CHAPTER I
INTRODUCTION

This chapter contains the background of the study, research questions, research purpose, research significances, research scope, conceptual framework, hypothesis and previous study.

A. Background of the Research

The most important goal of language teaching and learning is to develop communicative competence. In communicative competence, "formulaic competence is one of several competencies that can assist students in creating meaningful texts, with the goal of sounding natural and efficient speech" (Celce-Murcia, 2007:48). Celce Murcia (1995) categorizes communicative competence into six competencies: Socio cultural competence, discourse competence, linguistic competence, formulaic competence, interactional competence and strategic competence. Students are familiar with particular expressions in formulaic understanding because, when they first begin learning English, they frequently use these expressions when speaking with one another without paying attention to phrases, vocabulary, or idioms when conversing with others.

This study focuses on formulaic competency Celce-Murcia defines formulaic competence as the use of recurrent fixed chunks or expressions by native speakers to interact with others. This includes conversational formulas. Formulaic competence refers to the repeated fixed chunks and expressions that native speakers use in everyday conversation. These include lexical bundles, proverbs, expletives, pause fillers, conversational formulae, and collocations (Celce Murcia)

There are some benefits of formulaic competence as follows: (1) cognitive, (2) metacognitive, and (3) communicative skills (Herdiawan,2018). By acquiring formulaic competence, students can easily express their opinions or feelings. Communicative competence is an essential aspect of English communication,

and it is important to start and end conversations effectively so the listener understands any information conveyed (Herdiawan, 2018).

There are many students face challenges in articulating their ideas or feelings due to a limited vocabulary, a struggle that is not uncommon in various educational settings. This issue was particularly evident during my teaching experience at a local secondary school, where students found it difficult to express their thoughts clearly. While these students may have a clear understanding of what they want to convey, they often struggle to translate their mental representations into precise language or select the appropriate words or sentences. This gap in language proficiency presents a significant barrier to their ability to communicate effectively, especially when engaging in more complex conversations or discussions.

An EFL Speaking class aims to enhance students' communicative abilities in the target language's social and cultural contexts. Teachers use various instructional techniques to achieve this goal. However, there is no universally superior approach for teaching and learning, as the choice depends on students' characteristics, motivation, and attitudes towards the language learning process. Formulaic competence involves producing formulaic expressions, which are prefabricated chunks of language commonly used by native speakers. This differs from English Foreign Language (EFL) vocabulary enrichment as its native tongue is not English. Human language is unique as it can generate new sentences by combining multiple words. Linguists initially suggested that this framework ve generate a limitless number of independent sentences using a finite grammar.

One approach that has long been used in language teaching is the rote memorization method, which involves memorizing phrases, words, or expressions in English. In the context of English language teaching, the rote memorization method is often used to teach formulaic expressions, which are sets of words or phrases used in specific communicative situations. These formulaic expressions include idioms, multi-word phrases, and expressions that are often used in everyday conversation.

In the field of education, rote memorization has long been recognized as an effective method to help students acquire foundational knowledge. In language teaching, particularly in developing speaking skills, memorization is often used to help students internalize vocabulary, phrases, or sentence structures that are crucial for communication. However, with the evolution of educational paradigms, there has been a shift towards more contextual learning and the development of critical thinking skills. Modern education emphasizes not only mastering content but also applying knowledge in real-world situations and solving complex problems.

As a result, many argue that memorization, which focuses solely on recall, may no longer be as relevant in today's education system, which increasingly values problem-based learning (PBL) and the development of broader life skills. Despite this, it cannot be denied that rote memorization still plays a role in certain areas of education, especially when it comes to mastering the basics that are essential for further learning. This research aims to assess the effectiveness of rote memorization in teaching speaking skills to students, focusing on its impact on students' speaking abilities in language learning contexts. While memorization has proven effective in helping students master foundational material, this study will also examine its relevance and impact in the current educational landscape, which places greater emphasis on developing critical thinking and adaptability in an ever-changing world.

