in hard and social sciences. It was also found that formulaic expressions were more frequently seen in hard sciences compared to social sciences. The gap between this research with the present research is the researcher only focused on the entire contents of the book. On the other hand, the present research is focused on the conversational text of the textbook.

Girard & Sionis (2014) analyzed the formulaic expressions used in direct conversation, the title of their study is " The Functions of Formulaic Speech in the L2 Class". The objectives of the study were to find out the use of formulaic speech and the function of formulaic speech. The result of this study indicated that there were several functions of formulaic expressions found by the researcher such as psycholinguistic function and communicative function. The gap of this research is the researchers only focused on the function of formulaic sequence

produced by learners, but they did not discuss the types of formulaic sequence. In the present study, I discuss the types of formulaic sequences.

The next study was undertaken by Sidtis, et al. (2015). They investigated formulaic expressions in Parkinson's disease and Alzheimer's disease. The objective of this study compared participants with PD, participants with AD, and Healthy Control (HC) participants on protocols probing productions and comprehension of formulaic expressions. The result of the study showed that the PD group had lower proportions of formulaic expressions compared with the AD and HC groups. In contrast, participants with PD showed significantly higher performance compared with AD participants and did not differ with HC participants. The gap of the study with the present study is the researchers only focused on idiom and pause filler, but they did not discuss another type of formulaic expressions. In the present study, I discuss another type of formulaic expressions.

Neni & Agustien (2016) also analyze about the formulaic expressions. The title of their study is "The Use of Formulaic Expression in EFL Students' Interaction". The purpose of this research is to describe the types of formulaic expressions used by students, the types that are commonly used, and the reason why they use that type. The subjects of this study were English Students at Timor State University in Kefamenanu, East Nusa Tenggara. The researcher used recording techniques to collect the data. This recording was used to record dialogues conducted by the students with a duration of 1 hour per group. The results of the recording were made transcripts and observations. The results of this

study show that the students used collocations, lexical bundles, insert, idioms, and binomial expressions. The students commonly used types were collocation and lexical bundles because they were more familiar with these types. The gap between this research with the present study is the previous research did not mention about the dominant type of formulaic expression between collocation and lexical bundles, while in the present study, I found the dominant type between collocation and lexical bundles that used in the conversational text.

Ustunbas and Ortactepe (2016) investigated the formulaic expressions in oral assessments of EFL learners. The aims of this study are to investigate (a) formulaic language use of EFL learners in multi-task oral proficiency exams consisting of an individual and a paired task, (b) the task type in which these learners use more formulaic language, and (c) whether the use of formulaic expressions is related to their fluency and overall proficiency scores. The data were gathered from the content analyses of video recordings of oral proficiency exam belonging to 190 EFL learners with different proficiency levels according to the description of CEFR and the course book used at School of Foreign Languages at a state university in Turkey. The findings indicate that EFL learners used formulaic language in which they were exposed through their course books in oral proficiency exams with different tasks. They used more formulaic language in the paired tasks in which they interact with another exam taker and their use was significantly related to their scores of fluency and language proficiency. In the previous study, the researcher did not mention the types of using formulaic expressions used by learners in their oral practice. In the present

study, I classify the types of using formulaic expressions in the conversational text.

Another study about formulaic expressions was held by Pfeiffe, Ortactepe, & Corlu (2016) the title is “ The Effect of L1 on the Production of L2 Formulaic Expressions”. The objective of this study was to find out the effect of L1 on the production of L2 formulaic expressions. The result of this study was the explicit instruction and comparison of any category of idioms can promote its production, but also that EFL learners are more comfortable working with Category II idioms. This study only used one type of formulaic expression while the other type was not used. In the present study, I analyze some types of formulaic expressions.

Sidtis & Postman (2006) also analyzed formulaic expressions in the spontaneous speech of left- and right- hemisphere-damaged subjects. Their research findings showed that clinical evaluation of formulaic functions as well as novel languages can provide important insights into the language disorder profiles of various neurological populations. Identification of formulaic expressions that were relatively preserved in LH damage can provide the basis for a more effective treatment plan while evaluating individuals reproduced using this perspective can identify communication disorders that were not previously recognized. The study was focused on discourse production in neurologically disordered. The researchers did not use conversation text as an instrument for the research, but they used written transcripts of spontaneous speech. In the present study, I use conversational texts transcript of student English textbook as the data instrument.

Another study was conducted by Chen, et. al (2014), the title of their study is "An Automatic Reference Aid for Improving EFL Learners' Formulaic Expressions in Productive Language Use". In this study, they focused on the use of GRASP (*Grammar and Syntax-Based Pattern Finder*) as a tool to detect the types of formulaic expressions that learners want to know. The finding of this study revealed that GRASP was effective to help learners to know the types of formulaic expressions. However, the gap of this study, they were only given the list sentences of formulaic expressions to the learners to be detected in GRASP, while the learners were not given the example of formulaic expressions type that contained in conversation sentence in the textbook. In this present study, I analyze the formulaic expressions in the conversational text.

Mustapa & Agustien (2017), also analyzed the formulaic expressions in the conversational text in English textbooks. The data of this study were 14 dialogue texts taken from the tenth grade English textbooks. The results of this study indicate that there were four types of formulaic expressions identified in the dialogue texts. However, the type that is more commonly used in dialogs was insert, then followed by lexical bundles, idiomatic phrases, free combination of verb + particle. The use of idiomatic and combination + particle freeware is correct, but the use of lexical bundles and inserts is correct and some are incorrect in the dialog text. In this research, the researchers not only focused on one textbook as the data, but also used three English textbooks. The gap between these researches, the previous researchers focused on the tenth grade English textbook,

but in the present study, I focus on the only one-eleventh grade English textbook as the object of the study.

Another research was conducted by El-Dakhs (2017). The study investigated the effect of the explicit instructions of formulaic sequences in pre-writing vocabulary activities on foreign language writing. The result of the study showed that the explicit instructions in the formulaic sequence led an increase in the use of formulaic sequences in students writing. The result also supported the positive effect to explicit instruction on formulaic sequence on the learner's lexical choices and overall writing in quality. The previous study only focused on the learners writing a news story; the researcher did not discuss about conversation text. Meanwhile, in the present study, I discuss about formulaic expressions in the conversational text.

Rusell (2017) also analyzed about formulaic expressions. His study was focused on finding the formulaic language use in Hong Kong primary school English textbooks. The objective of the study was to count the formulaic language in the HK textbooks. The result of the study showed that Hong Kong English textbooks contain fewer formulaic sequences than textbooks intended for use by native English speakers, and formulaic language is; therefore, not represented to the same extent. The gap between these studies, the previous researcher did not only focus on the conversational text on the textbook but also analyzed all the texts contained in the textbook. In the new study, I only focus on the conversational text in the textbook.

Moreover, Orlik (2017) also presented a study of formulaic sequences. He focused on analyzing the types of formulaic sequences and the function of formulaic sequences in communication. Based on this study, there were four types of formulaic sequences, such as idiomatic phrase, collocations, lexical bundles, and mnemonics. While the functions of using formulaic sequences were to make the processing effort more efficient, since drawing on already existing fused strings of vocabulary requires considerably less effort than creating them from the very beginning. Another function was to obtain some time to think about what they are going to say next when they create a speech. This research focused on the type of formulaic expression expressed by direct conversation, and it did not discuss the type of formulaic expression in a conversation text, while in the present study, I focus on the types of formulaic expressions in the conversational text.

Other studies of formulaic expressions had been conducted by Ambele, Boonsuk, & Budharat (2018), the title is “Processing English Formulaic Expressions in Situation-Bound Utterances: Strategies Used by Francophone ESL Learners in Thailand”. The study aimed to investigate the strategies used by learners and how the first language (L1) culture and conceptual knowledge could influence the use of strategies. The result revealed that the learners primarily used simplification, verbosity, literal salience, and L1 cultural transfer strategies in processing formulaic expressions.

The next study was undertaken by Rafieyan (2018). He investigated formulaic sequences in language proficiency. The objective of this study was to

find out the relationship between knowledge of formulaic sequence and language proficiency as well as the most efficient method of instructing formulaic sequences. The instruments used for data collection consisted of a reading comprehension book containing a large number of formulaic sequences for intervention sessions and an oral-production discourse completion task adopted from Bardovi-Harlig et al. The result of this study showed that knowledge of formulaic sequences was a strong predictor of language skills and both 'focus on forms' and 'focus on methods' in teaching formulaic sequences are equally effective in developing and maintaining knowledge of formulaic sequences. This research focused on the reading text, in reading book, while the present study is focused on the conversational text.

Another research was conducted by Miao (2014). In this study, the researcher focused on the formulaic expressions in the multi-model Chinese college English textbook. The result of the study showed that the frequency of the formulaic sequences in listening-speaking textbooks is higher than the reading-writing textbook. The gap between this study and the present study is the previous study only discussed the frequency of formulaic expressions. It did not mention the types of formulaic expressions, while the present study does.

McGuire & Hall (2017) also investigated the formulaic expressions. Their study was focused on the effect of the used formulaic expressions in the teaching process. The result of the study showed that formulaic expressions give a good effect on the students. The students who were given the treatment increased their formulaic expressions and their fluency in speaking also increased. The gap of

this study and the present study is the data that was used in the previous study was students, while in the new study, I used a textbook.

Another study was conducted by Alwhan (2019). His study discussed the differences between formulaic expressions and other types of formula. The result of the study indicated that the formulaic expressions were collocated word form by speakers. Then, the differences of the formulaic expressions and the other formula is attributed to the functions and others to the meaning. The gap of the study is the previous study focused on the meaning of formulaic expressions and the differences between formulaic and other formulas. Meanwhile, the present study focus on the types of formulaic expressions.

Sarani & Najjarbaghseyah (2019) also analyzed the formulaic sequences. Their study focused on the use of formulaic sequences by EFL learners in pragmatically focused role-play task. The result of the study showed that the learners produced more than 102 types of formulaic sequences. Routines were the most frequent type that they were produced. The gap of this study with the present study is the use of theory to classify the types of formulaic expressions. The previous study used Ajimer's theory, while the present study uses Biber's theory.

Based on several previous studies, I can conclude that there are several studies related to the topic of formulaic expressions with various subject and object types from different levels of education. In the studies conducted by Helena, there are similarities in the topics that would be examined by me. The first similarity is the research is focused on dialogue texts. The second is the research that has been done is the same as my research that is using student

textbook objects, but there are differences between both of them. The difference is I analyze the formulaic expressions contained in conversational texts in the eleventh grade English textbooks, entitled “ Bahasa dan Sastra Inggris” written by Otong Setiawan et. al. This research also tries to find out the frequency of formulaic expressions types that are commonly used in the conversational texts of the eleventh grade English textbook, and to know the types of formulaic expressions in the conversational texts in the eleventh grade English textbook, so we will know whether the sentence in conversation is natural or unnatural when it is practiced. Therefore, I want to analyze more deeply the formulaic expression in the conversational texts in the eleventh-grade textbook and find a solution to the problem.

2.2 Review of the Theoretical Study

This part explains about some related review related to the study that is about analysis, textbook, conversational text, communicative strategic, formulaic expressions, and types of formulaic expressions.

2.2.1 Analysis

According to Spradley in Sugiyono (2014:89) “Analysis is an activity to look for a pattern, and analysis is a way of thinking related to systematic testing of something to determine the part, the relationship between parts and its relationship with the whole”. Hornby (1995:38) states, ” Analysis is the study of something by examining its part and their relationship". Meanwhile, Sugiono (2008:60) also states, "analysis is an investigation of an occurrence to find out the reason why the occurrence has happened" .

Based on the meaning above, I can conclude that the analysis is thinking activities, to explain a subject into parts or components, so we will know the characteristics or signs of each part, then relationships with each other and the functions of each part of the whole. And the analysis is also used to solve the problem. In this research, I use analysis to explain the types of formulaic expressions used in conversational texts in the eleventh-grade textbook entitled "Bahasa dan Sastra Inggris" written by Otong Setiawan et. al.

2.2.2 Textbooks

The book is one of the learning media that is very influential in teaching and learning activities. According to Hornby (2000: 1238) "A textbook is defined as a book that teaches a particular subject and is used especially in school and colleges". English language textbooks aimed to give students knowledge of English, skills discussed, information on how to speak using English, and preparing them to interact with people from outside the country. Meanwhile, according to Cortazzi and Jin (1999:199),

"Refer to the textbook as a teacher, a map, a resource, a train, and an authority. As a teacher, the book provides relevant information to students about grammar and vocabulary". As a map, the book provides an outline of the linguistic and cultural elements as a structured program and it guides students and teachers to follow the steps taken from the previous lesson. As a source, the book consists of a set of materials and activities provided for teachers by choosing one of the available materials. And the book is also a trainer, which consists of several instructions, supporters, and mentors for the teacher. As an authority, books can be seen as valid, reliable, written by experts and the authority of the important publisher or minister of education".

In addition, according to Hutchinson and Torres (1994:317), "The textbook has an important and positive part to play in the daily job of teaching English, and that its importance becomes even greater in periods of change." Moreover,

Yulianti (2011) states “ A textbook is an instructional material which consists of content and material of the subject that is well organized in written form and has a great contribution in the teaching and learning process”.

Grant (1987:118) also states, “The textbook must meet the need of official public teaching syllabuses or examinations”. In other words, textbooks used in the classroom should contain the materials proposed by the Standard of Content 2013 Curriculum as the national teaching syllabus. The last according to the Ministry of Education (2004) in Prastowo (2011: 64), “Books as teaching materials contain a science of the results of analysis of the curriculum in written form”.

Based on the explanation above, I can conclude that the textbook is one of the important aspects to support the teaching and learning activities that are systematically arranged and based on the curriculum used in the educational environment. Besides, the textbook is also one of the media that can help students to get information, so students can also improve their language skills by reading books. In this study, a textbook is the complete package of English skills and components that helps teachers and learners as their source of materials and exercises in EFL learning.

2.2.3 Conversational Text

According to Wooffitt (2015:13) “Conversation considers language as social action. It means that everybody cannot avoid it in daily life”. Besides, according to Zhang (2008:60) “Conversation is to change information, establish and maintain the relationship between people”. Meanwhile, Ashari (2015:38) states, "Meaning is represented by expression or text and expression represents meaning.

It means, to express the meaning, people use texts or expression. Every text has its own meaning that is influenced by the context”.

Therefore, conversational text is one of the ways to use the language in social life and conversation that convey by writing and use a structure in their writing to represent the meaning.

2.2.4 Communicative Strategies

Communicative strategic as mutual attempts of two interlocutors to agree on a meaning in situations where requisite meaning strategies do not seem to be shared (Tarone, 1980:420). Besides, from a psychological perspective, Færch & Kasper (1983:36) define “Communicative strategy as a potential conscious plan to solve what an individual presents himself as the problem in achieving certain communicative goals”. Corder (1981) in Dornyei (1995: 56) also states, “Communication strategy is defined as “a systematic method used by speakers to express their meaning when faced with some difficulty”. Meanwhile, according to Ellis (1997:60) “The learners are often having problems in saying what they want to say because of insufficient knowledge. To solve these problems, they used various kinds of communication strategies. Strategies that commonly used by learners such as paraphrasing, substituting, creating new words, switching to the first language, and asking for clarification”. Nizar, Nitiasih, & Suanarjaya (2018:1) also state, “Strategy in language learning defined as actions or thoughts that a person uses in solving problems he/she faces while learning or speaking in a foreign language”.

Based on the explanation above, communicative strategies are strategies that learners use to overcome the problems to convey their intending meaning by using some strategies. Conversational text is one way to communicate through media. As in direct conversations, in the conversational text, there are some sentences or words that are not understood by the reader, so the writer needs to describe it in more detail. In this case, communicative strategic is needed to make the reader understands about the topic that the writer is written.

