STUDENTS’ FORMULAIC EXPRESSIONS IN EFL CLASSROOM COMMUNICATION

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Abstract

The purpose of this research is to examine the implementation of formulaic expressions in an English as a Foreign Language (EFL) classroom at YASPIA Islamic Senior High School. The study focuses on assessing the effectiveness of using the lexical approach, specifically through the instruction of Ms. Lavender, an English teacher at the school. The findings of the study reveal that the adoption of the lexical approach in teaching formulaic expressions was relatively uncomplicated for teachers. The students in the classroom utilized all five types of formulaic expressions, with a higher frequency observed in the use of lexical bundles and collocations. However, despite the appropriate use of formulaic expressions, the students encountered challenges in employing them during communication. These difficulties included deviant constructions, underuse, grammatical errors, and inappropriate usage of formulaic expressions, with grammatical errors being the most prevalent issue. These findings align with previous research indicating that EFL students face difficulties when utilizing formulaic expressions in their communication. The study's outcomes contribute significantly to the field of EFL education in Indonesia, particularly in the teaching of formulaic expressions. It is hoped that these findings will enhance the understanding of the lexical approach's application in teaching formulaic expressions and offer recommendations to English teachers to assist students in overcoming the challenges associated with using formulaic expressions in their communication.

Keyword: student; expressions; classroom communications

Abstrak

Tujuan dari penelitian ini adalah untuk menguji implementasi ekspresi formulaik dalam kelas Bahasa Inggris sebagai Bahasa Asing (EFL) di SMA Islam YASPIA. Studi ini berfokus pada penilaian keefektifan penggunaan pendekatan leksikal, khususnya melalui instruksi Ms. Lavender, seorang guru bahasa Inggris di sekolah tersebut. Temuan penelitian mengungkapkan bahwa penerapan pendekatan leksikal dalam mengajar ekspresi formulaik relatif tidak rumit bagi guru. Para siswa di kelas menggunakan kelima jenis ekspresi formulaik, dengan frekuensi yang lebih tinggi diamati dalam penggunaan kumpulan leksikal dan kolokasi. Namun, meskipun sikap penggunaan ekspresi formula yang tepat, para siswa menghadapi tantangan dalam menggunakan selama komunikasi. Kesulitan-kesulitan ini termasuk konstruksi yang menyimpang, penggunaan yang kurang, kesalahan tata bahasa, dan penggunaan ekspresi rumus yang tidak tepat, dengan kesalahan tata bahasa menjadi masalah yang paling umum. Temuan ini sejalan dengan penelitian sebelumnya yang menunjukkan bahwa siswa EFL menghadapi kesulitan saat menggunakan ekspresi formula dalam komunikasi mereka. Hasil penelitian ini memberikan kontribusi yang signifikan terhadap bidang pendidikan EFL di Indonesia, khususnya dalam pengajaran ekspresi formula. Diharapkan temuan ini akan meningkatkan pemahaman penerapan...
Introduction

The primary goal of teaching and learning a new language is communicative competence, which aims to create meaningful written and spoken texts. Communication skills are essentials needed by every employee in carrying out their job duties (Rachmawati et al., 2021). Formulaic skill, a component of communicative competence, helps students generate natural and fluent speech by utilizing formulaic expressions, which are commonly used phraseological units in daily communication (Gaipova, 2022).

Native English speakers frequently employ these expressions, making it essential for non-native English speakers to use them in order to sound like native speakers. Formulaic expressions are not only ubiquitous in language but also crucial for producing and comprehending appropriate and fluent language (Qiu & Fang, 2022).

However, non-native English speakers often struggle with natural expression due to differences in language experiences compared to native speakers. In a pre-observation study conducted in an EFL classroom at YASPIA Islamic senior high school in Bekasi, West Java Province, students faced challenges in producing natural expressions and relied on literal translation. In order to address this issue, this research focuses on implementing English formulaic expressions in regular learner classes. Previous studies, such as the one conducted by (Rogers et al., 2021), have shown that teaching English formulaic expressions leads to improved naturalness and fluency in academic presentations. This research, however, differs in terms of its focus on regular learner classes rather than adult English learners. Thus, the present study is titled "Students’ Formulaic Expressions in EFL Classroom Communication.

The research holds theoretical and practical significance. Theoretically, it serves as an information source on how English formulaic expressions can enhance students’ speaking abilities in EFL classes. Practically, it provides English teachers with alternative and creative methods to enhance students’ speaking abilities, while also fostering students' interest in English speaking.