The researcher chose the title "The Effectiveness of Rote Memorization of English Formulaic Expression on the Students' Speaking Fluency". This title is interesting because it addresses an important and relevant topic in English language learning. The researcher explores the effectiveness of memorization of English formulaic expressions in improving students' speaking fluency. English expression formula memorization is a commonly used learning technique to improve students' speaking ability. One of the statements that made researcher interested in proving it is based on Boers, F (2006) that a common method to help students improve their oral proficiency is by assisting them in developing a repertory of formulaic sequences.

Previous studies have shown that English expression formula memorization can help students to speak more fluently and naturally. However, some studies also show that English expression formula memorization is not always effective in improving students' speaking ability. The research evaluates the effectiveness of memorizing English expression formulas in improving students' speaking fluency. Whether memorization of English expression formulas can assist students in speaking more fluently and naturally is examined by the researcher. In addition. Whether there are certain factors that affect the effectiveness of memorizing English expression formulas in improving students' speaking ability is also be examined by the researcher.

B. Research Questions

The research mentioned above concentrates mainly with solving the following questions:

1. What is the students' ability of spoken fluency before memorizing formulaic expression?
2. What is the students' ability of spoken fluency after memorizing formulaic expression?
3. Is there any significant improvement of student's speaking fluency after memorizing formulaic expression?

C. Research Purposes

Based on the problem statement, the main purpose of this study is to solve it:

1. To know the students' spoken fluency before memorizing formulaic expression.
2. To know the students' spoken fluency after memorizing to formulaic expression.
3. To Identify the improvement of students' spoken fluency after memorizing formulaic expression.

D. Research Significances

This research would be useful for Theoretical significance and practical significance, as follows:

1. Theoretical Significance: This research is expected to contribute to the theories related to rote memorization in language learning, particularly in improving speaking fluency. By examining the impact of memorizing formulaic expressions on students' ability to speak fluently in English, this research will add to the body of knowledge on how memorization techniques, specifically for formulaic expressions, can enhance speaking skills. The findings will also help support existing theories in second language acquisition (SLA) by providing evidence for the benefits of incorporating rote memorization into language learning strategies, especially for oral fluency.

2. Practical Significance: This research is expected to assist teachers in applying rote memorization techniques for teaching English formulaic expressions to enhance speaking fluency. Teachers can use the findings to better understand how memorizing commonly used expressions can help students speak more confidently and naturally. Furthermore, the study can guide educators in developing more effective classroom activities and exercises that focus on speaking fluency through memorization, thereby improving students' practical language skills.

E. Research Gap

Although existing studies highlight the benefits of memorizing formulaic expressions for enhancing speaking fluency, there is limited research specifically focusing on the effectiveness of rote memorization techniques in EFL (English as a Foreign Language) contexts. Most research in this area has concentrated on vocabulary acquisition, grammatical structures, or overall language proficiency, without fully exploring the role of formulaic expressions in improving fluency in spontaneous

speech. Additionally, while some studies emphasize the positive effects of formulaic expressions in improving fluency, few have investigated how interactive and engaging learning activities such as role-playing and choral repetition impact the effectiveness of rote memorization. This study aims to fill this gap by examining how rote memorization of formulaic expressions can improve speaking fluency in EFL learners through structured interventions, including repeated practice in meaningful contexts such as games and role-playing.

F. Research Scope

This study focuses on improving speaking fluency among 4th grade EFL students by using rote memorization of formulaic expressions. The main topic of speaking in this research revolves around introducing and practicing common formulaic expressions that are used in everyday conversations, such as greetings, making requests, and discussing personal interests. The participants involved in this study are 11 elementary school students, aged between 10 to 12 years old, who are learning English as a foreign language.