2.2.5 Formulaic Expressions

Formulaic sequences or known as formulaic languages, or formulaic expressions are one of the elements of communicative strategies that have the meaning of “A sequence, continuous and discontinuous, of a word or other meaning elements, which is 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 & Perkins, 2000:1). According to Sidtis (2004) in Sidtis & Kline (2010:3), “Formulaic expressions have a meaning as a whole unit whose every word parts do not necessarily reflect the meaning of the whole expression”. Wood (2006:13) also states, “Formulaic sequences are fixed combinations of words that have a range of functions and uses in speech production and communication, and seem to be cognitively stored and retrieved by speakers as if they were single words”.

Utami & Virgin (2017:327) also state, “Formulaic competence refers to those fixed and prefabricated chunks of language that the native speakers use in everyday interactions such as collocations, idioms, lexical frames and routines”.

Meanwhile, Celcia Murcia (2007:48) states, “Fluent speaker of a language drawn on formulaic knowledge of the target language as often as they use systematic linguistic knowledge”. According to Oghyanous (2013:37) “The formulaic expressions constitute an essential part of language use either written or spoken. Conklin & Norbert (2008) in Ambele, Boonsuk & Buddharat (2018:164) also argue that “Formulaic expressions are often linked to a single meaning/pragmatic function in a social communication setting”. Meanwhile, according to Jespersen in Alwhan (2019:24) “Formulaic expressions is a group of words that represented as a unit which cannot be analyzed in the way free combination”. Furthermore, Dechert (1983) in Oghyanous (2013:39) states, “formulaic expressions is the *island of reliability* to show the efficacy of formulaic expressions in helping the learners to sound more native-like”.

Based on the definition above, I conclude that formulaic sequences or formulaic expressions are an essential part of language, and one way to help students memorize chunk. In addition, formulaic sequences also have a function as a strategy for students to learn foreign languages and to help students more fluent in English.

2.2.5.1 Type of Formulaic Expressions

According to Biber & Barbieri (2007) in Mohammadi & Es-Hagi (2018:195) noted that formulaic sequences can be classified into 5 types. They are lexical phrases, formulas, routines, fixed expressions, and free fabricated patterns. Meanwhile, Wray (2002) is divided the formulaic expressions into lexical bundles, lexical phrases, and phrasal verb. According to Conzett & Hill (2000) in

Oghyanous (2018) was classified formulaic expressions into three types. They are collocations, free combinations, and idioms. On the other hand, Wray (2008) was classified the formulaic expressions into four types. They are set phrases, collocations, phrasal verbs, and even preferred ways of saying things.

However, in this study, the researcher used Biber's theory (1999) to classify the types of formulaic expressions. According to Biber's (1999), formulaic expressions are classified into 6 types. They are idiomatic phrases, collocations, binomial expressions, lexical bundles, insert, and free combination of verb + particle. The following are the description of each type of formulaic expressions.

(1) Idiomatic Phrase

Idioms are expression with a meaning not entirely derivable from the meaning of their parts and it can represent many different kinds of structural units. Another theory of idiom is “ An expression which functions as a single unit and whose meaning cannot be worked out from its separate parts” (Richard & Schmidt, 2010:270). While according to Biber, et. al (1999:988), “Idioms, which are relatively consistent expressions with meanings that cannot be predicted from the meanings of the parts. That is, idioms are expressions that have to be learned as a whole, even if we know the meanings of the individual words composing them”.

In addition, Jabbari (2016:507) also states, “ Idiom is a set of words or phrases that has a figurative meaning conventionally understood by native speakers”. Trask (2007:114) asserts that, "Idiom is an expression whose

meaning cannot be worked out from the meanings of its component words". Meanwhile, Saeed (2003:84) defines, "An idiom is a collocated words that became fixed to each other until metamorphosing into a fixed term"

Therefore, idioms are language expressions in the form of a combination of words arranged in a certain arrangement where the meaning is unpredictable from the constituent words separately and has a figurative or literal meaning.

According to Biber's theory, idioms can be grouped into some categories.

(1) Phrasal Verbs: verb + adverb/preposition

Example: *pick up*

(2) Prepositional verbs: verb + preposition

Example: *look at*

(3) Phrasal-prepositional verbs : verb + particle + preposition

Example: *get away with*

(4) Other Multi-word verb : verb + noun phrase (+ preposition)

Example: *take a look (at)*

Verb + prepositional phrase

Example: *take into account*

Verb + verb

Example: *make do*

(2) Collocation

Hornby (2005:293) defines “Collocation is a combination of words in the language that occurs continuously and more frequently than words happen by chance: resounding success' and „crying same” are the collocation of English “. Collocations consist of independent words that tend to occur together (Biber et al. 1999:59)”. Benson 1986; Mel“čuk 1998; GonzálezRey 2002; Hausmann 2003) in Siepmann (2007:236) assume that "Collocations are typically made up of two constituents which differ in their semantic status: a semantically autonomous base such as compliment combines with a semantically dependent collocate like pay, in such a way that the collocate takes on a specific meaning ('offer') contingent on the base".

Based on the explanation, I can conclude that the collocation is an English word that is combined with other words, so it forms a mutually continuous meaning and if it is replaced with other words it will create an irregularity even if the word has the same meaning.

(3) Binomial Expression

Binomial expressions are expressions that consist of two words from the same grammatical category, coordinated by " and" or "or" (Biber et. al, 1999:1030). Malkiel (1959) in Klerg & Cermak (2008:39) also states, “The binomial as a sequence of two words pertaining to the same form-class, placed on an identical level of syntactic hierarchy, and ordinarily connected by some kind of lexical link”.

Therefore, I can conclude that binomial expressions are expressions that are formed from two words that have the same grammatical category.

According to Biber's theory, binomial phrases can be grouped into some categories.

(1) Noun and noun

Example: *fish and chips*

(2) Verb and verb

Example: *go and get*

(3) Adjective and adjective

Example: *black and white*

(4) Adverb and adverb

Example: *in and out*

(4) Lexical Bundles

Shantz (2016:93) states "Lexical bundles are a subset of formulaic sequences that refer to frequently co-occurring strings of words". In addition, according to Ahmadi, Ghonsooly, & Fatemi (2013:9) "Lexical bundles are semantically transparent, and in most cases, their meaning can be understood from their components". According to Biber et.al (1999:990), "Lexical bundles are recurrent expressions regardless of their idiomaticity, and regardless of their structural status". Moreover, Conklin & Schmitt (2008) in Hyland & Jiang (2018: 384) state, "Lexical bundles are seen to have a processing advantage over creatively generated

language”. Biber & Barbieri (2007: 263) also state, “ Lexical bundles are recurrent sequences of words that are important buildings block of discourse in spoken and written register”. According to Biber (2006) in Yang (2017:58), “Lexical bundles are sequences of words, which have been studied under many rubrics, including “lexical phrases”, “formulas”, “routines”, “fixed expressions”, “pre-fabricated patterns”, “n-grams”, and “clusters”.

Therefore, I can conclude that the lexical bundles are groups of words that occur repeatedly together within the same register.

According to Biber’s theory, lexical bundles in conversation can be grouped into some categories.

(1) Personal pronoun + lexical verb phrase

Example: *I would like to..., I want to go. ..., I’m going to have.. etc.*

(2) Yes-no question fragments

Example: *can I have a..., do you want to..., do you have a. . , etc.*

(3) Wh-question fragments

Example: *what do you do, what do you think, etc.*

(4) Noun phrase expressions

Example: *... the end of the..., the top of the.. , etc.*

(5) Prepositional phrase expressions

Example: *at the back of, for a couple of, etc.*

(6) Verb phrase with active verb

Example: *have a look at, let’s have a look, etc.*

(7) Lexical bundles with wh-clause fragments

Example: *what I'm going to, what I want to.., etc.*

(8) Lexical bundles with to-clause fragments

Example: *be able to do, to do with it, etc.*

(9) Verb + that-clause fragments

Example: *think I'm going to, said I don't know, etc.*

(10) Adverbial clause fragments

Example: *if you want to, if you've got, etc.*

(11) Pronoun/noun phrase + be

Example: *there was a lot of, that's going to be, etc.*

(12) Quantifier expressions

Example: *all of a sudden*

(13) Other expressions

Example: *two and a half*

(14) Meaningless sound bundles

Example: *la la la, mm mm mm*

(5) Insert

Insert are stand-alone words which are characterized in general by their inability to enter into syntactic relation with other structures. (Biber, et.al, 1999: 1082). According to Utami & Virgin (2017:328), “ Inserts can be categorized as formulaic expressions since it has implicit meaning either it is a word (single morpheme) like yes, no, please, okay, etc. or word string (invariable lexicalized sequence) like you know, I mean, thank you, etc”.

“Insert are spontaneously produced in the conversations to make it more expressive and communicative” (Khusnita & Rukmini, 2016: 68).

Based on the definition, I can conclude that insert is a spontaneous word produced by a speaker to make the conversation more communicative.

(6) Free Combination of Verb + Particle

According to Farokh (2012: 58), “Free combination is a combination of words whose meaning is interpreted from the literal meaning of individual elements, such as *drink tea*”.

Based on the definition above, I can conclude that free combinations is the combination of words that the meaning can be interpreted from the literal meaning.

2.3 Theoretical Framework

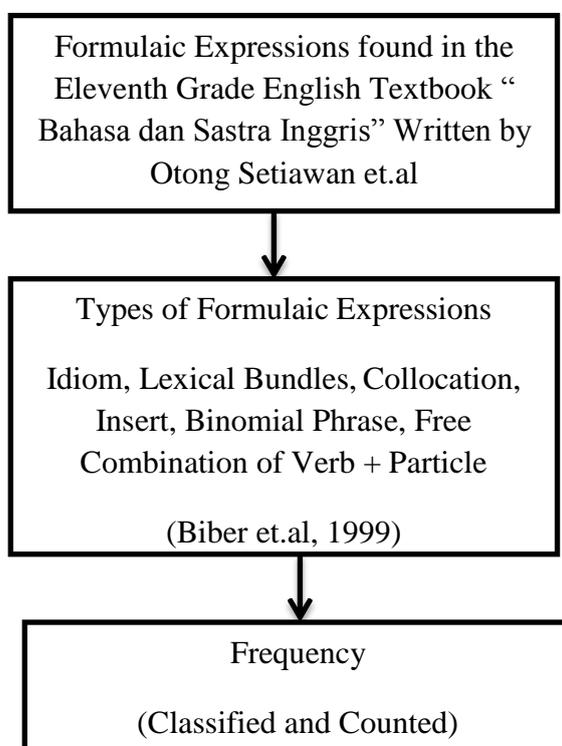
This study concerns on the formulaic expressions in the conversational text of the eleventh-grade English textbook entitled “ Bahasa dan Sastra Inggris” written by Otong Setiawan et. al. There are two objectives of this study. First is attempting to find out the types of formulaic expressions used in the conversational text of the eleventh-grade textbook and the second is to find out the frequency of formulaic expressions types used in the conversational text of the eleventh-grade textbook.

In order to figure out the objectives, I classified the types of formulaic expressions used in the conversational text of the eleventh grade English textbook based on Biber’s classification (1999). The types are counted to find out frequency, percentage, and the most frequent of formulaic expressions types

found in the eleventh grade English textbook and then they are displayed in a diagram. The last, I report the results of the study by giving a detailed description.

In conducting the analysis, I use a systematic theoretical framework. The following figure is the theoretical framework.

Figure 2.1 Theoretical Framework



CHAPTER III

METHODS OF INVESTIGATION

This chapter discusses the methods of investigation. There are eight main sub-chapters are discussed here. They are research design, object of the study, types of the data, source of the data, roles of the researcher, instruments for collecting the data, procedures of collecting data, and procedures of analysing data.

3.1 Research Design

Leedy (1997:195) states that research design “ As a plan for the study, providing the overall framework for collecting data. Research design is a plan that created to answer the research question and to control variance”. Meanwhile, according to Durkheim (2004:29), " Research design is a framework for action provided as a bridge between tthe research question and the execution, or implementation of the research strategy”. In this study, I use a descriptive-qualitative research design. According to Surakhmad (1994:147), “Descriptive qualitative is a kind of research method using technique of searching, collecting, classifying, analyzing the data, interpreting them, and finally drawing conclusion and the researcher has no control over the condition and the situation”. Meanwhile, according to Creswell (1994) in Williams (2007:67), “Qualitative research is described as an unfolding model that occurs in a natural setting that enables the researcher to develop a level of detail from high involvement in the actual experiences”. Creswell (2014: 204) also states, " Qualitative research design is the design that focused on the data collection, analysis, and writing, but they originate out of disciplines and flow throughout the process of research". Walia (2015) also

asserted that, “ Qualitative research is the research that focused on words rather than numbers, this research type observed the world in its natural setting, interpreting situations to understand the meanings that people make from day to day life.”

Based on the explanation above, I can conclude that qualitative descriptive research is a method of research that use some techniques and the research focused on words than the numbers. The aim of using descriptive qualitative research in this study is to describe the types of formulaic expressions used in conversational texts of the eleventh-grade English textbook entitled “ Bahasa dan Sastra Inggris” written by Otong Setiawan et. al.

3.2 Object of the Study

Object is the problem that will be investigated in research activities. According to Ratna (2010: 12) “Objects are all symptoms that exist around human life”.

The object of the research is fourteen conversational texts of the eleventh grade English textbook. This book is taken in the form of sentences including formulaic expressions of the entire conversational text in the English textbook entitled “ Bahasa dan Sastra Inggris” written by Otong Setiawan et. al.

3.3 Types of the Data

The type of the data is the transcript form of conversational text in the eleventh grade English textbook entitled “Bahasa dan Sastra Inggris” written by Otong Setiawan et.al.

3.4 Sources of the Data

The data were taken from the eleventh grade English textbook entitled “Bahasa dan Sastra Inggris” Written by Otong Setiawan et.al.

3.5 Roles of the Researcher

I as a researcher used some roles to produce the results of the study. First, I am as a data collector, I read the conversational texts in the eleventh-grade English textbook entitled " Bahasa dan Sastra Inggris" written by Otong Setiawan et.al. Then, I made a transcript of the data and I observe the data. To find out the types of formulaic expressions in the English textbook, I divided the data into some types of formulaic expressions using Biber's form proposed by Biber et.al (1999). Furthermore, the findings were counted to find out the frequency of the formulaic expressions. The last, I reported the results by providing the descriptions, conclusions, and suggestions.

3.6 Instruments for Collecting Data

Instrument is one of the important elements to collect data in a study. According to Saleh (2001:43), “Research instrument is used to refer the data collection tools.”

In this research, I use checklist form and the list form of formulaic expressions offered by Biber that is a theory of formulaic expressions that states formulaic expression can be classified into Biber’s formats. The following is the checklist form and data analysis form.

3.1 Checklist Form

| No | Data | Formulaic Expressions | |
|----|----------|-----------------------|----|
| | | Yes | No |
| 1. | Hi, John | ✓ | |
| | | | |
| | | | |
| | | | |

There were three columns in Table 3.1 Checklist Form. The first column is the number. It contains the number of clauses. The second column contains the clauses of the conversational texts in the eleventh grade English textbook. The third column contains the formulaic expressions. It is used to identify the clause that included into formulaic expressions.

3.2 Table of Data Analysis Form

| Code | Datum | Types of Formulaic Expressions | | | | | | Explanation |
|-------|---------|--------------------------------|----|----|----|----|------|-------------|
| | | Id | Lb | In | Cc | Bp | Fcvp | |
| No/01 | Hi John | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |

Note:

No : Number of Clause

01 : Number of Conversation

Types of Formulaic Expressions

Id : Idiom

Lb : Lexical Bundles

In : Insert

Cc : Collocations

Bp : Binomial Phrase

Fcvp : Free combinations of Verb + Particle

There were four columns in Table 3.2 Data Analysis Form. The first column is the code. It contains the number of clauses and the number of conversations. The second column contains the clauses of the conversational texts in the eleventh grade English textbook. The third column contains the types of formulaic expressions found. It is used to classify the clauses to the types of formulaic expressions. The last column is the explanation. It contains an explanation about the category of formulaic expression types.