Language serves as a means for expressing meaning, interaction, and communication. According to (Fröhlich et al., 2019) language operates through speech and hearing within a community, using vocal symbols to convey arbitrary conventional meaning. Speaking practice involves the interactive construction of meaning through information production and reception.

Communication is the practical implementation of language, facilitating effective interaction among individuals. In order to achieve natural English communication, the use of English formulaic expressions is crucial. Experts have varied interpretations of formulaic expressions, with (Wood, 2019) considering them to be single-word units, while others view them as multiple-word phraseological units. There are five main types of formulaic expressions:
collocations, idioms, lexical bundles, binomial expressions, and inserts. Collocations are partially figurative and semi-fixed sequences, idioms are opaque invariant word combinations, lexical bundles are multi-word expressions that are neither opaque nor structurally complete, binomial expressions are pairs of words conventionally linked by a conjunction or preposition, and inserts are used for greetings, farewells, thanks, or apologies, and can be single words or phrases acting as a unit (Alwhan, 2019).

Researchers have investigated the implementation and teaching of formulaic expressions in the classroom. (Le-Thi et al., 2022) conducted a comprehensive review of intervention studies, identifying techniques that enhance students' understanding of formulaic expressions. The lexical approach proved effective in helping students utilize formulaic expressions, with positive long-term effects observed when students focused on repetition and paid attention to formal properties. Translation activities and specific vocabulary exercises also contributed to students' learning.

However, there are challenges in implementing English formulaic expressions, particularly among EFL students. Problems include inappropriate usage, grammatical difficulties, deviant constructions, and students' poor sensitivity towards formulaic expressions. EFL students often ignore formulaic expressions in favor of more familiar individual words, which leads to inefficient processing (Trang et al., 2021).

(Abbas et al., 2020) analyzed the use of formulaic sequences by English students from a Chinese university over a three-year period and compared their performance with American college students. The study examined frequency, accuracy, and variation of formulaic expressions in monologues. In addition, the use of formulaic expressions in EFL students' interactions was explored, focusing on the types, frequency, problems faced, and coping strategies employed.

This conversation analysis utilized a descriptive qualitative approach, analyzing audio recordings of 30 hours of classroom interactions between a teacher and a class of adult EFL students. This research specifically investigates the usage of five types of formulaic expressions among third-grade regular students at YASPIA Islamic senior high school.

Research Method

In this research, the researcher used qualitative method since it was designed as a discourse analysis, particularly a conversation analysis (Bennett et al., 2019). In addition, the qualitative method also provides results that are usually rich and detailed, offering ideas and concepts to inform the research. In the qualitative method, the researcher explores a problem and develops a detailed understanding of a central phenomenon. A central phenomenon is the key idea, concept, or process studied in qualitative research. The central phenomenon in this research is discovering the students' formulaic expressions in EFL classroom communication.

Furthermore, the research approach used is case study. Based on Creswell's theory, case study is an in-depth exploration of a bounded system such as activity, event, process, or individuals based on extensive data collection. Case study is used because this research focuses on obtaining a deep description of the process of giving English formulaic expressions in students' classroom communication (Sanjani, 2020).
Qualitative case study is an intensive, holistic description and analysis of single entity, phenomenon, or social unit. Those are appropriate for describing the implementation of formulaic expressions in EFL classroom communication. Case study approach is considered to work best and has been aligned with qualitative research. The research design framework proposed by the researcher is as the following Figure 1 research design:

**Figure 1 Research Design**

The present research aims at investigating English formulaic expressions in EFL students’ classroom communication, especially in senior high school level. Furthermore, the research is intended to obtain the data about how the process of teaching English formulaic expression, what kind of English formulaic expressions used and also what kind of problems faced by students in implementing English formulaic expressions in communication.

Further, (Carteni et al., 2020) required a case study to have a defined time frame. The case study can be either a single case or a case bounded by time and place. The structure of a case study should be the problem, the context, the issues, and the lessons learned. The data collection for a case study is extensive and draws from multiple sources such as direct or participant observations, interviews, archival records or documents, physical artifacts, and audiovisual materials. Furthermore, to gain the findings of the research, the researcher consider choosing observation and interview as the researcher’s instruments of data collection and data triangulation technique. The participants for the current research were chosen by purposive sampling technique. Observation and interview are chosen as the researcher's instruments of data collection in this study.

