

# CHAPTER I

## INTRODUCTION

This chapter presents an overview of the study. It involves the background of the study, research questions, research purposes, research significances, rationale, and previous studies.

### A. BACKGROUND

The primary goal of teaching and learning a new language is communicative competence which has an objective to create meaningful texts both written and spoken. Formulaic skill is one of the competencies in communicative competence to help students create useful texts specifically to sound natural and fluent when speaking (Murcia, 2007). In this term, formulaic competence refers to formulaic expressions. Formulaic Expressions are multiple word phraseological units which commonly used by native speakers in daily communication (Schmitt, 2010).

English native speakers frequently use particular formulaic expressions. Therefore to sound like the native, non-native English speakers have to use those formulaic expressions. Formulaic expressions are important not only because they are ubiquitous in language but also because they are necessary for appropriate, fluent language production and comprehension (Meunier, 2012; Schmitt & Carter, 2004). Based on the researcher pre-observation in YASPIA Islamic senior high school in Bekasi, West Java Province as one of EFL classroom examples, the students faced a problem in producing natural expressions to interact one another. The students are still using the word- per- word style to communicate. The reason

is that there are different language experiences between native and non-native English speakers (Kecskes, 2008).

Findings regarding the implementation of English formulaic expressions have been conducted for years. Dickinson (2012) conducted a study by teaching some English formulaic expressions for an academic presentation and then it was found that the students got more natural and fluent when presenting their materials. The findings regarding the implementation of English formulaic expressions have been conducted for years. Neno (2016) investigated about five types of formulaic expressions that help adults English- learner gain more natural and fluent of their foreign language. The following is Gholami's (2017) investigation about three categories of formulaic expressions and the implementation of it in the entire class in three adults English as a foreign language. However, this study is different from the two previous types of research in term of the participants, where the previous researchers were focused on adult English- learner while in this research is trying to focus on implementing English formulaic expression in regular learners class. Finally, this research is entitled as "STUDENTS' FORMULAIC EXPRESSIONS IN EFL CLASSROOM COMMUNICATION."

## **B. RESEARCH QUESTIONS**

From the description above, this research is focused on answering the following questions:

1. How does the English teacher teach English formulaic expression at YASPIA Islamic senior high school?

2. What are the types of English formulaic expressions used in the students' classroom communication?
3. What are the students' problems when using English formulaic expressions in classroom communication?

### **C. RESEARCH PURPOSES**

From the research questions above, this research is intended to gain the following purposes:

1. To know how the English teacher teaches English formulaic expression at YASPIA Islamic senior high school is.
2. To know the types of English formulaic expressions used in the students' classroom communication.
3. To know the students' problems when using English formulaic expressions in classroom communication.

### **D. RESEARCH SIGNIFICANCES**

Theory and practice are the two of significances that are expected in this research. Theoretically, this research could become information- source of English formulaic expression can improve students' speaking ability, especially in EFL class. Practically, for English teachers, this research is able to provide and become an alternative and creative option in increasing students' speaking ability. To students, the study would increase their interest in English speaking.

### **E. RATIONALE**

Basically, language is a system for the expression of meaning, interaction, and communication (Neno, 2016). Pei stated (as in Brown, 1994) that language is a

system of communication by sound, operating through the organs of speech and hearing among members of a given community, and using vocal symbols processing arbitrary conventional meaning. Meanwhile, practice in speaking is an interactive process of constructing meaning that involves producing and receiving information (interaction) (Brown, 1994). Communication is one of the manners in which language is implemented. Therefore, it is clear that practice is a tool for an effective process of communication and interaction among people.

To make a natural English communication, English formulaic expression becomes essential to be implemented. Every expert has a different side in interpreting formulaic expressions. Wray (2008) assumed formulaic expressions could be a single word unit. Whereas according to Fernandez-Parra (2008) formulaic expressions were multiple words phraseological units and those one-word expressions are not included into formulaic expressions, and Schmitt (2010) said that formulaic expressions are multiple words phraseological units and those one-word expressions are not incorporated into formulaic expressions.