Table 3.3 Data Tabulation Form

| No | Formulaic Expression Types | Frequency | Percentage |
|--------------|----------------------------|-----------|------------|
| 1 | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| Total | | | |

—

P : Percentage

F : Frequency of the Data

N: Total Data

After collecting and analyzing, the data were counted to find out the frequency of the formulaic expression types. The result would be presented in the Table 3.2 Data Tabulation Form. There are four columns, the first column contains the number of formulaic expressions types. The second column is the formulaic expression types. The third column is the frequency. It contains the frequency of each type of formulaic expressions. The last column is the percentage of the formulaic expression types. The percentage can be seen after the frequency of the formulaic expression types were found.

3.7 Procedures of Collecting Data

According to Sugiyono (2008: 225) “The fundamental method is relied on by qualitative researchers for transparency of information participation in the setting, direct observation, in-depth interviewing and documentation review”.

Data collection used in this research is the documentation technique. Documentation techniques are looking for data on things or variables in the form of notes, transcripts, books, newspapers, magazines, prescriptions, minutes of meetings, briefs, agendas, and so on (Arikunto, 2010: 274). The data were the transcript of fourteen conversational texts in the eleventh grade English textbook. In this study, I use some ways to collect the data. They were observing, note-taking, and organizing the data in the same line on the table for certain categories.

3.8 Procedures of Analysing Data

Data analysis is one of the important parts of research because it will help and it will be useful for solving problems in research. Data that have been collected illustrate and explain the sentence itself. According to Bogdan in Sugiyono (2013:

244) “Data analysis is the process of finding and compiling systematic data obtained from interviews, field notes and other materials, so they can be easily accessed and the findings can be shared with the society”. In this study, I use Biber's form proposed by Biber et.al (1999) to analyze the data.

To obtain the results of data analysis, I carried out several steps as follows:

- (1) The first step is collecting the research object, I read the conversational texts in the eleventh grade English textbook, and made the transcript.
- (2) The second step is identifying sentences that are included in formulaic expressions.
- (3) The third step is classifying and analyzing formulaic expressions types with the theory of Biber.
- (4) The fourth step is calculating the types of formulaic expressions. The calculation used the percentage formula to determine the frequency of formulaic expression types that are commonly used in the textbook. Then, the percentage of data is presented in the diagram.
- (5) The fifth step, after the data are presented in the diagram, then the results of the data are described and I would draw some conclusions.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents findings and discussions of the study. The first section presents the findings. The findings of the research were gained from the analysis of the transcript of conversational texts of the eleventh grade English textbook entitled “Bahasa dan Sastra Inggris” written by Otong Setiawan et.al. The aims of analysis are to find out the types of formulaic expressions and to find out the frequency of formulaic expressions types in the conversational texts. The second section presents the discussions of the study. The following are the explanation of each section.

4.1 Findings of Formulaic Expressions Types

In this part, I show the findings of the formulaic expressions types found in the conversational texts of the eleventh grade English textbook entitled “Bahasa dan Sastra Inggris” written by Otong Setiawan et.al. I used Biber’s theory to find out the types of formulaic expressions in the conversational texts. There are four types of formulaic expressions found in the conversational texts. The following is the explanation of each type.

4.1.1 Idiomatic Phrase

The idiomatic phrase is the first type of formulaic expressions found in the conversational texts of the eleventh grade English textbook entitled “Bahasa dan Sastra Inggris” written by Otong Setiawan et.al. Idiom itself has a meaning as a combination of words that has a special meaning, where the meaning can be interpreted after the forming words are combined. Idiom can be categorized into

formulaic expressions because the component words in an idiom are fixed, it means that we cannot change the words or the grammatical form of idiom, and the process of substitution is not allowed. Besides, the idiom has a metaphorical meaning than literal. The representation of idioms are shown below.

Example 1

| | | | |
|----------|---|--|--------------|
| Setiawan | : | Oh dear, I'm putting on my weight . | (Datum 1/01) |
| Nunik | : | I'm not really surprised. | (Datum 2/01) |
| | | You eat too much. | (Datum 3/01) |
| | | I think you ought to go on diet. | (Datum 4/01) |

There is an idiom of the first clause above. The idiom is *putting on my weight*. The word "*putting on my weight*" is categorized into phrasal verb. The phrasal verb itself is a type of idiom based on Biber's theory. The meaning of the idiom "*putting on my weight*" is someone who is gained the weight.

The second idiom is "*go on*" in the fourth clause. The word "*go on*" has a meaning "*to continue*". The idiom above consists of verb and adverbial particle; therefore, it is categorized into phrasal verb. "*Go on*" is used when someone wants to do something new. In the clause above, Nunik gives an advice to Setiawan to do a diet.

All of the idioms above are categorized into fixed word because the word formed of idioms above cannot be changed by another word. If a word formed in idiom above is changed, it also changes the meaning.

Example 2

| | | | |
|--------|---|---|---------------|
| Dewi | : | Do you have any plan to add your trophy collections? | (Datum 9/02) |
| Kaisar | : | Sure. I will take part in all sciences Olympiads next academic year. | (Datum 10/02) |

There is an idiom in the Kaisar's utterance. The idiom is "*take part in*". It is categorized into phrasal verb that consists of verb and adverbial particle. The meaning of the idiom is "*to participate*", it means that the idiom is used if someone wants to join with others in doing something. In the clause above, the idiom is used when Kaisar wanted to join all science Olympiads next academic year.

Example 3

Kaisar : In this coming presidential election, whom will you choose?
(Datum 1/03)

Mahadewi : The incumbent one. ***By the way***, what would you do if you
were him? (Datum 3/03)

The idiom of the conversation above is "by the way". The word "by the way" is categorized into other multi word-combination. The use of the idiom is to change the focus of the topic in the conversation. In the conversation above, the idiom "by the way" is used to change the topic (from the presidential election to the things that the speaker will do if they become a president).

Example 4

Dewi : Amazing! When did you get your first trophy?
(Datum 5/02)

Kaisar : I had achieved my trophy by the time I graduated from my
elementary school. (Datum 6/02)

The idiom "by the time" is categorized into other multi word-combination. The meaning of the idiom "by the time" is "at the time". In the conversation, the idiom "by the time" is used to explain the time Kaisar got the first trophy.

The three examples of idiom above have special meaning that is different from the meaning of the words formed. Therefore, they are categorized into fixed word.

Example 5

Sue : What's wrong? (Datum 1/04)
 You look really stressed out about something (Datum 2/04)
 Ben : It's this research paper I'm writing. (Datum 3/04)
 The outline is due to tomorrow and I'm still **working on** it. (Datum 4/04)

The idiom in the conversation above is “*working on*”. It is categorized into phrasal verb that consists of a verb and an adverbial particle. The idiom above cannot be substituted with the synonym. Therefore, they are fixed word. The meaning of the idiom is “to do something”. The idiom “*working on*” is used when someone does something. In the conversation above, Ben is still doing his research paper.

Example 6

Sue : Well, can I help you if you would need it? (Datum 6/04)
 Ben : Really. (Datum 7/04)
 That would be great. (Datum 8/04)
 I **get off** work at 4:30 (Datum 9/04)

The idiom of the conversation above is “*get off*”. The structure of “*get off*” is a verb and an adverb ; therefore, it is categorized into phrasal verb. The meaning of the idiom above is “to stop to do something/ back to the house after doing something”. In the conversation above, Ben stops to work at 4.30 and he will be back to his house. The two idioms above have figurative meaning and the word formed of the idioms cannot be changed. Therefore, it is a fixed word.

Example 7

Lynn : Can I do something to help you get ready? (Datum 6/05)
 Tim : Well, if you helped me **look for** it instead of telling me what time it was. (Datum 7/05)

The idiom “*look for*” above has the same meaning with “search or try to find”.

The word “*look for*” is categorized into phrasal verb that consists of verb and

adverb. The idiom above is used when someone searches for something lost. Therefore, in the conversation above, the word “*look for*” is used to find the something lost.

Example 8

Ratu : I’d like to book two seats for Friday 11th, please. (Datum 3/06)
 Receptionist : I’m sorry we are completely ***sold out*** for 11th madam (Datum 4/06)

The word “*sold out*” is categorized into a phrasal verb, which has structure a verb and an adverb. The meaning of the idiom is “*sell all the thing and there is nothing left*”. In the conversation above, there are no more seats left to book.

Example 9

A : I’m ***going up*** to Surabaya on Saturday and I’d like to reserve seat on the train, please. (Datum 4/08)
 B : Yes, you can reserve seats on some trains. (Datum 5/08)

There is an idiom above. The idiom is “*going up*” which has a meaning “*ride something or go to a place*”. It has structure verb and adverb; therefore, it is categorized into phrasal verb. In the conversation above, the idiom “*going up*” is used to express someone who wants to go to a place.

The three examples of idiom above are categorized into fixed word because they have the figurative meaning. The word formed of idiom cannot be changed.

Example 10

A : When would you like to come? (Datum 5/10)
 B : Saturday afternoon, please (Datum 6/10)
 My boy ***taking me out*** to lunch (Datum 7/10)
 It’s our engagement anniversary, you know—15 years (Datum 8/10)

The word “ taking me out” above is categorized into phrasal verb that consists of verb and adverbial particle. The meaning of the idiom above is “ *take someone to a place or a date*”. In the conversation above, the boy of the speaker 2 will take her to a place for lunch.

Example 11

Prabu : Please mail it to Seanuprabu99@gmail.com. (Datum 25/12)
 Reservation : Thanks (Datum 26/12)
 We are **looking forward** to seeing you here. (Datum 27/12)

The word “ looking forward” is categorized into phrasal verb that has form verb (looking) + adverb (forward). The meaning of the idiom above is “*to feel happy about something that is going to happen*”. In the conversation above, the use of idiom “looking forward” is to express the reservation feeling to see Prabu in the hotel.

Example 12

Caller : I'd like to know whether there are two double rooms available from 20 June -25 June. (Datum 8/12)
 Receptionist : Let's **have a look**. (Datum 9/12)

The idiom “*have a look*” has a meaning “*to glance or to look at someone or something in a quick*”. The word “have a look” is categorized into multi-word verb combination. The formula of the idiom is verb (have) + noun phrase (a look). In the conversation above, “ have a look” is used to check the doubles room available in the hotel.

The three examples of idiom above cannot be changed by substitute the synonym or add another word between them. Therefore, they have figurative meaning which is different from the literal meaning.

4.1.2 Lexical Bundles

Lexical bundles are group of words that occur repeatedly together within the same register. The lexical bundle is fixed word, it means that the words cannot be separated. The following is the elaboration of the lexical bundles found in the eleventh grade English textbook.

Example 1

Dewi : **Do you have any** plan to add your trophy collections?
(Datum 9/02)

Kaisar : Sure. I will take part in all sciences Olympiads next academic
 year.
(Datum 10/02)

In the sentence above, there is only one lexical bundle. The question above is categorized into yes-no question fragment. Yes-no question fragment is one type of lexical bundles. The question is categorized into yes-no question fragment because the question above begins with a portion of the yes-no question (*do you have*). The lexical bundle “*do you have any*” is used when someone who asked doesn't know the answer, yes or not. In the example above, the use of lexical bundle is to ask Kaisar's plan to collect the trophy.

Example 2

A : **Do you want to** go urgently?
(Datum 4/09)

B : Well, it is not desperately important, but as soon as possible.
(Datum 5/09)

The clause above is categorized into yes-no question fragment. The formula of the question above is auxiliary verb (*do*) + subject pronoun (*you*) + verb (*want*) + complement (*go urgently*). The use of lexical bundle “*do you want to*” is to ask someone wants. In the example above, speaker 1 asked the speaker 2 whether he/she wants to go urgently or not.

Example 3

Receptionist : Good afternoon. The theatre Royal box office. (Datum 1/06)
 Ratu : Good afternoon. (Datum 2/06)
 I'd like to book two seats for Friday 11th, please. (Datum 3/06)

The clause “ I'd like to” above is categorized into personal pronoun (*I*) + lexical verb phrase (*would like to*). The use of the lexical above is to express the polite request. In the conversation above, Ratu wants to book seat for Friday.

Example 4

Peni : **What do you do** to stay healthy? (Datum 2/13)
 Perdana : Well, I exercise a lot and avoid liquor as well as fast food. (Datum 3/13)

There is a lexical bundle in the conversation above. It is “what do you do”. The question above is categorized into wh-question fragment. The use of the lexical bundle “what do you do” in the conversation above is to ask Perdana’s activity to stay healthy.

Example 5

A : Good morning. (Datum 1/07)
 Can I help you? (Datum 2/07)
 B : Yes, please. **Could I have** a room for the night? (Datum 3/07)

There is one lexical bundle in the conversation above. It is “could I have”. The formula of the question is could + S (*I*) + verb 1 (*have*) + complement (*a room*); therefore, it is categorized into yes-no question fragment. The lexical bundle “*could I have*” above is used to express a polite request. In the conversation, the speaker B wants a room for the night.

4.1.3 Insert

There are several types of insert found in the conversational texts of the eleventh grade English textbook. The insert consists of interjections, response form, farewells, greetings, and polite formula. Insert is categorized into formulaic expressions because it has implicit meaning either it is word string or a word. Besides, insert is a chunk of language used by a native speaker to make communication more fluently. The following is the elaboration of the insert found in the conversational text.

Example 1

- Nunik : **Well**, perhaps you should go to a fitness center, or something like that. (*Datum 8/01*)
- Setiawan : I don't have enough time to exercise there. (*Datum 9/01*)
Besides, it's a boring place. (*Datum 10/01*)
- Nunik : **Yes**, I think so. (*Datum 11/01*)
Well, perhaps you had better go jogging every morning. (*Datum 12/01*)
It's a cheap sport. (*Datum 13/01*)
We both can have the exercise together. (*Datum 14/01*)
- Setiawan : **Yes**, that's a good idea. (*Datum 15/01*)
I'll start doing this tomorrow morning. (*Datum 16/01*)

There are two types of insert in the conversation above. They are interjection (well) and response form (yes). The use of "well" in the conversation above is used to change the topic of the conversation. Meanwhile, the use of "yes" in the conversation is used to respond to the speaker's statement.

Example 2

- Kaisar : I'd spent most of the budget for infrastructure and education. (*Datum 6/03*)
- Mahadewi : **Great!** Then? (*Datum 7/03*)
- Kaisar : **Well**, I'll make you the first lady (*Datum 8/03*)
- Mahadewi : **Hahaha**, you're kidding (*Datum 9/03*)
- Kaisar : How about you? (*Datum 10/03*)

- What would you do if you were the incumbent president of Indonesia? (Datum 11/03)
- Mahadewi : **Hmmm**, I would prioritize to overcome poverty and improve people's health and sanitation. (Datum 12/03)
And I would handle the problems of flood very seriously. (Datum 13/03)
- Kaisar : **Wow**, that's very innovative. (Datum 14/03)
- Mahadewi : And I would appear on television every day. (Datum 15/03)
- In this way, I would be very popular. (Datum 16/03)
- Kaisar : **Huh**, that woman. (Datum 17/03)

In the conversation above, there are two types of inserts. They are response forms (great, hahaha, hmmm, wow, and huh) and interjection (well). The use of the expressions “great” and “wow” is to show their admiration. Meanwhile, the use of expression “hahaha” is to response Kaisar's jokes. The use of expression “hmmm” in the conversation above is to show that Dewi was thinking about the answer of the question. However, the use of expressions “huh” is to response Dewi's answer. The use of interjection “well” is to change the topic of the conversation.

Example 3

- Ben : It's this research paper I'm writing. (Datum 3/04)
The outline is due to tomorrow and I'm still working on it.
If I don't finish it tonight, I would get an F. (Datum 5/04)
- Sue : **Well**, I can help you if you would need it. (Datum 6/04)
- Ben: **Really?** (Datum 7/04)
That's would be great. (Datum 8/04)
I get off work at 4:30. (Datum 9/04)
Man, I feel better already. (Datum 10/04)

In the conversation above, there are two types of insert. They are interjection (*well*) and response elicitor (*really*). The use of interjection “*well*” is to change the focus of the topic (from talking about the assignment to offering help to do the

assignment). Meanwhile, the response elicitor (*really*) is used to confirm Sue's statement.

