

## INVESTIGATING FORMULAIC EXPRESSION IN TEACHING SPEAKING SKILL TO ISLAMIC HIGH SCHOOL STUDENTS

Halimatus Sa'adah<sup>1)</sup>, Erma Yuli Sertyaningrum<sup>2)</sup>, Yunita Ayu Riski<sup>3)</sup>, Nur Afifi<sup>4)</sup>

<sup>1,2,3,4</sup>English Department – Postgraduate Program – State Institut of Islamic Studies (IAIN) KEDIRI

<sup>1</sup>halimatussaadah98@gmail.com

<sup>2</sup>ermayulisetyaningrum@gmail.com

<sup>3</sup>ayunitariski9@gmail.com

<sup>4</sup>nur.afifi@iainkediri.ac.id

### Informasi Artikel

#### Riwayat Artikel :

Submit, 20 Juni 2023

Revisi, 7 Juli 2023

Diterima, 25 Agustus 2023

Publish, 15 Januari 2024

#### Kata Kunci :

Expression,

Speaking skill.

### ABSTRAK

This study discusses about the use of formulaic expressions in English Language Teaching (ELT) and the impact on students' speaking skills especially speaking skill. This study used a descriptive qualitative research study conducted at MA Mambaul Hisan to investigate the use of formulaic expressions employed by an English teacher and students when conducting English language teaching in the classroom. The research utilized observation as the primary research instrument, with an observation sheet used for data analysis. The participants included 22 eleventh-grade students. The researchers recorded and analyzed the conversations between the teacher and students during learning activities and conducted an interview with the teacher with findings the dominance of collocations and inserts used in the class. The results show that the use of formulaic collocations and inserts are more dominant than others. This is due to habits in daily language used by them and the existence of certain patterns in the context of classroom learning.

*This is an open access article under the CC BY-SA license*



### Corresponding Author:

Nama : Halimatus Sa'adah

Afiliasi : State Institut of Islamic Studies (IAIN) KEDIRI

Email : halimatussaadah98@gmail.com

### 1. INTRODUCTION

Linguistics plays a crucial role in English Language Teaching (ELT) as it provides a solid foundation for understanding the structure, functions, and complexities of language. In the field of ELT, linguistic principles and theories inform language teaching methodologies and help teachers design instructional materials, activities and effective communication. Effective communication is fundamental in educational settings, facilitating knowledge acquisition, socialization, and fostering positive teacher-student relationships. In the real of language teaching, effective communication skills are essential for learners to succeed in today's globalized world. Among the core aspects of communication, speaking skills play a pivotal role in enabling

individuals to express their thoughts, engage in meaningful conversations, and build connections with others. However, teaching speaking involves more than just teaching vocabulary and grammar; it also entails imparting the appropriate social and cultural norms of communication, including the concept of formulaic politeness.

Formulaic politeness refers to the use of fixed expressions, phrases, and social conventions that are considered polite and appropriate in a given language or culture. These linguistic formulas help learners navigate various social situations and interactions with native speakers. In the context of teaching speaking, formulaic politeness becomes a vital aspect as it not only enhances learners' communicative competence but also fosters positive social interactions and cultural

understanding. Bieber et al (1999) stated that formulaic expression have five types such as Collocations, Lexical bundles, Insert, Idioms, and Binomial expression. Some of these types are often used in teaching speaking. When teaching formulaic politeness in speaking, educators aim to provide learners with a repertoire of language tools that facilitate respectful and considerate communication. This includes teaching common expressions of greeting, thanking, apologizing, requesting, and showing gratitude, among others. By equipping learners with these linguistic resources, the teacher empower them to engage in conversations with native speakers more confidently and effectively.

In teaching English, the teacher sometimes uses expressions of politeness in speaking English as spoken by native speakers. For example the teacher at MA Mambaul Hisan, the teacher sometimes uses expressions of politeness in speaking English as spoken by native speakers when they teach in the classroom. It may often that students are not aware of the expressions they say in learning English. So that certain strategies have applied to make understanding the students of their good grammatical structures in speaking. Some studies have shown that learning formulaic expressions improve students to speak English. The study from Dickinson (2012:32) found that the students earned more natural and smooth in presentation materials. The designs of formulaic expressions are very important to students' attention. In line with Neno & Agustin (2016) the study found that formulaic expression are very important for EFL students although there were many unnatural expressions in the students' interactions, the students most use collocations and inserts. Based on the description above, the researchers interest to conduct the study of investigating the use of formulaic expressions to improve students's speaking skill.

## 2. METHOD

The design of this research was descriptive qualitative approach. In this research design, the researchers focused at describing qualitatively the politeness strategies which is found in the interaction between teacher and students in the classroom through the use of politeness structure (formulaic) in english language teaching. An observation used as research instrument. An observation sheet was used as a data analysis.

This study was conducted in MA Mambaul Hisan with the participants were 22 students of eleventh grade. the researcher analized and recorded the conversation between students and an English teacher during the learning activities. The researchers also conducted the interview with the English teacher. In the questions of this interview focus on the reasons of formulaic types She used in the learning activity.

The fact that politeness represents a social norm that can be observed empirically in language and reliably analyzed by means of language has long made

it an important object of study in linguistics (Watts, 2005:133) Politeness can be expressed in verbal through formulaic. Formulaic expressions are essential for developing students' communicative competence to speak English naturally and fluently (Indriyani, Rukmini & Widhiyanto, 2022:121)

## 3. FINDINGS AND DISCUSSION

Based on data analysis, Table 1 displays teachers and students' production of spoken language features that are categorized by types of formulaic. Those are Collocations, Lexical Bundles, Inserts, Idiom and Binomial. The number of sentences in conversation's learning process that formulated by formulaic are only 23 sentences. All of these sentences procuded by teacher and students. It consist of 8 collocations, 4 lexical bundles, 7 inserts, 1 idiom and 1 binomial.

