



The Use of Formulaic Expressions in the Reading Texts of Senior High School Textbooks Grade XI

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Abstract

The present study investigated formulaic expressions in Senior High School textbooks grade XI that are written by non-native speakers. The objectives of this study are (1) to describe the types of formulaic expressions in the reading texts of grade XI of Senior High School Textbooks (2) to analyze reading texts of grade XI of Senior High School textbooks in order to explain the functions of formulaic expressions, (3) to evaluate reading texts of grade XI of Senior High School textbooks in order to explain the appropriateness of formulaic expressions. The data were taken from reading texts in the English textbooks. The units of analysis were major and minor clauses that contain formulaic expressions. The main category of formulaic expressions was based on Biber, Johansson, Leech, Conrad, and Finegan's (1999) structural category of formulaic expressions. An observation sheet was used as a research instrument. This study showed that (1) not all of lexical bundles variants were fully applied in the reading texts. There were not many examples of idiomatic phrases in the reading texts, (2) formulaic expressions in the reading texts presented various functions, (3) few lexical bundles and free combinations of verb + particles were not appropriately used in the reading texts. The present study revealed that few of formulaic expressions in the reading texts are unnatural. Therefore, the reading texts need improvement. This study offers suggestions especially to the textbook authors regarding the naturalness of formulaic expressions. This study reminds EFL teachers to be more aware of the use of formulaic expressions.

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INTRODUCTION

English is a global language. The importance of mastering English as an international language causes English to be compulsory subject in Indonesia. As Gungor and Uysal (2016) state that English has been used as major language in education and international publication. English is taught as compulsory subject in school in Indonesia. It has become a primary subject in schools for a long time.

Faridi and Bahri (2016) explain students will learn to master four language skills: listening, speaking, reading, and writing in English education in all grades. Students should be able to master all of four skills. Teaching English in Indonesia applies 2013 curriculum. According to Rukmini and Sugiati (2017) the main goal of 2013 curriculum is to develop students' communicative competence. It relates to Celce-Murcia's (2007) communicative competence. One of them is formulaic competence. Formulaic competence is one inevitable competence to be acquired by learners. The naturalness and native likeness use of English are very important. Celce-Murcia (2007) states that fluent speakers will use formulaic expressions very often. Therefore, introducing formulaic expressions to EFL is an obligatory.

Formulaic expressions must be applied explicitly and implicitly in language instructions. Because, there is a connection between formulaic language used and language fluency. As Wood (2010) states that there is a connection between formulaic sequences and fluency. So, the formulaic language has a crucial role in forming learner's fluency. Furthermore, Sirkel (2017) states that formulaic competence can increase students' learning motivation, increase students' competence and a basic of language ability. It means learning formulaic expressions contribute EFL learner's competence.

The 2013 curriculum has three aspects namely knowledge, attitude, and skill.

However, knowledge aspect still dominates learning assessment. There is inconsistency in applying curriculum as stated by Intansari (2010) in Astuti and Lammer (2017) that the curriculum demands teaching of listening, speaking, reading, and writing and linguistic component, but its assessment mainly still be reading based. Related with knowledge aspect, reading comprehension is a determination of learning success. As a matter of fact, reading comprehension is usually tested to students in the final examination. Munir and Hartono (2016) state that reading plays crucial role in recent English learning. Dealing with reading comprehension, there are some other competences needed. Gilakjani and Sabouri (2016) state that there are some competences needed in reading comprehension such as lexical knowledge, fluency, word recognition, and background knowledge of the text. This in line with Orlik (2017) states that reading and listening extensively can be used to increase learner's acquisition in formulaic expressions. Fluency is definitely needed in reading comprehension.

Second language learners face difficult experience in mastering foreign language especially dealing with formulaic language (Chen, Huang, Huang, Chang, & Liou, 2014). Those problems arise in EFL instruction as well. Textbooks as sources of knowledge should provide appropriate formulaic expressions. Ghufroon and Saleh (2017) point out that textbook is the core of language instruction and one of the determining factors toward language teaching quality. A good book should contain various formulaic expressions. The textbooks were written by non-native speakers of English. Therefore, the use of formulaic expressions in the textbooks is crucial to be investigated.