Example 4

Lynn : Can I do something to help you get ready? (Datum 6/05)
 Tim : **Well**, if you helped me look for it instead of telling me what time it was. (Datum 7/05)
 That would be a big help. (Datum 8/05)
 Lynn : **Okay**. But let me say just one more thing. (Datum 9/05)
 I'd keep my wallet in the same place everyday if I am you. (Datum 10/5)
 That way I'd always know where it was. (Datum 11/5)

There are two types of insert in the example above. They are interjection (well) and response (okay). The interjection "well" in the sentence above indicates saying something in another way. Meanwhile, the use of response "okay" is to show the agreement of the first speaker statement.

Example 5

Receptionist : **Good afternoon**. The theatre Royal box office. (Datum 1/06)
 Ratu : **Good afternoon**. (Datum 2/06)
 I'd like to book two seats for Friday 11th, please. (Datum 3/06)
 Receptionist : I'm sorry we are completely sold out for 11th madam. (Datum 4/06)
 Ratu : What about Saturday 12th? (Datum 5/06)
 Receptionist : I've got some seats for the matine. (Datum 6/06)
 But, nothing for the evening performance, I'm afraid.
 Ratu : **Oh well**, perhaps I'd better take two matinee seats then, please. (Datum 8/06)
 How much are they? (Datum 9/06)
 Receptionist : Rp 25.000 per each. (Datum 10/06)
 Ratu : **Right**, I put a checque and stamped address envelop in the post. (Datum 11/06)
 Receptionist : What name is it? Please. (Datum 12/06)
 Ratu : My name is Ratu Kadita. (Datum 13/06)

There are three types of insert in the example above. They are greeting (*good afternoon*), interjection (*oh well*), and response (*right*). The greeting “good afternoon” is the opening expression to start the conversation, and the second greeting (*good afternoon*) is to response the first speaker’s greeting. The interjection (*oh well*) is used to change the focus of the topic in the conversation. Meanwhile, the response (*right*) indicates as the agreement of receptionist statement.

Example 6

A : **Good morning.** Can I help you? (Datum 1/07)
 B : **Yes, please.** Could I have a room for the night. (Datum 3/07)
 A : Certainly. A single room or a double? (Datum 4/07)
 B : Single please. (Datum 5/07)
 A : Would you like a room with a view or a veranda? (Datum 6/07)
 B : A shower. How much is the room? (Datum 7/07)
 A : Rp 225.000 for the room and meal. Would you like evening snacks? (Datum 8/07)
 B : **No, thanks.** Just breakfast. (Datum 10/07)

There are two types of insert in the conversation above. The types are greeting (*good morning*) and response (*yes, please* and *no, thanks*). The greeting in the conversation above is the opening expression to start the conversation.

Meanwhile, the responses “*yes, please*” and “*no, thanks*” are used to respond and answer the speaker A’s questions.

Example 7

A : **Good morning.** Dr. Setiawan surgery. (Datum 1/09)
 B : **Good morning.** (Datum 2/09)
 I’d like to make an appointment to meet Dr. Setiawan, please. (Datum 3/09)
 A : **I see.** Do you want to go urgently? (Datum 4/09)
 B : **Well,** it’s not desperately important, but as soon as possible. (Datum 5/09)
 A : Will Thursday at 10 o’clock be all right? (Datum 6/09)

- B : **Yes**, that's fine. (Datum 7/09)
 A : What address is it, please. (Datum 8/09)
 B : His name's Mahadewa, Seanu Mahadewa. (Datum 9/09)

In the conversation above there are three types of insert. They are greeting (*good morning*), responses (*I see, yes*), and interjection (*well*). The use of greeting is the opening expressions to begin the conversation. The response “*I see*” is used to respond speaker B's statement, and the response “*yes*” is used to respond the speaker A's question. Besides, the interjection “*well*” is used to change focus of topic.

Example 8

- A : **Good afternoon**, Supeni's Hair Fashion. (Datum 1/10)
 B : **Good afternoon**. I'd like to make an appointment to have my hair done, please.
 It's Mrs. Djuharie speaking. (Datum 3/11)
 A : **Ah**, Mrs. Djuharie, certainly. (Datum 4/10)
 When would you like to come? (Datum 5/10)
 B : Saturday afternoon, please. (Datum 6/10)
 My boy taking me out to lunch. (Datum 7/10)
 It's our engagement anniversary, you know—15 years. (Datum 8/10)
 A : **Impossible**. Mrs. Djuharie. (Datum 9/10)
 You look so young. You can't have been married 15 years.
 B : It's true I have. (Datum 13/10)

There are two types of insert based on the example above. The first is greeting (good afternoon), and the second is response form (ah, impossible). The greeting is the opening expressions in the conversation. Meanwhile, the response “*ah*” is used to respond speaker B's statement, and the response “*impossible*” is used to express the surprise feeling of the speaker A's.

Example 9

- A : **Good morning sir**. Can I help you? (Datum 1/11)
 B : **Yes**, I think you have a room reserved for me. (Datum 3/11)
 My name is Prabu Pradana from PT Telkom. (Datum 4/11)

- A : That's right sir. We have a single room for you. (Datum 5/11)
 B : Does it have a bath or shower? (Datum 6/11)
 A : The room has a shower. (Datum 7/11)
 B : I'd like a room with a bath, if that's possible. (Datum 8/11)
 A : **Certainly**. Would you like a room with or without a balcony?
 B : It doesn't matter. (Datum 10/11)
 A : Here you are sir. Room 341 on the third floor. (Datum 11/11)
 B : **Thank you**. (Datum 12/11)

Based on the conversation above, there are three types of insert. They are greeting, response form (yes, certainly), and polite formula (thank you). The greeting in the conversation above indicates as the opening expressions to begin the conversation. The response form "yes" is used to response speaker A's question, and the response " certainly" is used to respond speaker B's statement. The polite formula "thank you" is used to express their thanks to each other and it is a mark to end the conversation.

Example 10

- A : The room with balcony should be equipped with a queen size bed, the other one with two beds **please**. (Datum 15/12)
 B : Which name **please**? (Datum 16/12)
 A: PRABU (Datum 17/12)
 B : **Thank you**. Bed with breakfast or half board? (Datum 18/12)
 A : We only take breakfast. (Datum 19/12)
 Will you be paying by credit card? (Datum 20/12)
 B : **Yes**, Visa.my number is 12980128. (Datum 21/12)
 A : **Thanks**. (Datum 22/12)
 Please let me know your mail address or fax. (Datum 23/12)
 B : **Please** mail it to seanuprabu99@gmail.com. (Datum 24/12)
 A : **Thanks**. (Datum 25/12)
 We are looking forward to seeing you here. (Datum 26/12)
 Good bye. (Datum 27/12)

There are three types of insert in the example above. They are polite formula (please, thanks), response (yes), and farewell (good bye). The polite formula "please" is used to express the request of the speaker. Meanwhile, polite formula

“thanks” is used to express their thanks to each other. Farewell good bye is a mark to end the conversation.

Example 11

- Peni : You are really fit, Perdana. What do you do to stay healthy? (Datum 1/13)
- Perdana : **Well**, I exercise a lot and avoid liquor as well as fast food. (Datum 2/13)
 For example, I go jogging every morning play bad minton twice a week, every Tuesday afternoon, and Thursday evening. (Datum 3/13)
- Peni : What liquor and fast food don't you consume? (Datum 4/13)
- Perdana : I don't drink liquors such as gin, vodka, rum, whiskey, tequila, brandy, ine, ale, lager, and cider. I also do not eat fast food, for instance: burger, pizza, kebab, hotdog, instant noodle, spaghetti, donut, and sandwich.
- Peni : **Seriously?** (Datum 8/13)
- Perdana : **Sure.** (Datum 9/13)

There are three types of insert found in the conversation above. The interjection “*well*” in the conversation is used by Perdana to say his tips to stay healthy in details. In other words, the insert *well* above is used to say something in another way. The response “*seriously*” is used by Peni to express her surprise about Perdana's lifestyle. And the response “*sure*” is a response to Peni's statement.

Example 12

- Peni : How do you spend your spare time? (Datum 10/13)
- Perdana : I do my hobbies, e.g fishing, travelling, hiking and taking part in off-roads. (Datum 11/13)
- Peni : **Superb**, how do you entertain yourself? (Datum 12/13)
- Perdana : **Oh** I watch tv and listen to music . (Datum 13/13)
- Peni : What tv program do you watch? (Datum 14/13)
- Perdana : I watch some local news, such as Kilas Petang, Kabar Terkini, Seputar Indonesia, and Prime Time News. (Datum 15/13)
- Peni : **Wow**, and what music do you listen? (Datum 16/13)
- Perdana : I listen to local music, for instance dangdut, degung keroncong and tarling. (Datum 17/13)

Based on the conversation above, three types of insert are found in the conversation. The expressions “superb, oh and wow” are categorized into response form. The expressions “*superb* and *wow*” are used to show Peni’s admiration about Perdana’s life styles. And expression “oh” in Perdana’s utterance is the response of Peni’s question.

Example 13

| | |
|---|---------------|
| B : Which name please? | (Datum 11/14) |
| A : RUDY. | (Datum 12/14) |
| B : Alright, Will you be paying by credit card? | (Datum 13/14) |
| A : Yes , Visa my number is 897684463. | (Datum 14/14) |
| B : Thanks . Please let me know your mail address or fax for you to sign. it. | (Datum 16/14) |
| Then please fax it back to us. | (Datum 17/14) |
| A : Please mail it to rudyard@gmail.com . | (Datum 18/14) |
| B : Thanks . | (Datum 19/14) |
| We are looking forward to seeing you here. | (Datum 20/14) |
| A : Goodbye . | (Datum 21/14) |

As shown in the example 15 above, there are three types of insert found in the conversation. The types are polite formula, response form, and farewell. Polite formula “please” in the conversation is used to express the request of the speaker. Meanwhile, polite formula “thanks” is used to express their thanks to each other. Response form “yes” is used to respond speaker A’s question. Farewell “good bye” is a mark to end the conversation.

4.1.4 Collocation

The collocation is an English word that is combined with other words, so it forms a mutually continuous meaning and if it is replaced with other words, it will create an irregularity even if the word has the same meaning. Therefore, collocation is categorized into formulaic expressions. There are some types of collocations

found in the conversational texts of the eleventh grade English textbook. The following is the elaboration of the collocation found in the conversation texts of the eleventh grade English textbook.

Example 1

Setiawan : You see, I've tried diets but they never work. (Datum 5/01)
 I think that I sitting at a desk **all day** at the office doesn't help. (Datum 6/01)
 I really need more exercise. (Datum 7/01)
 Nunik : Well, perhaps you should go to on fitness center, or something like that. (Datum 8/01)

There is one collocation of the conversation above. The type of collocation is adjective (all) + noun (day). The use of the collocation above is to explain that Setiawan was sitting at a desk for a long time.

Example 2

Setiawan : I don't have enough time to exercise there. (Datum 9/01)
 Besides, it's a boring place. (Datum 10/01)
 Nunik : Yes, I think so, too. (Datum 11/01)
 Well, perhaps you had better **go jogging** every morning.
 It's a cheap sport. (Datum 13/01)
 We both can have the exercise together. (Datum 14/01)
 Setiawan : Yes, that's a **good idea**. (Datum 15/01)
 I'll start doing this tomorrow morning. (Datum 16/01)

There are two types of collocation in the conversation above. The structure of the collocation "go jogging" is verb (go) + noun (jogging). Meanwhile, the structure of collocation "good idea" is adjective (good) + noun (idea). The use of the collocation "go jogging" in the conversation above is to give advice to Setiawan to do sports. However, "good idea" is to express Setiawan's agreement about Nunik's idea.

Example 3

Peni : How do you spent your **spare time**? (*Datum 10/13*)
 Perdana : I do my hobbies, e.g fishing, traveling, hiking, and taking part in
 off-road. (*Datum 11/13*)

There is one collocation in the conversation above. The collocation is “spare time” that consists of adjective (spare) + noun (time). The meaning of spare time is “free time” . It means that you can do whatever you want.

4.2 Findings of Frequency of Formulaic Expressions

In this section, I elaborate the formulaic expressions frequency found in the conversational texts of the eleventh grade English textbook entitled “ Bahasa dan Sastra Inggris” written by Otong Setiawan et.al. The percentage was used to determine the frequency of the formulaic expressions found in the sentences of conversational texts in the eleventh grade English textbook. The following is the elaboration of formulaic expressions types frequency taken from the conversational text in the eleventh grade English textbook.

Table 4.1 Frequency and Percentage of the Formulaic Expressions Types

| No. | Formulaic Expression Types | Frequency | Percentage |
|--------------|--|------------|-------------|
| 1. | Idiom | 15 | 12.82 % |
| 2. | Lexical Bundles | 17 | 14.53 % |
| 3. | Insert | 81 | 69.23 % |
| 4. | Collocation | 4 | 3.42 % |
| 5. | Binomial Phrase | 0 | 0% |
| 6. | Free Combination of Verb + Particle | 0 | 0 % |
| Total | | 117 | 100% |

The following is the pie chart of the findings of the frequency of formulaic expressions types in the conversational texts of the eleventh grade English textbook entitled “Bahasa dan Sastra Inggris” written by Otong Setiawan et.al.

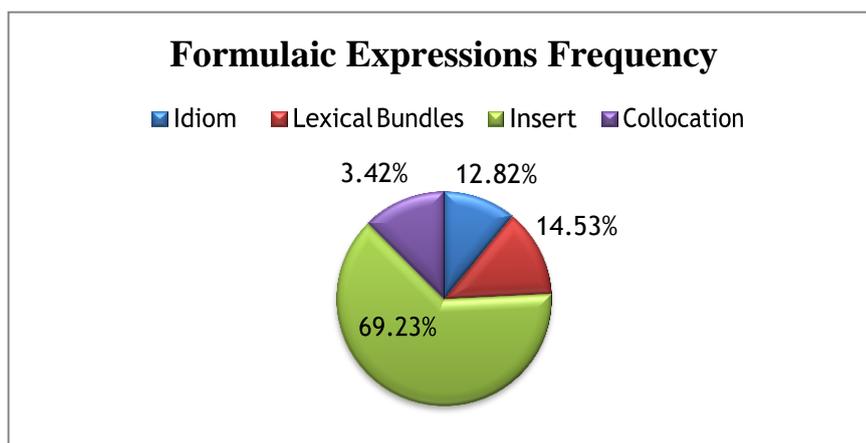


Figure 4.1 Formulaic Expressions Frequency

Based on the findings, from 14 conversational texts, I found that 117 clauses contain formulaic expressions. Those 117 clauses are comprised 4 types of formulaic expressions. The frequency and percentage of each type are as follows;

(1) Idioms 15 clauses and represents 12.82 %, (2) Lexical Bundles 17 clauses and represents 14.53 %, (3) Insert 81 clauses and represents 69.23 %, and Collocations 4 clauses and represents 3.42%.

The distribution of the formulaic expressions types in the conversational texts is presented as follows. There are 4 types that found in the conversational texts of the eleventh grade English textbook. First, there are 15 clauses of idioms. They are 2 clauses in conversation 1 (app.2 p.86), 2 clauses in conversation 2 (app.2 p.87), 1 clause in conversation 3 (app. 2 p.88), 2 clauses in conversation 4 (app.2 p.89), 1 clause in conversation 5 (app. 2 p.90), 1 clause in conversation 6

(app. 2 p.91), 1 clause in conversation 8 (app.2 p.93), 1 clause in conversation 10 (app.2 p.95), 2 clauses in conversation 12 (app.2 p.97-98), 2 clauses in conversation 14 (app.2 p. 101-102).

Besides, 17 lexical bundles are found in the conversational text. They are 2 clauses in conversation 2 (app.2 p.87), 1 clause in conversation 6 (app.2 p.91), 2 clauses in conversation 7,8,9,10 (app.2 p.92, 93, 94,95), 3 clauses in conversation 12 (app.2 p.98), 1 clause in conversation 13 (app.2. p.100), and 2 clauses in conversation 14 (app.2 p.102).