**Result and Discussions**

**Result**

There are three aims of this research; these are to find out how the teacher teaches English formulaic expression at YASPIA Islamic senior high school, to find out the types of formulaic expressions in the students’ communication and to find out the students’ problem when using formulaic expressions in communication. The researcher conducted this research and obtained the data from both the English teacher and the students by observation and interview as the data triangulation techniques.

In observation section, the researcher conducted the classroom observation in two days. In two days classroom observation, the material delivered by the teacher (Ms. Lavender (T1)) when the observation both day one (July, 24th 2018) and day two (July, 25th 2018) was about Giving Suggestion and Advice. As another common English teacher, Ms. Lavender also began the class by saying salam, praying and checking the attendance-list. In main activity, Ms. Lavender applied teacher-centered approach while sometimes asked the students to read a text and having conversation in front of the class about the delivered material. In the end, Ms. Lavender gave some reflections and gave some summaries about the delivered material and then closed the classroom activities by saying...
salam and praying. The classroom (XII IPA 1) was contained 9 (nine) male students and 25 (twenty five) female students.

The researcher selected and only focused on 9 (nine) students as the representative of 3 (three) classification achievements in the previous semester of English speaking class, Very Good, Good and Fair. In the following, the researcher called them Edelweiss (P1), Violet (P2), Daffodil (P3), Ester (P4), Clover (P5), Veronica (P6), Camellia (P7), Cosmo (P8) and Lily (P9) as their pseudonyms. Edelweiss (P1), Violet (P2) and Daffodils (P3) were the representative of Very Good achievement. Ester (P4), Clover (P5) and Veronica (P6) were the representative of Good achievement. While Camellia (P7), Cosmo (P8) and Lily (P9) were the representative of Fair achievement.

While in interview section, the researcher conducted on the last day school visit, July, 26th 2018. The interview also involved Ms. Lavender (pseudonyms) as the English teacher and the nine students. The interview questions (see Table 3.4 Interview Questions) were asked in order to validate the observation findings (see Table 3.3 Observation Field) and in order to validate the data. In order to answer and find out the research questions, the research findings were analyzed systematically and accurately in order to give meaningful interpretation and draw inferences.

**How The Teacher Teaches English Formulaic Expressions at YASPIA Islamic Senior High School**

This section discussed the findings concerned with how the English teacher teaches English formulaic expressions at YASPIA Islamic senior high school. In revealing how the English teacher teaches English formulaic expressions at YASPIA Islamic senior high school, both observation and interview were used.

To find out how the teacher teaches formulaic expressions gained by observation, the researcher only focuses on the Ms. Lavender’s activity when teaching English in XII IPA 1. The teaching-learning process was observed by video-recorded. It took twice meetings of observation with 45 minutes per meeting.

Based on the observation, the researcher found that Ms. Lavender (T1) used some techniques to teach English formulaic expressions in teaching-learning process. According to Lewis (1993), there are five indicators and some details of teaching formulaic expressions (lexical approach) as shown in lexical Approach Indicators. In fact, Ms. Lavender (T1) almost applied all indicators of lexical approach with some notes in indicator details.

In indicator point 1 (one), focused on formulaic language, not the form, Ms. Lavender (T1) applied all the details, collocation, lexical bundle, binominal expression, insert except idiom. In collocation, Ms. Lavender (T1) applied the collocations for example; Ms. Lavender (T1) gave collocation example to the students directly in the expressions, not the form. Once Ms. Lavender said to the students “…read the book last night, means membaca buku, not red book, buku merah”. In lexical bundle, Ms. Lavender almost did the lexical bundle indicator by giving the students examples by a bundle of words or a sentence, not word- per word. For binominal expression also Ms. Lavender gave a good example to the students. Ms. Lavender gave binominal expressions like big or small, advice or suggestion, talk and think. While for insert, Ms. Lavender seemed to be a polite
and knew how to appreciate the students by saying greetings in the beginning of the class and saying “thank you” to the students after the students did something. This implemented successfully to the students when the students having conversations one another. The researcher only did not find Ms. Lavender (T1) taught Idiomatic expressions in both day 1 (one) and day 2 (two).