The use of formulaic expressions in textbooks has been an important issue in EFL instruction. The result of present study will help textbook authors to be more aware of naturalness of formulaic expressions. Some

previous studies investigated formulaic expressions in conversation texts in English textbooks for examples Mustapa and Agustien (2017); Rukmini and Sugiati (2017); Miao (2014); Sugiati and Rukmini (2017). However, there is no study that investigates formulaic expressions in reading texts. Moreover, Mustapa and Agustien (2017) suggested that future study should investigate the use of formulaic expressions in reading texts.

METHODS

The present study was a qualitative study. It analyzed the use of formulaic expressions in reading texts in Senior High School textbooks grade XI. The analyses of formulaic expressions in the reading texts were based on Biber et al.'s (1999) category of formulaic expressions to answer research questions. The source of data are Senior High School English textbooks grade XI for first and second semester (Bashir, 2014) published by Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud, Jakarta. The list of formulaic expressions written by Biber et al. (1999) and observation sheet were used.

There were some steps of collecting data. First, we got Senior High School English textbooks published by Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud, Jakarta. Second, all of the reading texts were collected. Third, all of reading texts were numbered. Fourth, we read all of those reading texts thoroughly. Fifth, we identified formulaic expressions in clause units. Sixth, we retyped the clauses that contain formulaic expressions including title of book, chapter, and page.

There are some steps in procedure of analysing data. First, the data were collected by taking clauses in the reading texts. Second, we identified the classification of formulaic expressions based on Biber et al.'s (1999) theory. Third, the data were numbered, bold typed if they contain appropriate formulaic expressions and underlined if they contain inappropriate formulaic expressions. The classification of formulaic expressions in the reading texts was based on Biber et al.'s (1999) category of

formulaic expressions. The analysis of functions of lexical bundles was based on Conrad and Biber's (2005) functional category of lexical bundles. The structural category of free combinations of verb + particle was based on Bannard et al. (2003). We used Schmale's (2013) theory to identify the functions of idiomatic phrases

RESULTS AND DISCUSSION

This section discusses findings of data analysis to answer research questions. The focus of data analysis is on types, functions, and appropriateness of formulaic expressions. The category of formulaic expressions was based on Biber et al.'s (1999) types of formulaic expressions.

Types of Formulaic Expressions in the Reading Texts

The analysis of types of lexical bundles was based on Biber et al.'s (1999) structural category of lexical bundles. Both of lexical bundles in conversation and lexical bundles in academic prose are found in the reading texts. There are 8 out of 14 lexical bundles in conversation and 7 out of 12 lexical bundles in academic prose. One of the lexical bundles in conversation in the reading text is verb phrase with active verb. Finding of data presents an example of this type such as *put me in the...* (reading text 1). This bundle is verb phrase with active verb. This type is listed as expressions with put in Biber et al.'s (1999) corpus finding. Therefore, this bundle is natural and native-like. The lexical bundles in academic prose are found in the reading texts. Noun phrase with of-phrase fragment is the first type of lexical bundles of academic prose. There is an occurrence of this type such as *the result of this...* (reading text 3). Compared to Biber et al.'s (1999) corpus finding of lexical bundles. This lexical bundle is natural and well structured.

Finding of this study reported that there are various types of lexical bundles in the reading texts. This is relevant to previous study of lexical bundles that lexical bundles are very

frequent in written discourse than in spoken discourse (Biber & Barbieri, 2007). The use of verb phrase and prepositional based lexical bundles are frequent in the reading texts. This is related to the result of previous study that verb phrase and prepositional based are forms in term of category of lexical bundles that are frequently used in written discourse (Kwary, Ratri, & Artha, 2017). The finding of the present study is related to previous study that non-native speakers used more verb based lexical bundles than native expert did (Chen & Baker, 2010; Gungor & Uysal, 2016).

There are four types of idiomatic phrases in the reading texts. The first type is selected verb + prepositional phrase idioms. Finding of data obtained some examples of this type. One of them is *bunch of thieves* (reading text 4). This idiomatic phrase is well structured and it is suitable with Biber et al.'s (1999) category of formulaic expressions. The second type of idiomatic expressions is selected verb+ prepositional phrase idioms. The finding revealed an example of this type such as *passed away on...* (reading text 15). This idiomatic phrase is well structured. The third type of idiomatic phrase is selected verb + noun phrase idioms. An example of this type in the reading text such as *kept a strong front...* (reading text 4). This idiomatic phrase is well structured. The fourth type of idiomatic phrases in the reading text is verb + noun phrase combination with have, make, and take. Finding of data present some occurrences of verb + noun phrase combination with have, make, and take. One of the examples is *make a big deal...* (reading text 2). An example of verb + noun phrase combination with take in the reading texts is *take care...* (reading text 6). However, there is no example of verb + noun phrase combination with have in the reading texts.