Further, there are 81 clauses of insert. They are 4 clauses in conversation 1 (app. 2 p.86), 6 clauses in conversation 3 (app. 2 p.87), 2 clauses in conversation 4 and 5 (app. 2 p.89-90), 5 clauses in conversation 6 (app. 2 p.91), 7 clauses in conversation 7 (app. 2 p.92-93), 5 clauses in conversation 8 (app. 2 p.93-94), 6 clauses in conversation 9 (app. 2 p.94), 7 clauses in conversation 10 (app. 2 p.95-96), 6 clauses in conversation 11 (app. 2 p.96), 12 clauses in conversation 12 (app. 2 p.97-98), 6 clauses in conversation 13 (app. 2 p.99-100), 13 clauses in conversation 14 (app. 2 p.101-102).

Meanwhile, there are 4 clauses of collocation in the conversational text. They are 3 clauses in conversation 1 (app. 2 p.86), 1 clause in conversation 13 (app. 2 p.100).

4.2.1 Classifications of Formulaic Expressions Types

There are 4 types of formulaic expressions found in the conversational texts of the eleventh grade English textbook entitled “ Bahasa dan Sastra Inggris” written by Otong Setiawan et.al. Each type has some categories to classify the clause or

sentence into formulaic expressions. The following is the elaboration of the frequent category of each formulaic expressions types found in the conversational texts.

4.2.1.1 Idiomatic Phrase

Idiom is a combination of word that has a special meaning differ from the meaning of each the word. Based on Biber's form, there are some types of idiom. The types are phrasal verbs, prepositional verbs, phrasal-prepositional verbs, other multi words combination, etc. In this study, I found two types of idiom. The first is phrasal verbs (putting on my weight, go on, take part in, working on, get off, sold out, going up, taking me out, look for, and looking forward). There are 11 clauses that use phrasal verb. The second is other multi-word combination (by the way, by the time, have a look). There are 4 clauses that use other multi-word combination in the conversational text.

4.2.1.2 Lexical Bundles

Lexical Bundles are groups of words that occur repeatedly together within the same register. There are some lexical bundles types proposed by Biber's theory. They are personal pronoun + lexical verb phrase, verb phrase with active verb, yes-no questions fragments, wh-questions fragments, lexical bundles with wh-clause, lexical bundles with to-clause, adverbial clause fragments, etc. In this study, there are 4 types of lexical bundles found in the conversational texts of the eleventh grade English textbook. The first is personal pronoun + lexical verb phrase (I would like to). There are 7 clauses that use personal pronoun + lexical verb phrase.

The second type is yes-no question fragments (do you have, do you want to, could I have). There are 4 clauses that use yes-no question fragments. The third type is wh-question fragment (what do you do, when would you like to come). There are 4 clauses that use wh-question fragment. The last type is verb phrase with active verb (let's have a look). There are 2 clauses that use verb phrase with active verb.

4.2.1.3 Insert

Insert is spontaneous word that produced by a speaker to make the conversation more communicative. The types of insert are interjections, greetings, farewells, attentions signals, response form, polite formula, etc. In this study, there are 5 types of insert found in the conversational text. The first type is response forms (yes, no, okay, ahh, great, right, certainly, impossible, seriously, sure, superb, oh, wow, hahaha, hmm,). There are 35 clauses that use this type. The second type is polite formulas (thanks, thank you, please). There are 20 clauses that use polite formula. The third type is greetings (good morning, good afternoon). There are 13 clauses that use greetings. The fourth type is interjection (well). There are 9 clauses that use interjections. The last type of insert is farewell (good bye). There are 4 clauses that use farewell.

4.2.1.4 Collocation

Collocation is an English word that is combined with other words, so it forms a mutually continuous meaning and if it is replaced with other words it will create an irregularity even if the word has the same meaning. The collocations

consist of adj+noun, noun+noun, verb+noun, noun+adj, verb + adverb, verb + preposition etc. Based on the data, there are 2 types of collocation found in the conversational texts. The first type is adjective + noun (all day, good idea, spare time). There are 3 clauses that use this form. The second type is verb + noun (go jogging). There is only one clause that use this form.

Based on the findings of formulaic expressions frequency that found in the conversational texts of the eleventh grade English textbook, the most frequent formulaic expressions used in the conversational texts is insert. It means that the textbook writer introduces the simple expressions to the students to make them able to communicate with each other by using simple word. Therefore, students can be more fluent in communication. Then, it is followed by lexical bundles, idiomatic phrase and collocations. Binomial phrase and free combination of verb are not found in the conversational text. The most types of formulaic expressions are found in the conversation 12 (app. 2 p. 97-98) and conversation 14 (app. 1 p.101-102).

4.3 Discussions

In this section, I explain the findings related to the theories and previous studies to answer the research questions. In this study, I analyze the conversations texts based on Biber's theory.

4.3.1 The Types of Formulaic Expressions in the Conversational Texts of the Eleventh Grade English Textbook Entitled “Bahasa dan Sastra Inggris” Written by Otong Setiawan et.al.

Based on the data findings, there are some formulaic expressions types found in the conversational texts. They are idiom, lexical bundles, insert, and collocation. This research is in line with Sugiati & Rukmini (2017) who analyzed the formulaic expressions in the conversational texts of the students English textbook. The findings of their study showed that there were four types of formulaic expressions found in the conversational text of the English textbook. They are lexical bundles, idiomatic phrase, collocation, and insert. However, their study focused on the English textbooks published by the Ministry of Education and Culture.

Based on the findings, the result showed that the formulaic expressions types are not fully applied in the conversational texts of the eleventh grade English textbook written by Otong Setiawan et.al. There are only four types of formulaic expressions used in the conversational texts. They are idiom, lexical bundles, insert, and collocation. Meanwhile, binomial phrase and free combination of verb are not used in the conversational texts.

Based on the existence of formulaic language, I observe that the writers used some of formulaic expressions in simple sentences. They are used to make students more understand the meaning of formulaic expressions in the sentences and make the students fluent in communicating with each other in appropriate situation. It relates to the study conducted by Khusnita and Rukmini (2016). They

claimed that formulaic expressions have function as the facility to communicate with each other and to achieve interactional situations. The previous study was focused on the learners perceptions about formulaic sequences.

4.3.2 The Frequency of Formulaic Expressions Types in the Conversational Texts of the Eleventh Grade English Textbook Entitled “Bahasa dan Sastra Inggris” Written by Otong Setiawan et.al.

After classifying and calculating the findings, it was found that the most formulaic expressions used in the conversational text is insert. The frequency of insert found in the conversational text is 81 clauses, and it represents 69.23%. This result is in line with the research from Mustapa & Agustien (2016) who found that insert is used frequently in conversational texts in the students English textbook. However, their study was focused on the tenth grade English textbook.

Based on the findings, the collocation is the type of formulaic expressions that collocations are rarely used in the conversational texts of the eleventh grade English textbook. The data present 4 clauses of collocations and represent 3.42%. It is the same result with the Sugiati & Rukmini (2017) who analyzed the formulaic expressions in the conversational texts of the students English textbook. The result of their study showed that the collocation are rarely used in the conversational texts. However, their study focused on the English textbooks published by the Ministry of Education and Culture.

4.3.2.1 Classification of Formulaic Expressions Types

Based on the findings, there are some classifications of formulaic expressions types based on Biber’s Theory. In the conversation, I found the most frequent

category of idiom that used by the writer that is phrasal verb. Meanwhile, the most frequent category of lexical bundles is personal pronoun+lexical phrase. Besides, the frequent category of insert that used by writer is response form, while the most frequent category of collocations is adjective + noun. It related to the study of Khusnita & Rukmini (2016). They were investigated formulaic expressions used by EFL learners in casual conversation. The result of the study revealed that the most frequent of insert used by learners is response form with the total 250 clause. The most frequent of collocation used by learners is adjective + noun. In the previous study, the researcher found six types of formulaic expressions, they are multi-word combination, insert, idiom, collocation, binomial expressions, and routines.

Based on the findings, the writer only used some categories of formulaic expressions types in the conversational texts. It means that the use of formulaic expressions in the conversational text of the eleventh-grade textbook is lack and makes the content of the textbook is incompletely. It gives impact to the quality of the textbook as the source of material and information and it also gives impact to students. The students could not learn all of the types of formulaic expressions from the textbook, so make them unfamiliar with the other types of formulaic expressions. It related to the study conducted by Sukur (2020). The study investigated the impact of disregarding formulaic expressions in senior high school textbooks. The result of his study revealed that students could not be improved well their formulaic expressions, and make them unable to communicate well in English because of disregarding formulaic expressions in the

textbook. Therefore, the writer needs to introduce the other categories of formulaic expressions types such binomial expressions and free combination of word to make students more familiar about the material of formulaic expressions and the function of it. So, the goal of communicative competence to make the students speak English fluently can be achieved.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, I show the conclusions based on the data analysis in the previous chapter. I also provide some suggestions with the hope it will be useful for the readers.

5.1 Conclusions

Firstly, there are four types of formulaic expressions that found in the conversational texts of the eleventh grade English textbook entitled “Bahasa dan Sastra Inggris” written by Otong Setiawan et.al. They are idiomatic phrase, lexical bundles, insert, and collocation.

Secondly, the most frequent of formulaic expressions types used in the conversational text of the eleventh grade English textbook written by Otong Setiawan et.al is insert. The most frequent category of insert used in the conversational text is response form.

5.2 Suggestions

I would to present some suggestions related to the study. Firstly, for the writers of the English textbook, they should introduce more types of the formulaic expressions to make students more familiar with various types of them. Therefore, the students can communicate with each other more fluently.

Secondly, the present study only analyses formulaic expressions in the conversational texts of the eleventh grade English textbook written by Otong Setiawan et.al. It is hoped that the future researchers can analyze formulaic

expressions not only in the conversational texts but also in other textbooks or in other text types.

REFERENCES

- Ahmad, R.S. (2016). Importance of English Communication Skills. *International Journal of Applied Research* 2016, 2(3), 478-480.
- Ahmadi, H.S., Ghonsooly, B., & Fatemi, A.H. (2013). An Analysis of Lexical Bundles in Research Article Abstracts by Iranian and Native English-Speaking Authors of Applied Linguistics Articles. *The Asian ESP Journal*, (9)1, 5-25.
- Aizawa, A., & Iwatsuki, K. (2018). Using Formulaic Expressions in Writing Assistance Systems. *Computational Linguistics*, 2678–2689.
- Alwhan, S.H. An Overall Study of Formulaic Expressions. *International Journal of Applied Linguistics & English Literature*, 8(3)24-30.
- Ambele, E.A., Boonsuke, Y., & Buddharat, C. (2018). Processing English Formulaic Expressions in Situation-bound Utterances: Strategies Used by Francophone ESL Learners in Thailand. *Arab World English Journal*, 9(3), 163-175.
- Arikanto, S. (2010). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Ashari, Erwin. (2015). Pattern of Coding in Conversation Text of English Zone. *Journal Anglo-Saxon*, 8, 37-45.
- Biber, D. et al. (1999). *Longman Grammar of Spoken and Written English*. Edinburgh: Longman.
- Biber, D., & Barbieri, F. (2007). Lexical Bundles in University Spoken and Written Register. *English for Specific Purposes*, 26, 263–286.
- Bojanic, B. B .R., & Topalov, J. P. (2016). *Textbooks in The EFL Classroom: Defining, Assessing And Analyzing*, 137-153.
- Celce-Murcia, M. (2007). Rethinking the Role of Communicative Competence in Language Teaching. In E. A. Soler & M.P.S Jorda (Eds.), *Intercultural Language Use and Language Learning*, 41–57. Cambridge: University Press.

- Chen, M. H. et al. (2014). An Automatic Reference Aid for Improving EFL Learners' Formulaic Expressions in Productive Language Use. *IEEE Transactions on Learning Technologies*, 7(1), 57-68.
- Cortazzi, M., & Jin, L. (1999). Cultural Mirrors Materials and Methods in the EFL Classroom. In E. Hinklet (eds.), *Culture in Second Language Teaching and Learning* (pp. 196-219). Cambridge: University Press.
- Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. USA: Sage Publications.
- Dornyei, Z. 1995. On the Teachability of Communication Strategies. *TESOL Quarterly*, 29, 55-85.
- Durheim, K. (2004). Research Design. In T. Blanche, M. & Durheim, K.(Eds.). *Research in Practice*. Cape Town.
- El-Dakhs, D.A.S. (2017). The Effect of the Explicit Instruction of Formulaic Sequences in Pre-Writing Vocabulary Activities on Foreign Language Writing. *International Journal of Applied Linguistics & English Literature*, 6(4).
- Ellis, R. (1997). *Second Language Acquisition*. Oxford: Oxford University Press.
- Farokh, P. (2012). Raising Awareness of Collocation in ESL/EFL in Classroom. *Journal of Studies in Education*. 2(3). doi:10.5296/jse.v2i3.1615.
- Færch, C. & Kasper, G .(1983). Plans and Strategies in Foreign Language Communication. In C. Færch and G. Kasper (eds.) *Strategies in Interlanguage Communication*. Harlow,UK: Longman.
- Girard, M. & Sionis. C. (2014). The Functions of Formulaic Speech in the L2 Class. *International Pragmatics Association*, 14(1), 31-53.

- Grant, N. (1987). *Making the Most of Your Textbook*. New York&London : Longman.
- Hornby, A. S. (1995). *Oxford Advanced Learner's Dictionary* (5th ed.). Oxford: Oxford University Press.
- Hornby, A. S., Wehmeier, S., & Ashby, M. (2000). *Oxford Advanced Learner's Dictionary of Current English* (6th ed.). Oxford: Oxford University Press.
- Hornby, A. S. (2005). *Oxford Advanced Learner's Dictionary* (7th ed.). Oxford: Oxford University Press.
- Hutchinson, T., & Torres, E. (1994). The Textbooks as Agents of Change. *ELT Journal*, 48(4), 315-328.
- Hyland, K., & Jiang, K. F. (2018). Academic Lexical Bundles: How Are They Changing?. *International Journal of Corpus Linguistics*, 23(4), 383-407.
- Jabbari, M. J. (2016). Idiomatic Expressions in Translation. *Journal of Advances in Humanities*, 4(3), 507-514.
- Khusnita, D., & Rukmini, D. (2016). The EFL Learners' Perceptions and Realizations of Formulaic Sequences in Casual Conversation. *English Education Journal*, 6(2), 68-78.
- Klerg, A., & Celmak, J. (2008). *Binomials in An Historical English Literary Perspective: Shakespeare, Chaucer, Beowulf*, 38-60.
- Leedy, P. (1997). *Practical Research: Planing and Design* (6th ed.). Upper Saddle River, N.J: Prentice Hall.
- McGuire, M., & Hall, J.L. (2017). Teaching Formulaic Sequences in the Classroom: Effects on Spoken Fluency. *TESL Canada Journal*, 34, 1-25.
- Miao, H. (2014). An Investigation of Formulaic Sequences in Multi-modal Chinese College English Textbooks. *Journal of Language Teaching and Research*, 5(6), 1308-1314.