Regardless of the diversifications, Neno (2016) adapted (as cited in Bibber et al. 1999) there were five types of formulaic expressions. The First type is collocations. Collocations are characterized as partially figurative and semi-fixed sequences that concern unitary processing of language (Xu, 2015). A collocation (e.g., *kick a habit*) consists of a base (*habit*) and a collocator (*kick*) (Nesselhauf, 2005). The second is idioms. Idioms are “opaque invariant word combinations” (Warren, 2005). The third is lexical bundles. Unlike collocations, lexical bundles (e.g., *the extent to which*) contain more than two words, and unlike idioms, they are

neither opaque in meaning nor structurally complete (Biber & Barbieri, 2007). The fourth is binomial expressions; in simple words, binomial expressions are a pair of words (for example, loud and clear) conventionally linked by a conjunction (usually and) or a preposition. This is also called a binomial pair (Neno, 2016). The fifth is inserts; Inserts are used to express greetings, farewell, thanks, or apologies, we use a wide range of formulaic expressions. These may consist of a single word or several words act as a unit (Neno, 2016).

Various researchers have addressed the issue of how to implement and teach formulaic expressions in the classroom. Boers and Lindstromberg (2012) provided an exhaustive review of intervention studies that have investigated which enhancement techniques have the potential to boost students' knowledge of formulaic expressions. Lewis (1993) stated that lexical approach helped students to use the formulaic expression. Boers (2006) also has consistently found positive long-term effects of having students' exploit formal properties of formulaic expressions, e.g., by asking students to pay attention and focus on sounding repetition. Other factors that have been found to contribute to students' learning formulaic expressions are translation activities and specific vocabulary activities (Laufer & Girsai, 2008).

There are several problems found in implementing English formulaic expressions, especially in EFL students' classroom. First, Neno (2016) noticed that inappropriate usage of formulaic expressions is the problem that might be faced by EFL students. A grammatical problem in using formulaic is the second command problems that usually occur. The third, Erman (2009) stated that the associated with

formulaic expressions may range from deviant constructions. EFL students' unusual use of formulaic expressions could be attributed to their poor sensitivity toward formulaic (Wood, 2015). The last is that formulaic expressions are more likely to be ignored by second language students in running texts as single words are often processed more efficiently than unknown formulaic expressions, and individually known constituents of unknown formulaic expressions are processed more quickly than the entire word string (Bishop, 2004).

## **F. PREVIOUS RESEARCHES**

Related to the theme of this research, there are some previous researches that focused on English formulaic expressions, like the research by Qi & Ding (2011), Neno (2016) and Gholami (2017). Qi & Ding (2011) analyzed the use of formulaic sequences (FSs) by 56 English students of Chinese university in preparing monologues at the beginning and end of a three-year period and compared the student's performance with 15 American college students. The focus of this study is measured along three dimensions: frequency, accuracy, and variation. Data used in this study consists of two small-scale spoken corpora, a learner corpus, and a native speaker corpus and Data preparation consisted of three steps, cleaning the data, identifying FSs, and tallying FSs for each learner.

Neno (2016) investigated the use of formulaic expressions in EFL students' interactions. The study aims at describing types of formulaic expression used by the students, the most frequent types used and why they are used, the students' problems when using formulaic expressions and their strategies to cope with communicative demands. This study was a conversation analysis which used a

descriptive qualitative approach. The research subjects were nine students from English Study Program in Timor State University in Kefamenanu, East Nusa Tenggara Province. While the study by Gholami (2017), was only focused on several types of formulaic expressions. The present study investigated three categories of formulaic sequences (FSs), namely, collocations, lexical bundles, and idioms in incidental focus on form (FonF). The data consisted of 30 h of audio-recorded communicative classroom interactions between the teacher and the entire class in three adult English as a foreign language course. Different from those previous researches, this research focuses on the usage of five types of formulaic expressions (as cited from Bibber et al. 1999) to EFL third grade regular students of YASPIA Islamic senior high school.