Students may find difficulties in understanding idiomatic phrases. It is related to result of previous study on idiomatic phrases that the use of idiomatic expressions in written discourse may cause difficulty for language learners (Alkarazoun, 2015; Edwards, 1974). Therefore, textbook plays important role in

introducing of idiomatic phrases. It is relevant to the result of previous study that textbook are important aspects to introduce idiomatic expressions to students in language instruction (Hayran, 2017).

Regarding to the types of free combinations of verb + particle, the category of types is based on Bannard et al.'s (2003) types of free combinations of verb + particle. Finding of data obtained three types of free combinations of verb + particle. The first type is either verb or particle make independent semantically contribution to sentence. Finding of data obtained some examples of this type. One of them is such as *let me down...* (reading text 4). This is a well-structured free combinations of verb + particle. This type consists of two parts. Those are the word let as verb and down as particle. This type of free combinations of verb + particle can be seen clearly by examining it's context such in below example:

Thank you God! I knew you wouldn't *let me down*.

(Bahasa Inggris XI Semester 1, 2014, p. 94)

It can be seen that either the verb or particle have semantically contribution to the sentence.

The second type of free combinations of verb + particle is verb contributes semantically to sentence. Finding of data obtained many examples of this type, for example, *went to* (reading text 1). It is a free combination of verb + particle that is used in simple past tense. A contribution of part of free combinations of verb + particle can be seen through examining the following example:

With a heavy hearth the fisherman *went to* the middle of the sea...

(Bahasa Inggris XI Semester 1, 2014, p. 4)

It can be seen that the verb *went* as a part of free combinations of verb + particle contributes semantically to its sentence.

The third type of free combinations of verb + particle is particle contributes semantically to sentence. Finding of data obtained that there are not many examples of this type. One of them is *go back...* (reading text 1). It is a well-structured free of verb + particle.

The contribution of *back* as a particle can be seen by examining following example:

Now *go back* and ask the fish that we want a snug little cottage....

(Bahasa Inggris XI Semester 1, 2014, p. 3)

The particle *back* contributes semantically to its sentence. It is used in simple present tense. Findings of the present study of free combinations of verb + particle in the reading texts are related to previous studies of phrasal verbs. There are various types of free combinations of verb+ particle in the reading texts. The variant of free combinations of verb + particle in reading texts may cause difficulty to EFL students. It is related to the result of previous study that phrasal verbs were still a problem for EFL learners (Mahmoud, 2015). A textbook that contains many examples of free combinations of verb + particle can be a good media in introducing free combinations verb + particle to EFL students. It is related to result of previous studies that explicit and implicit teaching can be an effective way to students to be better in phrasal verbs acquisition (Khair, 2012; Mahmoud, 2015).

There are four types of coordinated binomial phrases based on Biber et al.'s (1999) category of formulaic expressions. Finding of data obtained four out of four types of coordinated binomial phrases in the reading texts. However, there are not many examples of coordinated binomial phrases in the reading texts. The first type of coordinated binomial phrases is verb and/or verb type. Finding of data showed that there is only an example of this type such as *read and write...* (reading text 4). This type of coordinated binomial phrase is well-structured. The words *read and write* as parts of this coordinated binomial phrase are verbs. They perform coordinated binomial phrases with coordinator *and*.

The second type of coordinated binomial phrases is noun and/ or noun. It is quite common in written text. The finding presented an example such as *the sun and the moon* (reading text 1). This is a well-structured type of coordinated binomial phrases and a recurrent coordinated binomial phrase in the reading text.

It consists of two nouns and a single *and* as coordinator.

The third type of coordinated binomial phrases is adjective and/or adjective. The finding showed that this type is quite rare. One of the examples of this type is *large and small* (reading text 12). This type is a very well-structured coordinated binomial phrase. It consists of two adjectives with coordinator *and*.

The fourth type of coordinated binomial phrases is adverb and/or adverb. An example of this type is such as *psychologically and physically* (reading text 2). This example is a well-structured type of coordinated binomial phrases. It consists of two adverbs and a coordinator.