- Mohammadi, M., & Es-hagi, S.J. (2018). Examining EFL Learners, Formulaic Competence and Factors Affecting Formulaic Sequences' Learnability. *International Journal of English Language & Translation Studies*, 6(2), 195- 208.
- Mustapa, Y., & Agustien, H.I.R (2017). Formulaic Expression Used in Conversational Texts of the Tenth Grade's English Textbooks. *English Education Journal*, 7(1), 54-65.
- Neni, H., & Agustien, H.I.R. (2016). The Use of formulaic Expression in EFL Students' Interaction. *English Education Journal*, 6(1), 39-44.
- Nizar, M., Nitiasih, P.K., & Suarnajaya W. (2018). *An Analysis on Communication Strategies Employed by Indonesian English as Foreign Language Adult Students*, 1-6.
- Oghyanous, P.A. (2018). *A Comparative Investigation into Formulaic Expressions in EAP Textbooks: The Case of Social and Hard Sciences*, 1(1), 36-58.
- Orlik, M. (2017). Formulaic Sequences in First Language Acquisition and Foreign Language Learning. *New Horizons in English Studies*, 17-24.
- Prastowo, A. (2011). *Metode Penelitian Kualitatif dalam Persepektif Rancangan Penelitian*. Yogyakarta: Ar-Ruzz Media.
- Pfeiffe. K., Ortaçtepe. D., & Corlu. S. (2016). The Effect of L1 on the Production of L2 Formulaic Expressions. *The Journal of Language Teaching and Learning*, 6(1), 35-48.
- Ratna, N. K. (2010). *Metodologi Penelitian: Kajian Budaya dan Ilmu Sosial Humaniora pada Umumnya*. Yogyakarta: Pustaka Pelajar.
- Rafieyan, Vahid. (2018). Role of Knowledge of Formulaic Sequences in Language Proficiency: Significance and Ideal Method of Instruction. *Asian-Pacific Journal of Second and Foreign Language Education*, 3(9), 1-23.
- Richard, J.C., & Schmidt, R. (2010). *Longman Dictionary of Language Teaching and Applied Linguistic*. London: Pearson.

- Rusell, T. S. (2017). *Finding the Formula: Formulaic Language Use in Hong Kong Primary School English Textbooks* (Master's thesis the University of Birmingham, UK). Retrieved from <https://etheses.bham.ac.uk>.
- Saleh, M. (2001). *Pengantar Praktek Penelitian Pengajaran Bahasa*. Semarang: IKIP Semarang Press.
- Sarani, A., & Najjarbaghseyyah, R. (2019). Exploring EFL Learners' Use of Formulaic Sequences in Pragmatically Focused Role-play Tasks. *Journal of Teaching Language Skills*, 37(4), 141-165. doi <https://dx.doi.org/10.22099/jtls.2019.33711.2694>.
- Shantz, K. (2016). Phrase Frequency, Proficiency and Grammaticality Interact in Non-native Processing: Implications for Theories of SLA. *Second Language Research*, 33(1) 91–118.
- Saeed, J. (2003). *Semantics (2nd ed.)*. Oxford: Blackwell.
- Sidtis, D.V.L., & Postman, W.A (2006). Formulaic Expressions in Spontaneous Speech of Left- and Right- Hemisphere-Damaged Subjects. *Aphasiology*, 20 (5), 411–426.
- Sidtis, D.V.L., & Kline, N. (2010). *Formulaic Expressions in Mind and Brain: Empirical Studies and A Dual-Processing Model of Language Competence*, 1-51.
- Sidtis, et al. (2015). Formulaic Language in Parkinson's Disease and Alzheimer's Disease: Complementary Effects of Subcortical and Cortical Dysfunction. *Journal of Speech, Language, and Hearing Research*, 58, 1493-1507.
- Siepmann, D. (2007). Collocations and Examples: Their Relationship and Treatment in A New Corpus-Based Learner's Dictionary. *ZAA*, 55 (3), 235-260.
- Sugiati, A. & Rukmini, D. (2017). The Application of Formulaic Expressions in The Conversation Texts of Senior High School English Textbooks. *English Education Journal*, 7 (2), 103-111.

- Sugiyono. (2013). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta.
- Sugiyono. (2014). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta.
- Sukur, S.G. (2020). The Impact of Disregarding Formulaic Competence in Developing Senior High School English Textbooks in Indonesia. *Journal of Languages and Language Teaching*, 8(2),183-192. DOI: <https://doi.org/10.33394/jollt.v%vi%i.2521>.
- Surakhmad. (1994). *Pengantar Penelitian Ilmiah: Dasar, Metode & Teknik*. Bandung: Tarnsito Press.
- Tarone, E. (1980). *Communication Strategies, Foreigner Talk and Repair in Interlanguage Language Learning*, 417-413.
- Trask, R.L. (2007). *Language and Linguistics-The Key Terms*. Routledge, N.Y.
- Ustunbas, U. (2014). The Use of Formulaic Fanguage by English as a Foreign Language (EFL) Learners in Oral Proficiency Exams. *A Master's Thesis. Teaching English As A Foreign Language Bilkent University Ankara*.
- Ustunbas, U & Ortactepe, D. (2016). EFL Learners'' Use of Formulaic Language in Oral Assessments: A Study on Fluency and Proficiency. *Hacettepe University Journal of Education*, 1-14.
- Utami, C. P., & Virgin, J. A. (2017). Spoken Language Features Used by Teachers in the Early Bilingual Classroom. *Advances in Social Science, Education and Humanities Research (ASSEHR)*, 82, 327-330.
- Walia, R. (2015). A Saga of Qualitative Research. *Social Criminal, ISSN: 2375-4435*, 5(2), 124. doi:10.4172/2375-4435.1000124.
- Williams, C. (2007). Research Design. *Journal of Business & Economic Research*, 5(3), 65-72.
- Wood, D. (2002). Formulaic Language in Acquisition and Production: Implications for Teaching. *TESL Canada Journal*, 20(1), 1-15.
- Wood, D. (2006). Uses and Functions of Formulaic Sequences in Second Language Speech: An Exploration of the Foundations of Fluency. *The Canadian Modern Language Review*, 13-33.

- Wood, D. (2009). Effects of Focused Instruction of Formulaic Sequences on Fluent Expression in Second Language Narratives: A Case Study. *Canadian Journal of Applied Linguistics*, 12(1), 39–57.
- Wooffitt, R. 2005. *Conversation Analysis & Discourse Analysis*. London : SAGE.
- Wray, A. (2000). Formulaic Sequences in Second Language Teaching: Principle and Practice. *Applied Linguistic Journal*, 21(4), 463-389.
- Wray, A & Perkins, M.R. (2000). The Function of Formulaic Language: An Intergrated Model. *Language and Communication Journal*, 20, 1-28.
- Wray, A. (2002). *Formulaic Language and the Lexican*. Cambridge: University Press.
- Yang, Y. (2017). Lexical bundles in Argument and Narrative Writings by Chinese EFL Learners. *International Journal of English Linguistic*, 7(3), 58-69.
- Yulianti, R. (2011). Content Analysis on the English E-book “Developing English Competencies for Senior High School (SMA/MA) Grade X”. *Unpublished Thesis*. Malang: Faculty of Letters State University of Malang.
- Zhang, Zheng. (2008). Discourse Analysis and Cultivation of Conversational Competence in English Class. *International Education Studies Journal*,(1).

APPENDICES

Appendix 1

**TRANSCRIPT OF
THE CONVERSATIONS**

Conversation 1

Setiawan : Oh dear, I'm putting on my weight.

Nunik : I'm not really surprised. You eat too much. I think you ought to go on diet.

Setiawan : You see, I've tried diets but they never work. I think that I sitting at a desk all day at the office doesn't help. I really need more exercise.

Nunik : Well, perhaps you should go to on fitness center, or something like that.

Setiawan : I don't have enough time to exercise there. Besides, it's a boring place.

Nunik : Yes, I think so, too. Well, perhaps you had better go jogging every morning. It's a cheap sport. We both can have the exercise together.

Setiawan : Yes, that's a good idea. I'll start doing this tomorrow morning.

(source: Bahasa dan Sastra Inggris, 2016:3)

Conversation 2

Dewi : Congratulations! You won again in the recent Physics Olympiad, Kaisar.
How many academic achievements have you got so far?

Kaisar : More than ten, I suppose.

Dewi : Amazing! When did you get your first achievement?

Kaisar : I had achieved my first trophy by the time I graduated from my elementary school.

Dewi : And how many trophies have you collected during your senior high school?

Kaisar : This is the second one. I didn't participate in many competitions as I had done during my junior high school.

Dewi : Do you have any plan to add your trophy collections?

Kaisar : Sure, I will take part in all Science Olympiad next academic year. And I hope that I will have contributed at least 10 trophies to this school when I graduated.

(source: Bahasa dan Sastra Inggris, 2016:29)

Conversation 3

- Kaisar : In this coming presidential election, whom will you choose?
 Mahadewi: The incumbent one. By the way, what would you do if you were him?
 Kaisar : If I were in the incumbent president, first of all I would fire all cabinet minister who are alleged for corruption.
 Mahadewi : I agree, and what else?
 Kaisar : I'd spent most of the budget for infrastructure and education
 Mahadewi : Great! Then?
 Kaisar : Well, I'll make you the first lady.
 Mahadewi : Hahaha, you're kidding.
 Kaisar : How about you? What would you do if you were the incumbent president of Indonesia?
 Mahadewi : Hmm, I would prioritize to overcome poverty and improve people's health and sanitation. And I would handle the problems of flood very seriously.
 Kaisar : Wow, that's very innovative.
 Mahadewi : And I would appear on television every day. In this way, I would be very popular.
 Kaisar : Huh, that woman.

(source: Bahasa dan Sastra Inggris, 2016:49)

Conversation 4

- Sue : What's wrong? You look really stressed out about something.
 Ben : It's this research paper I'm writing. The outline is due to tomorrow and I'm still working on it. If I don't finish it tonight, I would get an F
 Sue : Well, I can help you if you would need it.
 Ben : Really? That's would be great. I get off work at 4:30. Man, I feel better already

(source: Bahasa dan Sastra Inggris, 2016:58)

Conversation 5

- Lynn : Are you ready? Let's go. The movies start in half an hour. We need to leave right now if we would want to get there in time.
 Tim : I know, I know. But can't find my wallet.
 Lynn : Can I do something to help you get ready?
 Tim : Well, if you helped me look for it instead of telling me what time it was. That would be a big help.

Lynn : Okay. But let me say just one more thing. I'd keep my wallet in the same place everyday if I am you. That way I'd always know where it was.

(Source: Bahasa dan Sastra Inggris, 2016:58)

Conversation 7

(on the phone)

Receptionist : Good afternoon. The theatre Royal box office.

Ratu : Good afternoon. I'd like to book two seats for Friday 11th, please.

Receptionist : I'm sorry we are completely sold out for 11th madam.

Ratu : What about Saturday 12th?

Receptionist : I've got some seats for the matinee. But, nothing for the evening performance, I'm afraid.

Ratu : Oh well, perhaps I'd better take two matinee seats then, please. How much are they?

Receptionist : Rp 25.000 per each.

Ratu : Righ, I put a checque and stamped address envelop in the post.

Receptionist : What name is it? Please.

Ratu : My name is Ratu Kadita.

(Source: Bahasa dan Sastra Inggris, 2016: 105)

Conversation 8

(In a hotel)

A : Good morning. Can I help you?

B : Yes, please. Could I have a room for the night.

A : Certainly. A single room or a double?

B : Single please.

A : Would you like a room with a view or a veranda?

B : A shower. How much is the room?

A : Rp 225.000 for the room and meal. Would you like evening snacks?

B : No, thanks. Just breakfast. Can I pay by credit card?

A : Yes of course. We take a Visa and Master Card as well as Diner Club. Could you sign the register, please?

B : Yes sure. Do you want my cash, too?

A : No, just a signature. Do you have any luggage?

B : Just this box .

A : Here's your key. Your room number is 311. I hope you enjoy your stay.

B : Thanks.

(Source: Bahasa dan Sastra Inggris, 2016: 105)

Conversation 8

At the travel agent

A : Good morning. Can I help you?

B : Yes, I think so. I'm going up to Surabaya on Saturday and I'd like to reserve seat on the train please.

A : Yes, you can reserve seats on some trains. What sort of time do you want to go?

B : I want to leave at about 07:00.

A : Well, you can reserve the seat on the 06:30 or the 08:00. There is nothing else round that time, I'm afraid.

B : I thought there was a schedule at 07:15.

A : Yes there is—but there are no seat reservations on that.

B : But that's no good. If I catch the 06:30 train I would be there too early. If I catch the 07:15 I won't get a seat. And if I catch 08:00 I will be there too late. I think I'd just book 06:30 train instead.

(Source: Bahasa dan Sastra Inggris, 2016: 106)

Conversation 9

In the hospital

A : Good morning. Dr. Setiawan surgery.

B : Good morning. I'd like to make an appointment to meet Dr. Setiawan please.

A : I see. Do you want to go urgently?

B : Well, it's not desperately important, but as soon as possible.

A : Will Thursday at 10 o'clock be all right?

B : Yes, that's fine.

A : What address is it, please.

B : His name's Mahadewa, Seanu Mahadewa.

(Source: Bahasa dan Sastra Inggris, 2016: 106)

Conversation 10

At hair fashions

A : Good afternoon, Supeni's Hair Fashion.

B : Good afternoon. I'd like to make an appointment to have my hair done, please. It's Mrs. Djuharie speaking.

A : Ah, Mrs. Djuharie, certainly. When would you like to come?

B : Saturday afternoon, please. My boy taking me out to lunch. It's our engagement anniversary, you know—15 years.

A : Impossible. Mrs. Djuhare. You look so young. You can't have been married 15 years.

B : It's true I have.

A : Would 7 o'clock be all right?

B: Is there any possibility of making it slightly earlier?

A : How about 6?

B: Perfect.

A : 6 o'clock on Saturday afternoon.

B : I'll see to your hair personally Mrs. Djuharie.

(Source: Bahasa dan Sastra Inggris, 2016: 106-107)

Conversation 11

Receptionist : Good morning sir. Can I help you?

Guest : Yes, I think you have a room reserved for me. My name is Prabu Perdana, from PT. Telkom.

Receptionist : That's right sir, we have a single room for you

Guest : Does it have a bath or shower?

Receptionist : The room has a shower

Guest : I'd like a room with a bath, if that's possible

Receptionist : Certainly, would you like a room with or without a balcony?

Guest : It doesn't matter

Receptionist: Here you are sir, room 341, on the third floor

Guest : Thank you. What time do you serve breakfast.

Receptionist : From 7 – 9.30. could you fill in the registration form, please

Guest : Certainly, could you give me a pen... thanks

(Source: Bahasa dan Sastra Inggris, 2016:108)

Conversation 12

Hotel : Grand Park Hotel, good afternoon. Can I help you?

Caller : Good afternoon. yes, I'd like to inquire whether there are two double rooms available from? 20 June to 25 June.

Hotel : Just a minute. I'll put you through the reservation.

Reservations : Reservations, Mrs. Nunik speaking.

Caller : Prabu, Seanu Prabu speaking. I'd like to know whether there are two double rooms available from 20 June-25 June.

Reservations : Let's have a look. Well, there is one available with a balcony and one without a balcony.

Caller : That's fine. Which other amenities does the room offer?

Reservations : There are a satellite tv, coffee and tea making facilities, a bathrobe, and bath slipper, a separate toilet and a shower stall, and 24-hour room service. You can choose between a queen size bed or twin beds.

Caller : The room with balcony should be equipped with a queen size bed, the other one with two beds please.

Reservations : Which name please?

Caller : PRABU.

Reservations : Thank you. Bed with breakfast or half board?

Caller : We only take breakfast.

Reservations : Will you be paying by credit card?

Caller : Yes, Visa. My number is 12980128.

Reservations : Thanks.

(Source: Bahasa dan Sastra Inggris, 2016:115)

Conversation 13

Peni : You are really fit, Perdana. What do you do to stay healthy?

Perdana : Well I exercise a lot and avoid liquor as well as fast food. For example, I go jogging every morning play badminton twice a week, every Tuesday afternoon, and Thursday evening.

Peni : What liquor and fast food don't you consume?

Perdana : I don't drink liquors such as gin, vodka, rum, whiskey, tequila, brandy, wine, ale, lager, and cider. I also do not eat fast food, for instance: burger, pizza, kebab, hotdog, instant noodle, spaghetti, donut, and sandwich

Peni : Seriously?

Perdana : Sure.

Peni : How do you spend your spare time?

Perdana : I do my hobbies, e.g. fishing, travelling, hiking and taking part in off-roads.

Peni : Superb, how do you entertain yourself?

Perdana : Oh I watch tv and listen to music .

Peni : What tv program do you watch?

Perdana : I watch some local news, such as Kilas Pagi, kabar Terkini, Seputar Indonesia, and Prime Time News

Peni : Wow, and what music do you listen?