For the indicator point 2 (two), reformulation should be natural response to the students error, the researcher also found Ms. Lavender (T1) applied all indicator details, Ms. Lavender (T1) gave both implicit and explicit corrective to the students’ errors. Ms. Lavender seemed tend to explicit corrective than implicit corrective. Only in a few moments Ms. Lavender (T1) gave implicit corrective like when the students forget to add “s/es” or “d/ed” for verbs ending.

While the indicator point 3 (three), teacher should always react primarily to the content of the students language, could be indicated when Ms. Lavender (T1) applied both indicator details, focus on students’ speaking content and gave responses on students’ speaking opinion. Ms. Lavender did appreciate and response the students who answered question or tried to give opinion by appreciating words like “good job, very good and thank you”. In order to be able to give responses, Ms. Lavender also focused on what the students’ trying to deliver.

Ms. Lavender (T1) explained the meaning and the usage of formulaic expressions in order to make the students easily understand and in order to avoid misleading on students’ perception. This indicates that Ms. Lavender (T1) implemented the indicator point 4 (four), pedagogical formulaic should be a frequent classroom activity. Ms. Lavender (T1) also gave appropriate formulaic expressions based on the material/ contextual material. Ms. Lavender made the students’ life experience example in the classroom in order to make the delivered material close with the students. This also indicates that Ms. Lavender (T1) had implemented the indicator point 5 (five), the indicator details by giving information on formulaic expressions she taught. Ms. Lavender (T1) gave some appropriate formulaic expressions which related with the material and students’ experiences. It indicates that Ms. Lavender (T1) implemented both indicator and indicator detail of point 5 (five), de-contextualized vocabulary learning.

In order to validate the observation findings, the researcher also implemented interview, the interview is aimed to explore and to confirm how the teacher teaches formulaic expression in the classroom. The interview was applied to Ms. Lavender (T1) as the English teacher on 26th of July 2018. In the interview, the researcher asked several questions related to the observation field in order to confirm the observation.

The observation details findings of point 2 (two), reformulation should be the natural response to the students’ error”, had been validated by answering both explicit and implicit corrective became lavender’s ways to correct the students’ errors.

The observation details findings of point 3 (three), teacher should always react primarily to the content of the students’ language, could be validated by interview if Ms. Lavender could give answers that indicate to both response on students’ opinion and focus on students’ speaking opinion.

The Ms. Lavender’s answer could confirm and validate the data findings in indicator observation point 5 (five).
However, Lavender indicate that Ms. Lavender implemented lexical approach about how to teach formulaic expression that proposed by Lewis (1993) as well. The findings also answer the research question about how the teacher teaches English formulaic expressions all at once.

**The Types of Formulaic Expressions in the Students’ Classroom Communication**

In this section, the researcher concerned with the types of English formulaic expressions used by the students in classroom communication. The classroom observation was used in conducting the research. It was also held on March 24th and 25th 2018. To answer this research question, the researcher involved all students of XII IPA 1 and only focused on the 9 (nine) students in teaching-learning process. The 9 (nine) students selected as the preventatives of 3 (three) classification achievements in the previous semester of English speaking class, very good, good and fair as in Table 3.2 Participated Students. Furthermore, the researcher observed and noticed those nine students in the classroom, especially when the nine students communicate one another. The classroom observation took twice meetings of observation with 45 minutes per meeting. The video recording was transcribed and coded based on categorization that proposed as in Figure 4.1 Type of Formulaic Expression indicators. In revealing the types of teacher’s code-switching practice, both observation and interview were used.

Based on the researchers’ observation, it was found that the students used some types of formulaic expressions in classroom communication. As (Lorerna et al., 2020) stated that there are five types of formulaic expressions, namely collocations, idiom, lexical bundle, binominal expression and insert. In fact, the students used almost all types of formulaic expression when communicating in the classroom. The students used collocation, lexical bundle, binominal expression and insert the most instead of idiom. These five types of formulaic expressions were calculated based on the students’ frequency when communicating in the classroom.

To gain the percentage, the researcher combines the nine students’ frequency day one with day two, after gaining the result, collocation 33 times, idiom 2 times, lexical bundle 48 times, binominal expression 7 times and insert 24 time, the researcher combines all the students’ frequency result till the researcher obtains total 114. Then, each students’ frequency result divided by total, for example collocation= 33 times : total 114 times = 0.2894736842. Next, to gain the percentage, the result, 0, 2894736842 times 100 is 28.94% or 29% (33: 114x 100= 29%). From the table above showed that the largest category was the lexical bundle, which was calculated 42% of the total number of the students’ formulaic expressions. Besides, the other types of formulaic expressions used in classroom communication as follows: collocation (29%), insert (21%), binominal expression (6%), and idiom (2%). The last types of corrective feedback (idiom) hardly occur in the classroom communication. Therefore, it was obtained that among five types of formulaic expressions; lexical bundle is the most frequently used by the students to communicate one another.