This issue concerns on the use of types of coordinated binomial phrases in the reading texts. The use of coordinated binomial phrases in the reading texts can be useful for EFL instruction. This data finding corresponded with the previous study of coordinated binomial phrases that the benefit of teaching coordinated binomial phrases ESL or EFL instruction and it should be included in students' textbooks as a part of curriculum (Abdollahi-Guilani and Hua, 2017).

Functions of Formulaic Expressions in the Reading Texts

The main category of functions of formulaic expressions in the reading texts is based on Biber et al.'s (1999) category of formulaic expressions. This discussion answers one of research questions on functions of formulaic expressions.

Conrad and Biber's (2005) functional category of lexical bundles is used in order to examine functions of lexical bundles in the reading texts. Stance expressions type is one of functions of lexical bundles presented in the reading text. Based on Conrad and Biber's (2005) functional category of lexical bundles, stance expressions are divided into two smaller subcategories: epistemic stance and attitudinal/modality stance. An example of epistemic stance bundle can be seen below:

It is very important to know the lyrics of a song.

(Bahasa Inggris XI Semester 2, 2014, p. 95)

The above example is an example of lexical bundles that present epistemic stance function.

Compared to Conrad and Biber's (2005) functional category of lexical bundles. This lexical bundle has the same proposition of epistemic stance bundles.

Conrad and Biber (2005) divide attitudinal/modality stance into four smaller subcategories. Finding of data revealed two out of four functions of lexical bundles in the reading texts. The first functional category of attitudinal/modality stance is obligation/directive. This type occurs recurrently in the reading texts. One of the examples is as follows:

Use oven mitts to *take the pizza out*.

(Bahasa Inggris XI Semester 2, 2014, p. 18)

The lexical bundle *take the pizza out* presents obligation/direction function. It shows author's attitude that gives direction to the readers as one of the steps to make a pizza. The second functional category of attitudinal/modality stance that occurs in the reading text is ability. The following is an example of lexical bundle that presents ability function.

Then a time came when she *was not able to* sleep all night for she was thinking what she should....

(Bahasa Inggris XI Semester 1, 2014, p. 4)

The lexical bundle *was not able to* in the example above presents ability function of lexical bundles. This lexical bundle in the example uses predicative adjective be able as an indicator of lexical bundle that shows ability function.

Finding of data obtained lexical bundles that present discourse organizers function of lexical bundles. Based on Conrad and Biber's (2005) functional category of lexical bundles. There are two functions of lexical bundles found in the reading texts. The first subcategory of discourse organizer bundle is topic introduction/focus. One of the examples of lexical bundles that presents topic introduction/ocus in reading text 6 is as follows:

Do you like the place you are living in? How is your neighborhood?

(Bahasa Inggris XI Semester 1, 2014, p.103)

The author uses this lexical bundle to introduce of a topic that will be focused. In this case the topic is the place or the environment of the addressee. It can be seen also that this bundle presents a topic introduction/function by observing the next sentence. There is a relationship between the topic that is introduced and the next sentences. The second subcategory of discourse organizers in the reading text is topic elaboration/clarification. Some lexical bundles present topic elaboration/ clarification function. One of example is in reading text 2.

Minor taunts can create a lot of pain and suffering. While it may seem innocent but the cumulative effect could be highly damaging. *In addition to that*, as the pain increases, each instance cuts a little deeper which eventually becomes a sore.

(Bahasa Inggris XI Semester 1, 2014, p. 29)

Lexical bundle in the above example presents topic elaboration/clarification. It clarifies that *taunts* can bring *a lot of pain*.

Referential expression is also a subcategory of lexical bundle that is found in the reading texts. There are four subcategories of referential expression bundles based on Conrad and Biber's (2005) functional category of lexical bundles. However, finding of data obtained only three out four subcategories of referential expressions. Those are: identification/focus, specification of attributes, and Time/Place/Text Reference.

Many functions of lexical bundles were obtained in the reading texts. The awareness of functions of lexical bundles is crucial. This reminds of the importance of awareness of functions of lexical bundles. This corresponds to the result of the previous study that the functions of lexical bundles should be taught to students as they found in daily discourse (Neely & Cortes, 2009).