Perdana : I listen to local music, for instance dangdut, degung keroncong and tarling.

(Source: Bahasa dan Sastra Inggris, 2016:141)

Conversation 14

Hotel : Grande Hotel, good morning. Can I help you?

Caller : Good morning. Yes, I'd like to inquire whether there are two double rooms available from 23 may to 25 may.

Hotel : Let's have a look. Well, there is one available with a balcony and one without a balcony.

Caller : That's fine. Which other facilities does the room offer?

Hotel : There are a tv, coffee and tea making facilities, a bathrobe, and bath slipper, a separate toilet and a shower stall, and 24-hour room service. You can choose between a queen size beds or twin beds.

Caller : The room with balcony should be equipped with a queen size bed, the other one with two beds please.

Hotel : which name please?

Caller : RUDY.

Hotel : Alright Will you be paying by credit card?

Caller : Yes, Visa my number is 897684463.

Hotel :Thanks. Please let me know your mail address or fax for you to sign it. Then please fax it back to us.

Caller : Please mail it to rudyard@gmail.com

Hotel : Thanks. We are looking forward to seeing you here.

Caller : Goodbye.

Hotel : We are looking forward to seeing you here.

Caller : Goodbye.

(Source: Bahasa dan Sastra Inggris, 2016:192)

Appendix 2

TEXT ANALYSES

An Analysis of Formulaic Expressions Types

Conversation 1

| Code | Datum | Types of Formulaic Expressions | | | | | | Explanation |
|-------|---|--------------------------------|----|----|----|----|------|--|
| | | Id | Lb | In | Cl | Bp | Fcvp | |
| 1/01 | Oh dear, I'm putting on my weight | | | | | | | Phrasal verb |
| 2/01 | I'm not really surprised. | | | | | | | |
| 3/01 | You eat too much | | | | | | | |
| 4/01 | I think you ought to go on diet | | | | | | | Phrasal verb |
| 5/01 | You see, I've tried diets, but they never Work | | | | | | | |
| 6/01 | I think that sitting at desk all day at the office doesn't help | | | | | | | Adjective + noun |
| 7/01 | I really need more exercise | | | | | | | |
| 8/01 | Well , perhaps you should go to a fitness center, or something like that | | | | | | | Interjection |
| 9/01 | I don't have enough time to exercise there | | | | | | | |
| 10/01 | Besides, it's a boring place | | | | | | | |
| 11/01 | Yes , I think so too. | | | | | | | Response |
| 12/01 | Well , perhaps you had better go jogging every morning | | | | | | | Interjection |
| 13/01 | It's a cheap sport | | | | | | | |
| 14/01 | We both can have the exercise together | | | | | | | |
| 15/01 | Yes , that's a *good idea | | | | | | | Insert : Response Collocation : Noun + noun |
| 16/01 | I'll start doing this tomorrow morning | | | | | | | |

Conversation 2

| | Datum | Types of Formulaic Expressions | | | | | | Explanation |
|-------|---|--------------------------------|----|----|----|----|------|------------------------------|
| | | Id | Lb | In | Cl | Bp | Fcvp | |
| 1/02 | Congratulations, you won again in the recent Physic Olympiad Kaisar | | | | | | | |
| 2/02 | How many academic achievements have you got so far? | | | | | | | |
| 3/02 | More than ten, I suppose | | | | | | | |
| 4/02 | Amazing. When did you get your first achievement? | | | | | | | |
| 5/02 | I had achieved my first trophies by the time I graduated from my elementary School | | | | | | | other multi word combination |
| 6/02 | And how many trophies have you collected during your senior high school? | | | | | | | |
| 7/02 | This is the second one | | | | | | | |
| 8/02 | I didn't participate in many competitions as I had done during my junior high school | | | | | | | |
| 9/02 | Do you have any plan to add you trophy collections? | | | | | | | Yes-no Questions Fragments |
| 10/02 | Sure. I will take part in all sciences Olimpiads next academic year | | | | | | | Phrasal verb |
| 11/02 | And I hope that I will have contributed | | | | | | | |

| | | | | | | | | |
|--|---|--|--|--|--|--|--|--|
| | at least 10 trophies to this school when I graduated. | | | | | | | |
|--|---|--|--|--|--|--|--|--|

Conversation 3

| Code | Datum | Types of Formulaic Expressions | | | | | | Explanation |
|-------|---|--------------------------------|----|----|----|----|------|------------------------------|
| | | Id | Lb | In | Cl | Bp | Fcvp | |
| 1/03 | In this coming presidential election, whom will you choose? | | | | | | | |
| 2/03 | The incumbent one | | | | | | | |
| 3/03 | By the way , what would you do if you were him? | | | | | | | other multi word combination |
| 4/03 | If I were in the incumbent president, first of all I would fire all cabinet minister who are alleged for corruption | | | | | | | |
| 5/03 | I agree, and what else? | | | | | | | |
| 6/03 | I'd spent most of the budget for infrastructure and education | | | | | | | |
| 7/03 | Great! Then? | | | | | | | Response |
| 8/03 | Well , I'll make you the first lady | | | | | | | Interjection |
| 9/03 | Hahaha , you're kidding | | | | | | | Response |
| 10/03 | How about you? | | | | | | | |
| 11/03 | What would you do if you were the incumbent president of Indonesia? | | | | | | | |
| 12/03 | Hmmm , I would prioritize to overcome poverty and improve people's health and sanitation | | | | | | | Response |
| 13/03 | And I would handle the problems of | | | | | | | |

| Code | Datum | Type of Formulaic Expressions | | | | | | Explanation |
|-------|---|-------------------------------|----|----|----|----|------|-------------|
| | | Id | Lb | In | Cl | Bp | Fcvp | |
| | flood very seriously | | | | | | | |
| 14/03 | Wow , that's very innovative | | | | | | | Response |
| 15/03 | And I would appear on television every day. | | | | | | | |
| 16/03 | In this way, I would be very popular | | | | | | | |
| 17/03 | Huh , that woman | | | | | | | Response |

Conversation 4

| Code | Datum | Types of Formulaic Expressions | | | | | | Explanation |
|-------|--|--------------------------------|----|----|----|----|------|-----------------------------|
| | | Id | Lb | In | Cl | Bp | Fcvp | |
| 1/04 | What's wrong? | | | | | | | |
| 2/04 | You look really stressed out about Something | | | | | | | |
| 3/04 | It's this research paper I'm writing. | | | | | | | |
| 4/04 | The outline is due to tomorrow and I'm still working on it. | | | | | | | Phrasal verb |
| 5/04 | If I don't finish it tonight, I would get an F | | | | | | | |
| 6/04 | Well , I can help you if you would need It | | | | | | | Interjections |
| 7/04 | Really? | | | | | | | Response elicitors |
| 8/04 | That's would be great. | | | | | | | |
| 9/04 | I get off work at 4:30 | | | | | | | Idiom : Phrasal verb |
| 10/04 | Man, I feel better already | | | | | | | |

Conversation 5

| Code | Datum | Types of Formulaic Expressions | | | | | | Explanation |
|-------|---|--------------------------------|----|----|----|----|------|--|
| | | Id | Lb | In | Cl | Bp | Fcvp | |
| 1/05 | Are you ready? Let's go | | | | | | | |
| 2/05 | The movies start in half an hour | | | | | | | |
| 3/05 | We need to leave right now if we would want to get there in time | | | | | | | |
| 4/05 | I know, I know | | | | | | | |
| 5/05 | But can't find my wallet | | | | | | | |
| 6/05 | Can I do something to help you get ready? | | | | | | | |
| 7/05 | *Well, if you helped me look for it instead of telling me what time it was | | | | | | | Idiom : Phrasal verb *Insert : Interjection |
| 8/05 | That would be a big help | | | | | | | |
| 9/05 | Okay . But let me say just one more Thing | | | | | | | Response |
| 10/05 | I'd keep my wallet in the same place everyday if I am you. | | | | | | | |
| 11/05 | That way I'd always know where it Was | | | | | | | |

Conversation 6

| Code | Datum | Types of Formulaic Expressions | | | | | | Explanation |
|-------|--|--------------------------------|----|----|----|----|------|--|
| | | Id | Lb | In | Cl | Bp | Fcyp | |
| 1/06 | Good afternoon. The theatre Royal box office | | | | | | | Greetings |
| 2/06 | Good afternoon | | | | | | | Greetings |
| 3/06 | I'd like to book two seats for Friday 11th, please | | | | | | | Personal pronoun + lexical verb phrase |
| 4/06 | I'm sorry we are completely sold out for 11th madam | | | | | | | Phrasal verb |
| 5/06 | What about Saturday 12th? | | | | | | | |
| 6/06 | I've got some seats for the matinee | | | | | | | |
| 7/06 | But, nothing for the evening performance, I'm afraid | | | | | | | |
| 8/06 | Oh well, perhaps I'd better take two matinee seats then, please | | | | | | | Interjections |
| 9/06 | How much are they? | | | | | | | |
| 10/06 | Rp 25.000 per each | | | | | | | |
| 11/06 | Right, I put a cheque and stamped address envelop in the post | | | | | | | Response |
| 12/06 | What name is it? Please | | | | | | | Polite formula |
| 13/06 | My name is Ratu Kadita | | | | | | | |

| | | | | | | | | |
|-------|--|--|--|--|--|--|--|----------|
| 9/08 | There is nothing else round that time, I'm Afraid | | | | | | | |
| 10/08 | I thought there was a schedule at 07:15 | | | | | | | |
| 11/08 | Yes , there is—but there are no seat reservations on that | | | | | | | Response |
| 12/08 | But that's no good | | | | | | | |
| 13/08 | If I catch the 06:30 train I would be there to early | | | | | | | |
| 14/08 | If I catch the 07:15 I won't get a seat | | | | | | | |
| 15/08 | And if I catch 08:00 I will be there too Late | | | | | | | |
| 16/08 | I think I'd just book 06:30 train instead | | | | | | | |

Conversation 9

| Code | Datum | Types of Formulaic Expressions | | | | | | Explanations |
|------|---|--------------------------------|----|----|----|----|------|---|
| | | Id | Lb | In | Cl | Bp | Fcvp | |
| 1/09 | Good morning. Dr. Setiawan surgery | | | | | | | Greetings |
| 2/09 | Good morning | | | | | | | Greetings |
| 3/09 | I'd like to make an appointment to meet Dr. Setiawan please | | | | | | | Personal pronoun + lexical verb phrase |
| 4/09 | *I see. Do you want to go urgently? | | | * | | | | Lb: Yes-no questions fragments, In : Response |
| 5/09 | Well , it's not desperately important, but as soon as possible | | | | | | | Interjection |
| 6/09 | Will Thursday at 10 o'clock be all right? | | | | | | | |
| 7/09 | Yes , that's fine | | | | | | | Response |
| 8/09 | What address is it, please | | | | | | | Polite formula |
| 9/09 | His name's Mahadewa, Seanu Mahadewa | | | | | | | |

Conversation 10

| Code | Datum | Types of Formulaic Expressions | | | | | | Explanations |
|-------|---|--------------------------------|----|----|----|----|------|--|
| | | Id | Lb | In | Cl | Bp | Fcvp | |
| 1/10 | Good afternoon, Supeni's Hair Fashion | | | | | | | Greetings |
| 2/10 | Good afternoon | | | | | | | Greetings |
| 3/10 | I'd like to make an appointment to have my hair done, please. It's Mrs. Djuharie Speaking | | | | | | | Personal pronoun + lexical verb phrase |
| 4/10 | Ah , Mrs. Djuharie, certainly | | | | | | | Response elicitor |
| 5/10 | When would you like to come? | | | | | | | Wh questions fragments |
| 6/10 | Saturday afternoon, please | | | | | | | |
| 7/10 | My boy taking me out to lunch | | | | | | | Phrasal verb |
| 8/10 | It's our engagement anniversary, you know—15 years | | | | | | | |
| 9/10 | Impossible . Mrs. Djuhare | | | | | | | Response |
| 11/10 | You look so young | | | | | | | |
| 12/10 | You can't have been married 15 years | | | | | | | |
| 13/10 | It's true I have | | | | | | | |
| 14/10 | Would 7 o'clock be all right? | | | | | | | |
| 15/10 | Is there any possibility of making it slightly earlier? | | | | | | | |
| 16/10 | How about 6? | | | | | | | |
| 17/10 | Perfect | | | | | | | |
| 18/10 | 6 o'clock on Saturday afternoon. | | | | | | | |

| | | | | | | | | |
|-------|--|--|--|--|--|--|--|----------------|
| 11/12 | That's fine | | | | | | | |
| 12/12 | Which other amenities does the room offer? | | | | | | | |
| 13/12 | There are a satellite tv, coffee and tea making facilities, a bathrobe, and bath slipper, a separate toilet and a shower stall, and 24-hour room service | | | | | | | |
| 14/12 | You can choose between a queen size bed or twin beds | | | | | | | |
| 15/12 | The room with balcony should be equipped with a queen size bed, the other one with two beds please | | | | | | | Polite formula |
| 16/12 | Which name please ? | | | | | | | Polite formula |
| 17/12 | Prabu | | | | | | | |
| 18/12 | Thank you | | | | | | | Polite formula |
| 19/12 | Bed with breakfast or half board? | | | | | | | |
| 20/12 | We only take breakfast | | | | | | | |
| 21/12 | Will you be paying by credit card? | | | | | | | |
| 22/12 | Yes , Visa number is 12980128 | | | | | | | Response |
| 23/12 | Thanks | | | | | | | Polite formula |
| 24/12 | Please let me know your mail address or fax | | | | | | | Polite formula |
| 25/12 | Please mail it to seanuprabu99@gmail.com | | | | | | | Polite formula |
| 26/12 | Thanks | | | | | | | Polite formula |
| 27/12 | We are looking forward to seeing you here | | | | | | | Phrasal verb |
| 28/12 | Good bye | | | | | | | Farewell |

Conversation 13

| Code | Datum | Types of Formulaic Expressions | | | | | | Explanation |
|------|--|--------------------------------|----|----|----|----|------|------------------------|
| | | Id | Lb | In | Cl | Bp | Fcvp | |
| 1/13 | You are really fit, Perdana | | | | | | | |
| 2/13 | What do you do to stay healthy? | | | | | | | Wh questions fragments |
| 3/13 | Well I exercise a lot and avoid liquor as well as fast food | | | | | | | Interjection |
| 4/13 | For example, I go jogging every morning play bad minton twice a week, every Tuesday afternoon, and Thursday Evening | | | | | | | |
| 5/13 | What liquor and fast food don't you consume? | | | | | | | |
| 6/13 | I don't drink liquors such as gin, vodka, rum, whiskey, tequila, brandy, ine, ale, lager, and cider | | | | | | | |

| Code | Datum | Types of Formulaic Expressions | | | | | | Explanation |
|-------|--|--------------------------------|----|----|----|----|------|------------------|
| | | Id | Lb | In | Cl | Bp | Fcvp | |
| 7/13 | I also do not eat fast food, for intance: burger, pizza, kebab, hotdog, instant noodle, spaghetti, donut, and sandwich | | | | | | | |
| 8/13 | Seriously? | | | | | | | Response |
| 9/13 | Sure | | | | | | | Response |
| 10/13 | How do you spend your spare time ? | | | | | | | Adjective + noun |
| 11/13 | I do my hobbies, e.g fishing, travelling, hiking and taking part in off-roads | | | | | | | |
| 12/13 | Superb , how do you entertain youself? | | | | | | | Response |
| 13/13 | Oh I watch tv and listen to music | | | | | | | Response |
| 14/13 | What tv program do you watch? | | | | | | | |
| 15/13 | I watch some local news, such as Kilas Ptang, kabar Terkini, Seputar Indonesia, and Prime Time News | | | | | | | |
| 16/13 | Wow , and what music do you listen? | | | | | | | Response |
| 17/13 | I listen to local music, for instance dangdut, degung keroncong and tarling. | | | | | | | |

| | | | | | | | | |
|-------|--|--|--|--|--|--|--|----------------|
| 12/14 | Rudy | | | | | | | |
| 13/14 | Alright, Will you be payying by credit card? | | | | | | | |
| 14/14 | Yes , Visa my number is 897684463 | | | | | | | Response |
| 15/14 | Thanks. | | | | | | | Polite formula |
| 16/14 | Please let me know your mail address or fax for you to sign it. | | | | | | | Polite formula |
| 17/14 | Then please fax it back to us. | | | | | | | Polite formula |
| 18/14 | Please mail it to rudyard@gmail.com | | | | | | | Polite formula |
| 19/14 | Thanks. | | | | | | | Polte formula |
| 20/14 | We are looking forward to seeing you Here | | | | | | | |
| 21/14 | Goodbye | | | | | | | Farewell |