Table 1. frequency of the use types of formulaic of teacher and students's interactions in the class

NO	TYPES OF FORMULAIC	FREQUENCY
1	Collocations	8
2	lexical bundles	4
3	Inserts	7
4	Idiom	1
5	Binomial	1

In their interaction, sometimes the students make some mistake in using formulaic expression, actually when some of sudents want improve their formulaic expression. For the example when the teacher said "*how are you?*" and some of them answer "*I happy / we happy*" to improve the expression "*I am fine*". Another example mistake is they use inappropriate answer for yes/no question. They said "*yes, we forget*" instead of "*yes, we do*". According to Agustien, H.I.R., & Neno, H. (2016) the mistakes in using formulaic expression of English learner is because they transfering expression from Indonesia language.

Collocations are combinations of words that are naturally often used together, e.g. "*take a note*" or "*feel free*" Inserts are phrases that often appear in conversation as fixed expressions, e.g. "*good morning*" or "*thank you.*". Although collocations and inserts are the dominant formulaic types in the teacher and the students's conversations, this does not mean that lexical bundles, idioms, and binomials are not used at all. However, their frequency of use is lower than other formulaic types in this classroom conversation context. Overall, the use of formulaics such as collocations and inserts in the teacher and the students's conversations in the classroom can affect the level of politeness. Proper and consistent use of these formulaics can reflect politeness, respect for the teacher's authority, and create a more positive learning environment.

Based on the teacher and the students's conversations in the classroom, the finding indicates that the use of formulaic collocations and inserts is more dominant than others. This is be due to habits in daily language used by them and the existence of

certain patterns in the context of classroom learning. It is based on the teacher's statement when the researchers conducted the interview

*The use expressions with literal meanings more often because this is easier for my students to understand when I interact with them. English language skills of the students, especially the ability to communicate is basic. What they understand in English expressions often used daily. Like greeting "good morning", asking "how you are" and responding "I am fine. Thank you". So that is the reason I use that expressions to make easier the students in understanding the meaning*

According to the teacher's answer above, it shown she awares that In the context of English classroom interaction, formulaic expressions have significant role in establishing a supportive learning environment and the use formulaic expression by the teacher is influence the students' speaking ability.

Besides, the findings of in this study indicate the use formulaic collocations and inserts are mostly used because the students's more familiar with literal meanings than idiomatic meanings. Similarly, Khusnita and Rukmini (2016) investigated realization of formulaic competence in 13 students of English Department of UNNES Graduate Program. The finding indicated in this study that inserts were produced mostly, followed by collocation. In addition, it was known that the students were more familiar with literal meanings instead of idiomatic meanings. So, it will make misunderstandings in communication. It's proved by the teacher's statement:

*I use the expressions of idiomatic meanings rarely . Because the students is more difficult to understand what I mean or it cause the misunderstanding in interaction. I think using literal meanings will make it easier to communicate with my students in the class. So, my students will improve their ability in communicating using English even in simple sentences. It's okay.*

The result of the interview stated that this formulaic use can help students' communicative ability and language comprehension. in line with Wibowo & Rukmini's (2020) in their study stated that formulaic expressions acquisition support students' English competence. Therefore, formulaic expressions should be used in EFL instructions. Furthermore, Khoiriyah & Mujiyanto's (2022) also stated that the learners who produced many formulaic expressions have high exclusive rates implying that the more formulaic expressions are used, the higher the fluency level will be obtained. However, further research is needed to understand the factors that influence the use of formulaics in this educational context.

#### 4. CONCLUSION

In conclusion, the highlight from discussion is the use of formulaic expressions in the conversation both teacher and students, specifically in English language learning. In the analysis of data shows that both teachers and students the most frequently used formulaic types are collocations and inserts. These formulaics play a significant role in establishing a supportive learning environment. Particularly with literal meanings, the use of formulaic expressions are preferred by teachers to facilitate students' understanding and communication ability. Nonetheless, the use of these formulaics type can enhance students' communicative ability, contributing to their overall English competence and fluency.

#### 5. REFERENCES

- Agustien, H.I.R., & Neno, H. (2016). The Use Of Formulaic Expressions In Efl Students' Interactions. . *English Education Journal*, 6(1), 39-44
- Biber, D., et.al. (1999). *Longman Grammar of Spoken and Written English*. Edinburgh: Longman.
- Dickinson, P. (2012). Improving Second Language Academic Presentation with Formulaic Sequences. *Intelligence Disciplines Contract Lecturers (CEP)*
- Indriyani, L., Rukmini, D., & Widhiyanto, W. (2022). The Realization of Formulaic Expressions in EFL Teacher-Student Classroom Interactions. *English Education Journal*, 12(1)
- Khoiriyah, Luluk & Mujiyanto, Januarius. (2022). The Realization of Formulaic Competence in the Classroom Interactions among Learners in Kampung Inggris Pare. *English Education Journal*, 12(2)
- Khusnita, D., & Rukmini, D. (2016). The EFL Learners' Perceptions and Realizations of Formulaic Sequences in Casual Conversation. *English Education Journal*, 6(2).
- Neno, H. & Agustien, H. I. R. (2016). The Use of Formulaic Expressions in EFL Students' Interactions. *English Education Journal*. 6(1)
- Watts, J. R. (2003). *Politeness*. New York: Cambridge University Press.
- Wibowo, Yudha Pambudi & Rukmini, Dwi. (2020). The Use of Formulaic Expressions in the Reading Texts of Senior High School Textbooks Grade XI. *English Education Journal*, 10(4)