Finding of data obtained that there are three functions of idiomatic phrase in the reading text. It is based on Schmale's (2013) functions of idiomatic phrases. The first function of idiomatic phrase obtained in the reading text is complex meaning/concise form function. There are not many occurrences of

idiomatic phrases that present this function. An example is obtained in the reading text 2 as follows:

Also the people who get bullied are either unwilling to report it because they feel it will *"make a big deal"*.

(Bahasa Inggris XI Semester 1, 2014, p. 29)

The idiomatic phrase in the example above presents complex meaning/concise form function.

The second function of idiomatic phrase in the reading text is cognitive relief function. The idiomatic phrases in the reading text present cognitive relief function rather than other functions of idiomatic phrase. An example of cognitive relief function of idiomatic phrase is as found in reading text 1.

The fisherman *used to go* fishing.

(Bahasa Inggris XI Semester 1, 2014, p. 3).

The expression used to express cognitive relief function. This type of idiomatic phrase does not need interpreters own words. This idiomatic phrase occurs in narrative text.

The third function of idiomatic phrase that is found in the reading text is illustrative function. Illustrative function can attract reader's attention. One of the examples of idiomatic phrase that presents illustrative function such as in reading text 15.

The reason, he said was that teaching and character building are like *two sides of a coin* and cannot, and should not be separated.

(Bahasa Inggris XI Semester 2, 2014, p. 65)

The idiomatic phrases in the example above illustrates teaching and character building are related each other and cannot be separated in a more vivid way in order to attract readers' attention. The finding of functions of idiomatic phrases may encourage the teachers' awareness to the importance of idiomatic phrase. It is relevant with the previous studies that idiomatic phrases are very vital and fundamental in language learning (Hinkel, 2017; Chen & Wu, 2017; Khoshhal & Hassasskhah, 2017; Vasiljevic, 2015).

There are two functions of free combinations of verb + particle based on Biber

et al.'s (1999) category of formulaic expressions. The first function of free combinations of verb + particle in the reading text is textual/ logical. An example of this function as in reading text 4.

And he kept repeating Thank you God! Thank you God! I knew you wouldn't *let me down*.

(Bahasa Inggris XI Semester 1, 2014, p. 94)

The free combinations of verb + particle in the example does not present direction/ spatial relation. Its function is more on textual/ logical based on its context. The second function free combinations of verb + particle is directional/ spatial. Finding of data obtained some free combinations of verb + particle that present directional/ spatial function in the reading texts. One of them is presented in the reading text 11.

Place on a plate.

(Bahasa Inggris XI Semester 2, 2014, p. 17)

The findings of free combinations of verb + particle in the present study were compared with Biber et al.'s (1999) discussions findings. The finding of present study revealed that free combinations of verb + particle in the procedural texts tend to presents directional relations.

Coordinated binomial phrases is divided into several functions based on Biber et al's (1999) category of formulaic expressions. Finding of data obtained four functions of coordinated binomial phrases in the reading texts. The first function of coordinated binomial phrases obtained in the reading text is opposite and complementary attributes. An example of coordinated binomial phrase that presents opposite and complementary attributes such as the following example:

If you condone bullying in any way, shape or form it means you are taking part in it whether it is *directly or indirectly* by being silent.

(Bahasa Inggris Semester 1, 2014, p. 28)

The coordinated binomial phrases in the example above presents opposite or complementary attribute function. This coordinated binomial phrases consists of two adverbs and a coordinator. The adverbs are the word *directly* and the word *indirectly*.

The second function of coordinated binomial phrases in the reading is demographic/institutional attributes. An example of adverb and/ or adverb type that presents demographic/institutional attributes is in reading text 2.

Bullying affects the children both *psychologically and physically*.

(Bahasa Inggris XI Semester 1, 2014, p. 29)

The coordinated binomial phrases *psychologically and physically* is an example of coordinated binomial phrase that presents demographic/institutional attributes. Compared to Biber et al's (1999) corpus finding, this coordinated binomial phrase is categorized as demographic/institutional attributes.

The third function of coordinated binomial phrases obtained in the reading text is relational expressions. This function is rarely applied in the reading text. There is an example of noun and/or noun coordinated binomial phrase that presents relational expression as follow:

Expert are of the opinion that if there is extreme noise, it can lead to deafness and lack of concentration in *children and adults* (Fields, 1993).