The treatment phase of this study consists of three sessions, each lasting 50 minutes, where students practice memorizing and using formulaic expressions through interactive activities like role-playing, choral repetition, and fluency drills. The study also includes a pre-test and post-test to measure the students' speaking fluency before and after the treatment. The pre-test serves as a baseline measurement of the students' fluency, while the post-test assesses their improvement after undergoing the treatment.

G. Conceptual Framework

According to Seel (2011) Rote memorization is a theoretical concept that refers to the process of storing information in long-term memory through repetitive practice. Although rote memory can appear to be a crucial component of learning some studies, it is generally critiqued as inefficient learning. And the other theory by Mayer (2002),

Rote memorization is a learning technique that involves repeating and practicing activities in a repetitive manner. It entails the act of repeatedly practicing something until it is completely understood.

There are multiple basic rote memorization techniques that help students in retaining learning, including; repetition & imitation, visualization, association, chunking, and mnemonic devices. Imitation is the process of duplicating or mimicking the behavior of individuals that has been watched or modelled (Seel, 2011). Although repetition and imitation have nearly the same meaning, they differ in crucial steps, procedures, and definitions. Repetition is the act of reproducing or imitating the verbal or nonverbal behavior of oneself or another individual during communicative contexts (Seel, 2011). It simply means repeatedly storing a piece of information to memory until it becomes natural and is readily readable.

According to Wray & Perkins (2000), Formulaic sequence of formulaic expressions definition is "A prefabricated sequence refers to a continuous or discontinuous collection of words or other elements that are stored and retrieved in their entirety from memory at the moment of use, rather than being generated or analyzed by the grammar of the language". In Addition, Wood (2006), formulaic sequences are fixed combinations of words that have a variety of purposes and uses in speech production and communication, and they appear to be cognitively stored and retrieved by speakers as if they were single words.

Biber et al. (1999) categorized the formulas as follows, with the form functioning as the main point of categorized:

1. Collocations is relationship between multiple independent words which usually appear together (*get a call, get a cold, get a clue*)

2. Idioms, is a multi-word unit with a meaning that cannot be expected from its constituent words' meanings. (*piece a cake, break a leg*)

3. Lexical bundles refer a group of words that appear frequently, especially when the sequence contains more than two words. (*I don't think …, would you mind*

...)

4. Binomial expressions are a type of lexical bundle composed of $word_1$ + and/or + $word_2$. $Word_1$ and $word_2$ are from the same word class, and "*and*" is much more common as the linking word than *or*. (*come and go, stuf and put*)

5. Inserts are able to be found as 'stand-alone' elements or loosely related to a clause or non-clausal structure, in which case they are generally seen in the opening position. (*oh, hi, okay, thank you*)

According to research, learning formulaic expressions can help students improve their public speaking skills. A study was carried out by Dickinson (2012:32) in which he taught some English formulaic expressions for use in academic presentations. According to the findings of the study, the students became more natural and fluent in their delivery of their materials as time went on. As a result, It is of the highest importance to aim their attention of students to formulaic expressions when teaching them.

A common theme is reported in the literature on formulaic language is understanding and using formulaic language correctly is an essential part of being able to speak like a native. " No translator or language teacher is able to hardly applying idioms or idiomaticity if their goal is to encourage natural language goal," Fernando (1996: 234) says, adding that "no one can do this." They also make a strong case for how hard it is for learners to figure out which grammatically correct utterances-native speakers use the most.

According Wood, D (2009) It is widely acknowledged that fluency depends on temporal aspects of speech, such as speech pace and the quantity of words or syllables said in between pauses and Fluency is a component of language that can be enhanced through certain experiences and classroom activities. There are seven factors to consider when developing and carrying out fluency-building activities, which include adding repetition, increasing speaking time, and employing familiar and stimulating topics.