**The Students’ Problem when Using Formulaic Expressions in Classroom Communication**
In this section, the researcher tried to find out students’ problem when using English formulaic expressions in communication, especially classroom communication. Classroom observation and students’ interview were the researcher’s data collecting method. This section also purposed to answer the researcher’s last research question about what are the students’ problems when using English formulaic expressions.

The detail indicated the students’ problem in using formulaic expressions when speaking. Those indicators became the researcher’s tools to answer the last research question. After doing classroom observations for two days, the researcher found the students’ problem. From two days of classroom observation, the researcher only found 8 (eight) times of deviant construction. Commonly, the students have already been able to construct a sentence.

General underuse in two days of classroom observation was found only 3 (three) times or same as 7% (seven) percent only in two days classroom observation.

Ungrammatical is the biggest problems the researcher found. It took 73% part of students’ problem when using formulaic expressions in classroom communication. The common problems are usually in subject verb agreement, tenses and singular-plural.

Just from the conversation above, the researcher found all the students’ problems like subject-verb agreement and tense (I has), singular plural (problem many which should be many problems). These mistakes repeated many times by the students in the classroom when communicating one another, till approximately 33 times mistakes were found. However, Ms. Lavender (T1) corrected and told the students when they made the mistake directly.

Overall, the students were able to implement the contextual formulaic expressions. This is proven by the researcher’s finding in the classroom communication observation that only found 1 (one) mistake on inappropriate formulaic expression or same as only 2% percentage in two days classroom observation. The researcher gave the examples like the expression glad to meet you which is used in an inappropriate context. It is actually accurately produced by the speaker. However this is a good finding for EFL young learners because it only occurred once.

In order to confirm the findings in the classroom communication observation on students’ problems when using formulaic expressions, the researcher did interview to the nine students. The observation was held on 26th of July 2018.

Even the students answered that they had his kind of problem, the problem percentage was only 7% or same as 3X (three times) mistake found by the researcher when doing classroom observation for two days. These interview findings validate the observation findings before about students’ problem when using formulaic expressions in classroom communication, especially general underuse problem.

Grammatical problem contributed 73% or same as 33X (thirty three times) in students’ problem when using English formulaic expressions when communication in two days observation. The researcher proposed a related question to the nine students in order to validate the classroom observation findings, especially in grammatical problem. All nine students faced the same problem when applying grammar aspect in communication, especially applying the tense in communication.
These interview findings indicate and confirm the data of classroom problem observation, especially grammatical problem. Hence, the researcher found 33X (thirty three times) or approximately 73% on grammatical problems in two days classroom observation. This is the most expression problems found in the students’ classroom communication.

Inappropriate used of formulaic expressions problem faced by the students only fond 1X (once) in classroom communication problem observation for two days. In observation findings section, the researcher has stated that there were some formulaic expressions used by the students inappropriately. The researcher also gave the examples like glad to meet you which was used in an inappropriate context. It is actually accurately produced by the speaker. However, the student used that expression to begin the conversation.

**Discussions**

**How The Teacher Teaches Formulaic Expressions at YASPIA Islamic Senior High School**

The study proposed by (Ebrahimi et al., 2021) about how to teach formulaic expressions (lexical approach) was almost applied by Ms. Lavender (T1) perfectly. The data obtained both observation and interview showed that Ms. Lavender (T1) implemented all lexical approach indicators like; focused on formulaic language, not the form, reformulation should be the natural response to the students’ error, teacher should always react primarily to the content of the students’ language an de-contextualized vocabulary learning. The researcher only did not find Ms. Lavender (T1) applied idiomatic expressions on indicator point 1 (one). For the idiomatic expression that the researcher could not find when doing the classroom observation both in day one and day two, Lavender has her own answer “I avoid implementing idiomatic expressions. This is too hard here.”

