

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### 1.1 Conclusion

The study is aimed at investigating the types of formulaic expressions used in interaction between teacher and young learners in immersion classroom context. Besides, the problems as well as linguistics, social, and cultural influences while having the interaction was also being investigated. Through discourse study (Biber et al, 1999), video and audio recordings and its transcriptions, it was found that five types of formulaic expressions were used by both the teacher and students. Those were collocations, lexical bundles, inserts, idiomatic expressions, and binomial expressions, in which collocations and lexical bundles were the ones which were used most by them. The reason on why collocations were chosen to be the one used most by four-grade students was might be because of its simple usage since it could be easily translated literally without trying to understand the meaning behind each word. As Kecskes (2008, pp.9) said that non-native speakers tend to use formulaic expressions with literal meanings which is simply to be understood by other interactants.

Problems arose when the L1 interfered the communication. Some expressions were uttered inappropriately. The inappropriateness was mostly due to linguistic, social, and cultural influences coming from both the teacher and students background. The different language system between the L1 (Indonesian language) and the L2 (English) became one strong reason of the occurrence of inappropriate expressions. Teacher, on the other hand, did not let the inappropriateness occurred. The teacher put some strategies to help students produce the correct formulaic expressions to make the utterance sounded more like natives.

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Moreover, the teacher also tried to introduce the students with new words or expressions especially larger lexical units in order to help them improve their speaking skill.

## **1.2 Limitation of the Study**

Some limitations existed during conducting the research. First is the low-chance of the students to speak at class. The teaching and learning process were centred at writing and listening skills instead of speaking skill where the students were given opportunity to speak at class. The class, however, was more on asking the students to do the tasks written at the textbook at the end of a unit. The writing time would mostly spend half of the class-hour by asking students to write the answers which further being corrected directly by the teacher. The rest of the class hour, on the other hand, was spent by listening to the teacher's explanation or text read by the teacher herself. The only time the students were able to speak was the time when the teacher proposed questions and directly answered by the students orally.

Second limitation was coming from the side of the researcher which dealt with the subjectivity matter. It was the researcher who took role as planner, observer, as well as the evaluator in the process of collecting data. Thus, there might be the possibility of the loss of subjectivity in collecting data, analysing data, and interpreting data. However, to minimize the potential of subjectivity, data triangulation was used to reduce biases and enhance the validity of the research. Last, since the research belongs to case study, the result of the present study cannot be generalised. The study might have different result if it was conducted in different situation and context. apart from these shortcoming, the study has been able to gather information and investigate the production of formulaic expressions as well as analysing the problems and its linguistics and sociocultural influences during the production.

### **1.3 Suggestion**

Formulaic expressions should be given more attention in the teaching and learning process especially the longer ones. EFL learners, mostly do literal translation which leads them to inaccurate/inappropriate expressions. The teaching and learning process, then, should be centred around formulaic expressions to help students speak naturally and fluently. Sociocultural issues, on the other hand, cannot be separated from the process. Teacher should be smart enough to try to place the expressions in students' sociocultural context so that there will be no gaps which further could lead to a more confusing matter. It has to be remembered that the goal of communication is no longer to simply make the other interactants understand the saying. Formulaic expressions exist to help the speakers sound more natural like natives. Using appropriate bundles, inserts, and even putting idiomatic expressions in the utterance will show the English comprehension of the speakers.

Practical suggestions, on the other hand, are given to other researchers who would like to do research on the same area. Conducting research regarding formulaic expressions can be done to other subject besides young learners. Trying to compare groups of students' production of formulaic expression might be the best idea in conducting another research. Good camera, audio as well as video recorder should be well-prepared before conducting the study since research regarding the production of formulaic expressions really demanded on the availability of a good recorder to record the interactions.