H. Hypothesis

The hypothesis refers to a researcher's prediction regarding the expected correlations between variables (Creswell, 2012). This study has two variables: the first variable is Speaking Fluency as the "X" or dependent variable, and the second variable is Rote Memorization English Formulaic Expression as the "Y" or independent variable. The correlation of the research hypothesis is as follow "THE EFFFECTIVENES OF ROTE MEMORIZATION ENGLISH FORMULAIC EXPRESSION ON THE STUDENTS' SPEAKING FLUENCY"

The alternative hypothesis (H_a) and the null hypothesis (H_o) are the research hypotheses. The following is the hypothesis:

- H_a : There is significant improvement of student's speaking fluency after using rote memorization of English formulaic expression
- H_0 : There is no significant improvement of student's speaking fluency after using rote memorization of English formulaic expression

I. Previous Studies

Previous studies on conducted by Elmahdi and Bajri (2023), titled "*The Crucial Role of Formulaic Expressions in Fluent Communication and Language Acquisition*" examined the significance of formulaic expressions in enhancing fluent communication and facilitating language acquisition. The qualitative methodology employed through an extensive literature research and analysis revealed that formulaic expressions are crucial for promoting fluency, alleviating cognitive load during speech production, and aiding learners in attaining native-like competency. This previous study is relevant to the current research, because it provides strong theoretical support for the importance of formulaic expressions in language acquisition, while allowing this study to expand the discussion into practical, experimental application.

Second, The research by Sa'adah, Setyaningrum, Riski, and Afifi (2024), entitled "*Investigating Formulaic Expression in Teaching Speaking Skill to Islamic*

High School Students" examined the impact of formulaic expressions on the speaking abilities of students at an Islamic high school. Utilizing a qualitative descriptive methodology, the study established classroom observations and teacher interviews as the main methods. The results suggested that students frequently utilized formulaic expressions, including collocations and inserts, during classroom interactions, which positively influenced their communication skills and language comprehension. This study did not particularly investigate rote memorization as a focused technique for acquiring formulaic expressions, a gap that the current research aims to address by examining the efficacy of rote memorization in improving students' speaking fluency. This previous study is important to the current research, as it supports the importance of formulaic expressions in speaking growth, while supporting a study of how memorizing techniques can improve this process.

Furthermore, Ayob and Yoong (2021) research on "*The Effects of Intruction Formulaic Sequences and Working Memory on Malaysia ESL Learners' Oral Fluency*". This journal focused on examining the impact of explicit teaching of formulaic sequences and working memory capacity on Malaysian ESL students' speaking fluency, they using a quasi-experimental method with speaking abilities tasks and oral fluency measures as the main reseachers, and found that the explicit teaching of formulaic expressions considerably improved learners' fluency by reducing hesitation and increasing the natural flow of speech; however, the study did not specifically explore the use of rote memorization as a primary instructional strategy, thus leaving a gap that this present research aims to fill by investigating the effectiveness of rote memorization of formulaic expressions in improving speaking fluency, making it highly relevant to the current study that focuses on enhancing students' spontaneous oral production through memorized language chunks.

A relevant study conducted by Sukino (2024) is titled "Memorization and Discussion Methods Effect on Achievement and Communication Skills." The research studies the effects of combining memorization and small-group discussion methods on

the academic achievement and communication abilities of Islamic Education students at IAIN Pontianak. This study applied a quasi-experimental design comprising two groups: an experimental group which participated in both memorization and a discussion, and a control group that involved just in discussion. The instruments employed were an achievement test and a communication skills questionnaire, both validated for reliability and content accuracy. The results suggested that students in the experimental group had significantly improved academic performance and communication skills relative to the control group, with a substantial effect size for achievement and a moderate effect for communication skills. However, an important gap in this study is the lack of a targeted examination of the impact of rote memorization in language fluency, particularly in speaking. Although it examined communication comprehensively, it failed to delineate fluency as a distinct element and did not consider the application of memorized formulaic language in spontaneous verbal exchanges. This gap contracts the focus to provide a more direct implication for language teaching practices because the current study aims to investigate the specific effectiveness of rote memorization strategies—particularly through English formulaic expressionson improving students' speaking fluency.