The findings both gained by observation and interview about how to teach English formulaic expressions are in line with the study conducted by Gholami (2017) that to implement lexical approach was relatively easy to all teachers. Naturally, the teacher will implement the lexical approach even they do not know the exact theory. The English teacher could implement the lexical approach with some notes. In his study, (Buchari, 2022) found the English teacher tented to apply implicit corrective to correct the student’s errors, while in this research, the researcher found the English teacher (Lavender) tented to use explicit corrective to correct the students’ errors as Lavender said in interview section, “I correct their error explicitly. Because the students do not really aware if I correct them implicitly, they repeat their mistake.”.

**The Types of English Formulaic Expressions in Students’ Classroom Communication**

There were five types of English formulaic expressions found in classroom observation, namely; collocation, idiom, lexical bundle, binominal expression, and insert. These refer to the grand theory, from the data obtained both observation and interview showed that there are five types of English formulaic expressions which sorted from the most frequently used, namely; lexical bundle, collocation, insert, binominal expression and idiom. The data reported that the most frequently used was lexical bundle which was distributed 42%, collocation was 24%, insert 21%, binominal expression 6% and idiom 2%. In other words, based on
students’ classroom communication, it was indicated that the students’ used all the types of formulaic expressions. From the students’ classroom communication, it was found that there were two common types of formulaic expressions used by the students. They were lexical bundle and collocations.

This result is line with the previous study conducted by (Saito, 2020) which found collocation and lexical bundle as the most used expressions by the students. The total number of formulaic expressions appeared conducted in the students’ interactions was 192. Collocations were 83 and lexical bundles were 68. Inserts were 20 and idioms were 18 and only found 3 (three) binomial expressions in the students’ interactions. It means that collocation is used 43.2%, lexical bundle is 35.4%, both insert is 10.4%, idiom is 9.4% and binomial expression is 1.6%.

The Students’ Problem when Using English Formulaic Expression in Classroom Communication

In these findings about what types of student’s problem when using English formulaic expressions in communication. From the findings, there were four types of students’ problem when using formulaic expressions in communicate, namely; deviant construction, general underuse, grammatical disorder, and inappropriate formulaic expression. The data obtained both observation and interview showed that all types mentioned could be found by the researcher. The data reported that the most frequently used were grammatical disorder which was distributed 73%, while deviant construction was 18, followed by general underuse 7% and the last was inappropriate formulaic expression by 2%. In other words, it showed that the students still had variant problems in using formulaic expressions in communicating.

This result is line with the previous study (Li et al., 2021) stated the students in this study produced many formulaic expressions inaccurately in relation to completing lexical bundles which have gaps or are incomplete. To complete a lexical bundle the students added or continued a lexical bundle with their own construction based on a given context. The inaccurate occurred when they forgot using finite in their expressions. So that the difficulties associated with practicing formulaic expressions may range from deviant constructions, overreliance on particular ones and general underuse.

Conclusions

Qualitative case-study approach was used by the researcher to collect the data; the data were collected by using observation and interview technique to an English teacher and 9 (nine) selected students as the representative of students in the classroom. Through classroom observation for two days and interview section, it was found several findings that answer all the researcher’s research questions all at once. The first is how the teacher teaches English formulaic expressions. The second is what types of formulaic expressions used by the students classroom communication, and the last is the students’ problems when using formulaic expressions in classroom communication.

The first, it reveals to how the teacher teach formulaic expressions, the researcher found that the English teacher (Ms. Lavender) applied the lexical approach how to teach formulaic language. The second, it discovers what types of formulaic expressions used by the students classroom communication; the researcher found that the
students used five types of formulaic expressions. They are collocations, lexical bundles, inserts, idioms, and binomial expressions. The most frequent types they used are collocations and lexical bundles. The third, it explores what the students’ problems when using formulaic expressions in classroom communication. the researcher found that the students had several problems when using formulaic expressions in communicating like deviant construction, general underuse, grammatical disorder and inappropriate formulaic expression.

**Suggestion**

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

For future research, the researcher hopes this research could be useful and helping. The researcher is aware that this researcher is far from excellent, hence the researcher leave some recommendations. Firstly, the researcher recommends that it is better for researcher to specify in details what types of formulaic expressions are trying to be observed. This is important to conduct in-depth and informative research. Secondly, there are at least gaps for future research about formulaic expressions, like why are those types of formulaic expressions used by the students and how the students’ strategy to cope with communicative demands. Finally, it is expected for future research can explore the formulaic expressions in different of participants so that it would be gathered new findings for the development of the research on formulaic expressions.

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