Appendix 3

**THE DISTRIBUTION OF
FORMULAIC EXPRESSIONS
TYPES**

Formulaic Expressions Types Distributions

| Types of Formulaic Expressions | Conversations | | | | | | | | | | | | | |
|--|---------------|----------|----------|----------|----------|----------|----------|----------|----------|------------|------------|------------|------------|------------|
| | Conv 1 | Conv 2 | Conv 3 | Conv 4 | Conv 5 | Conv 6 | Conv 7 | Conv 8 | Conv 9 | Conv 10 | Conv 11 | Conv 12 | Conv 13 | Conv 14 |
| Idioms | 2 | 2 | 1 | 2 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 2 | 0 | 2 |
| Lexical Bundles | 0 | 2 | 0 | 0 | 0 | 1 | 2 | 2 | 2 | 2 | 0 | 3 | 1 | 2 |
| Insert | 4 | 0 | 6 | 2 | 2 | 5 | 7 | 5 | 6 | 7 | 6 | 12 | 6 | 13 |
| Collocations | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 |
| Binomial Phrase | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Free Combination of Verb + Particle | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 9 | 4 | 7 | 4 | 3 | 7 | 9 | 8 | 8 | 10 | 6 | 17 | 8 | 17 |

The Distribution Idiomatic Phrase Analysis of the Conversational Text

| No. | Idiomatic Phrase | Conv |
|-----|------------------------------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 1. | Phrasal Verb | 2 | 1 | | 2 | 1 | 1 | | 1 | | 1 | | 1 | | 2 |
| 2. | Other multi-word combination | | 1 | 1 | | | | | | | | | 1 | | |

The Distribution Lexical Bundles Analysis of the Conversational Text

| No. | Lexical Bundles | Conv |
|-----|--|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 1. | Personal Pronoun +lexical verb Phrase | | | | | | 1 | | 1 | 1 | 1 | | 2 | | 1 |
| 2. | Yes-no Questions Fragments | | 1 | | | | | 2 | | 1 | | | | | |
| 3. | Wh-Questions Fragments | | 1 | | | | | | 1 | | 1 | | | 1 | |
| 4. | Verb Phrase with active | | | | | | | | | | | | 1 | | 1 |

OBSERVATION SHEET
(Checklist Form of Formulaic Expressions)

| No. | Datum | Formulaic Expressions | |
|-----|---|-----------------------|----|
| | | Yes | No |
| 1 | Oh dear, I'm putting on my weight | | |
| 2 | I'm not really surprised. | | |
| 3 | You eat too much | | |
| 4 | I think you ought to go on diet | | |
| 5 | You see, I've tried diets, but they never work | | |
| 6 | I think that sitting at desk all day at the office doesn't help | | |
| 7 | I really need more exercise | | |
| 8 | Well , perhaps you should go to a fitness center, or something like that | | |
| 9 | I don't have enough time to exercise there | | |
| 10 | Besides, it's a boring place | | |
| 11 | Yes , I think so too. | | |
| 12 | Well , perhaps you had better go jogging every morning | | |
| 13 | It's a cheap sport | | |
| 14 | We both can have the exercise together | | |
| 15 | Yes , that's a *good idea | | |
| 16 | I'll start doing this tomorrow morning | | |
| 17 | Congratulations, you won again in the recent Physics Olympiad Kaisar | | |
| 18 | How many academic achievements have you got so far? | | |
| 19 | More than ten, I suppose | | |
| 20 | Amazing. When did you get your first achievement? | | |
| 21 | I had achieved my first trophies by the time I graduated from my elementary school | | |
| 22 | And how many trophies have you collected during your senior high school? | | |

| | | | |
|----|---|--|--|
| 23 | This is the second one | | |
| 24 | I didn't participate in many competitions as I had done during my junior high school | | |
| 25 | Do you have any plan to add you trophy collections? | | |
| 26 | Sure. I will take part in all sciences Olimpiads next academic year | | |
| 27 | And I hope that I will have contributed at least 10 trophies to this school when I graduated. | | |
| 28 | In this coming presidential election,whom will you choose? | | |
| 29 | The incumbent one | | |
| 30 | By the way , what would you do if you were him? | | |
| 31 | If I were in the incumbent president, first of all I would fire all cabinet minister who are alleged for corruption | | |
| 32 | I agree, and what else? | | |
| 33 | I'd spent most of the budget for infrastructure and education | | |
| 34 | Great! Then? | | |
| 35 | Well , I'll make you the first lady | | |
| 36 | Hahaha , you're kidding | | |
| 37 | How about you? | | |
| 38 | What would you do if you were the incumbent president of Indonesia? | | |
| 39 | Hmmm , I would prioritize to overcome poverty and improve people's health and sanitation | | |
| 40 | And I would handle the problems of flood very seriously | | |
| 41 | Wow , that's very innovative | | |
| 42 | And I would appear on television every day. | | |
| 43 | In this way, I would be very popular | | |
| 44 | Huh , that woman | | |
| 45 | What's wrong? | | |

| | | | |
|----|---|--|--|
| 46 | You look really stressed out about something | | |
| 47 | It's this research paper I'm writing. | | |
| 48 | The outline is due to tomorrow and I'm still working on it . | | |
| 49 | If I don't finish it tonight, I would get an F | | |
| 50 | Well , I can help you if you would need it | | |
| 51 | Really? | | |
| 52 | That's would be great. | | |
| 53 | I get off work at 4:30 | | |
| 54 | Man, I feel better already | | |
| 55 | Are you ready? Let's go | | |
| 56 | The movies start in half an hour | | |
| 57 | We need to leave right now if we would want to get there in time | | |
| 58 | I know, I know | | |
| 59 | But can't find my wallet | | |
| 60 | Can I do something to help you get ready? | | |
| 61 | *Well , if you helped me look for it instead of telling me what time it was | | |
| 62 | That would be a big help | | |
| 63 | Okay . But let me say just one more thing | | |
| 64 | I'd keep my wallet in the same place everyday if I am you. | | |
| 65 | That way I'd always know where it was | | |
| 66 | Good afternoon . The theatre Royal box office | | |
| 67 | Good afternoon | | |
| 68 | I'd like to book two seats for Friday 11th, please | | |
| 69 | I'm sorry we are completely sold out for 11th madam | | |
| 70 | What about Saturday 12th? | | |

| | | | |
|----|---|--|--|
| 71 | I've got some seats for the matine | | |
| 72 | But, nothing for the evening performance, I'm afraid | | |
| 73 | Oh well , perhaps I'd better take two matinee seats then, please | | |
| 74 | How much are they? | | |
| 75 | Rp 25.000 per each | | |
| 76 | Right , I put a checque and stamped address envelop in the post | | |
| 77 | What name is it? Please | | |
| 78 | My name is Ratu Kadita | | |
| 79 | Good morning | | |
| 80 | Can I help you? | | |
| 81 | Yes, please. * Could I have a room for the night | | |
| 82 | Certainly. A single room or a double? | | |
| 83 | Single please | | |
| 84 | Would you like a room with a view or a veranda? | | |
| 85 | A shower. How much is the room? | | |
| 86 | Rp 225.000 for the room and meal | | |
| 87 | Would you like evening snacks? | | |
| 88 | No, thanks. Just breakfast | | |
| 89 | Can I pay by credit card? | | |
| 90 | Yes , of course. | | |
| 91 | We take a Visa and Master Card as well as Diner Club | | |
| 92 | Could you sign the register, please? | | |
| 93 | Yes , sure | | |
| 94 | Do you want my cash too? | | |
| 95 | No , just a signature | | |
| 96 | Do you have any luggage? | | |

| | | | |
|-----|--|--|--|
| 97 | Just this box. | | |
| 98 | Here your key | | |
| 99 | Your number is 311. I hope you're enjoy your stay | | |
| 100 | Thanks | | |
| 101 | Good morning | | |
| 102 | Can I help you? | | |
| 103 | Yes , I think so | | |
| 104 | I'm *going up to Surabaya on Saturday and I'd like to reserve seat on the train please | | |
| 105 | Yes , you can reserve seats on some trains | | |
| 106 | What sort of time do you want to go? | | |
| 107 | I want to leave at about 07:00 | | |
| 108 | Well , you can reservethe seat on the 06:30 or the 08:00 | | |
| 109 | There is nothing else round that time, I'm afraid | | |
| 110 | I thought there was a schedule at 07:15 | | |
| 111 | Yes , there is—but there are no seat reservations on that | | |
| 112 | But that's no good | | |
| 113 | If I catch the 06:30 train I would be there to early | | |
| 114 | If I catch the 07:15 I won't get a seat | | |
| 115 | And if I catch 08:00 I will be there too late | | |
| 116 | I think I'd just book 06:30 train instead | | |
| 117 | Good morning . Dr. Setiawan surgery | | |
| 118 | Good morning | | |
| 119 | I'd like to make an appointment to meet Dr. Setiawan please | | |
| 120 | *I see. Do you want to go urgently? | | |

| | | | |
|-----|--|--|--|
| 121 | Well , it's not desperately important, but as soon as possible | | |
| 122 | Will Thursday at 10 o'clock be all right? | | |
| 123 | Yes , that's fine | | |
| 124 | What address is it, please | | |
| 125 | His name's Mahadewa, Seanu Mahadewa | | |
| 126 | Good afternoon , Supeni's Hair Fashion | | |
| 127 | Good afternoon | | |
| 128 | I'd like to make an appointment to have my hair done, please. It's Mrs. Djuharie speaking | | |
| 129 | Ah , Mrs. Djuharie, certainly | | |
| 130 | When would you like to come? | | |
| 131 | Saturday afternoon, please | | |
| 132 | My boy taking me out to lunch | | |
| 133 | It's our engagement anniversary, you know—15 years | | |
| 134 | Impossible . Mrs. Djuhare | | |
| 135 | You look so young | | |
| 136 | You can't have been married 15 years | | |
| 137 | It's true I have | | |
| 138 | Would 7 o'clock be all right? | | |
| 139 | Is there any possibility of making it slightly earlier? | | |
| 140 | How about 6? | | |
| 141 | Perfect | | |
| 142 | 6 o'clock on Saturday afternoon. | | |
| 143 | I'll see to your hair personally Mrs. Djuharie | | |
| 144 | Goodbye | | |
| 145 | Thank you | | |

| | | | |
|-----|--|--|--|
| 146 | Good bye | | |
| 147 | Good morning sir | | |
| 148 | Can I help you? | | |
| 149 | Yes , I think you have a room reserved for me | | |
| 150 | My name is Prabu Pradana from PT Telkom | | |
| 151 | That's right sir. We have a single room for you | | |
| 152 | Does it have a bath or shower? | | |
| 153 | The room has a shower | | |
| 154 | I'd like a room with a bath, if that's possible | | |
| 155 | Certainly . Would you like a room with or without a balcony? | | |
| 156 | It doesn't matter | | |
| 157 | Here you are sir. Room 341 on the third floor | | |
| 158 | Thank you | | |
| 159 | What time do you serve breakfast? | | |
| 160 | From 7 to 09:30 | | |
| 161 | Could you fill in the registration form, please | | |
| 162 | Certainly . Could you give me a pen? | | |
| 163 | Thanks | | |
| 164 | Grand Park Hotel, good afternoon | | |
| 165 | Can I help you? | | |
| 166 | Good afternoon. Yes, *I'd like to inquire whether there are two double rooms available from? 20 june to 25 june | | |
| 167 | Just a minute | | |
| 168 | I'll put you through the reservation | | |
| 169 | Reservations, mrs. Nunik speaking | | |
| 170 | Prabu, seanu prabu speaking | | |

| | | | |
|-----|--|--|--|
| 171 | I'd like to know whether there are two double rooms available form 20 june-25 june | | |
| 172 | Let's have a look | | |
| 173 | Well, there is one available with a balcony and one without a balcony | | |
| 174 | That's fine | | |
| 175 | Which other amenitis does the room offer? | | |
| 176 | There are a satelite tv, coffee and tea making facilities, a bathrobe, and bath slipper, a separate toilet and a shower tall, and 24-hour room service | | |
| 177 | You can choose between a quin size beds or twin beds | | |
| 178 | The room with balcony should be equipped with a queen size bed, the other one with two beds please | | |
| 179 | Which name please? | | |
| 180 | Prabu | | |
| 181 | Thank you | | |
| 182 | Bed with breakfast or half board? | | |
| 183 | We only take breakfast | | |
| 184 | Will you be payying by credit card? | | |
| 185 | Yes, Visa.my number is 12980128 | | |
| 186 | Thanks | | |
| 187 | Please let me know your mail address or fax | | |
| 188 | Please mail it to seanuprabu99@gmail.com | | |
| 189 | Thanks | | |
| 190 | We are looking forward to seeing you here | | |

| | | | |
|-----|--|---|--|
| 191 | Good bye | | |
| 192 | You are really fit, Perdana | | |
| 193 | What do you do to stay healthy? | ✓ | |
| 194 | Well I exercise a lot and avoid liquor as well as fast food | ✓ | |
| 195 | For example, I go jogging every morning play bad minton twice a week, every Tuesday afternoon, and Thursday evening | ✓ | |
| 196 | What liquor and fast food don't you consume? | | |
| 197 | I don't drink liquors such as gin, vodka, rum, whiskey, tequila, brandy, wine, ale, lager, and cider | | |
| 198 | I also do not eat fast food, for instance: burger, pizza, kebab, hotdog, instant noodle, spaghetti, donut, and sandwich | | |
| 199 | Seriously? | ✓ | |
| 200 | Sure | ✓ | |
| 201 | How do you spend your spare time ? | | |
| 202 | I do my hobbies, e.g fishing, travelling, hiking and taking part in off-roads | | |
| 203 | Superb , how do you entertain yourself? | ✓ | |
| 204 | Oh I watch tv and listen to music | ✓ | |
| 205 | What tv program do you watch? | | |
| 206 | I watch some local news, such as Kilas Ptang, kabar Terkini, Seputar Indonesia, and Prime Time News | | |
| 207 | Wow , and what music do you listen? | ✓ | |
| 208 | I listen to local music, for instance dangdut, degung keroncong and tarling. | | |
| 209 | Grande Hotel, good morning . | ✓ | |
| 210 | Can I help you? | | |

| | | | |
|-----|--|--|--|
| 211 | Good morning. | | |
| 212 | Yes, *I'd like to inquire whether there are two double rooms available from 23 may to 25 may | | |
| 213 | Let's have a look | | |
| 214 | Well, there is one available with a balcony and one without a balcony | | |
| 215 | That's fine. | | |
| 216 | Which other facilities does the room offer? | | |
| 217 | There are a tv, coffee and tea making facilities, a bathrobe, and bath slipper, a separate toilet and a shower tall, and 24-hour room service. You can choose between a queen size beds or twin beds | | |
| 218 | The room with balcony should be equipped with a queen size bed, the other one with two beds, please | | |
| 219 | which name please? | | |
| 220 | Rudy | | |
| 221 | Alright, Will you be payying by credit card? | | |
| 222 | Yes, Visa my number is 897684463 | | |
| 223 | Thanks. | | |
| 224 | Please let me know your mail address or fax for you to sign it. | | |
| 225 | Then please fax it back to us. | | |
| 226 | Please mail it to rudyard@gmail.com | | |
| 227 | Thanks. | | |
| 228 | We are looking forward to seeing you here | | |
| 229 | Goodbye | | |