(Bahasa Inggris XI Semester 2, 2014, p.16)

Compared to Biber et al.'s (1999) corpus finding. The example of this function in the list is usually female/ male. This example of coordinated binomial phrase is not listed in Biber et al.'s (1999) corpus finding. It means that this formulaic expression is not frequently used in academic prose. However, the components of this coordinated binomial phrase are related each other. There are two nouns here: *children and adults*. In this case, children usually need adults' guidance, help, and protection. *Children* must respect *adults*. On the contrary *adults* must be care, and raise children.

The fourth function of coordinated binomial phrases is other attributes function. Some coordinated binomial phrases were found. An example of this function is in reading text 1.

She wants to be Lord of *the sun and the moon*.

(Bahasa Inggris XI Semester 1, 2014, p. 5)

The coordinated binomial phrase in the example above has other attributes function. The various use of coordinated binomial phrases in the reading text create more colorful and comprehensible sentences. This finding is related to the result of previous study on coordinated binomial phrases that coordinated binomial phrases present some functions such as language ornament, language emphasis, making an argument to be more comprehensible (Sauer & Schwan, 2017).

Appropriateness of Formulaic Expressions in the Reading Texts

The discussions of appropriateness of formulaic expressions in the reading texts were based on Biber et al.'s (1999) structural category of formulaic expressions. Most of formulaic expressions in the reading texts are appropriate. A few formulaic expressions in the reading texts are inappropriately used. Lexical bundle is the first type of formulaic expressions based on Biber et al.'s (1999) category of formulaic expressions. The findings showed that most of lexical bundles used in the reading texts are appropriately used and few of them are inappropriately used in the reading texts. An example of appropriate lexical bundles is as showed by example in the reading text 1.

One day, as he sat in his boat with his rod looking at the sparkling waves and watching his line, *all of a sudden* his float was dragged away deep in to the water. (Bahasa Inggris XI Semester 1, 2014, p. 3)

Compared to Biber et al.'s (1999) corpus finding, the bundle above is listed as a quantifier expression. Therefore, the bundle in the above example is natural and commonly used by native speakers. The bundle in the example above is suitable with the context of situation. Based on its function, it presents time reference. It expresses immediate phenomenon while something is done. In this case this bundle is appropriately used in the reading texts.

Finding of data revealed that most of lexical bundles in the reading part are used appropriately. However, few of them are used

inappropriately in the reading texts. An example of inappropriate lexical bundle is as follows:

I need 100 pesos to buy the seeds and resow my field *all over again* and buy some food till the next harvest.

(Bahasa Inggris Semester 1, 2014, p. 93)
The type of lexical bundle above is a quantifier expression. This lexical bundle is inappropriately used in text. Compared to Biber et al.'s (1999) corpus finding, the lexical bundle *all over again* is not a well-structured example of quantifier expression. Compared to Biber et al.'s (1999) corpus finding, the lexical bundle *all over again* is not listed. It is not a well-structured example of quantifier expression. Therefore, the bundle *all over again* is unnatural and not native like. It does not suit with its context of situation. The appropriate lexical bundle should be *all over the place*. Finding of the study revealed that not all of lexical bundles are used appropriately. This finding is related to the result of previous studies that sometimes, students perform unnatural and inappropriate formulaic expressions (Khusnita & Rukmini, 2016; Neno & Agustien, 2016).

There are not many occurrences of idiomatic phrases in the reading texts. Finding of data obtained that all of idiomatic phrases used in the reading texts are appropriate. The following example is an idiomatic phrase that is used appropriately in reading texts.

Also the people who get bullied are either unwilling to report it because they feel it will "*make a big deal*".

(Bahasa Inggris XI Semester 1, 2014, 29)
This is verb + noun phrase combination with make type of idiomatic phrase. This idiomatic phrase is a well-structured idiomatic phrase. It contributes semantic meaning to the sentence. It is also suitable with context of situation. Therefore, this idiomatic phrase is appropriately used in the reading text.

The noun phrase idiomatic phrase also occurs in the reading text. One of the occurrences is in the reading text 6.

Anyway, *a bunch of us* were talking about a reunion in summer holidays.

(Bahasa Inggris XI Semester 1, 2014, p.104)

The idiomatic phrase *a bunch of us* presents illustrative function appropriately. The meaning is also appropriate with context of situation.

The appropriateness of idiomatic phrase in a sentence could not be separated with culture of language. Native culture has a correlation with idiomatic phrase used in the reading text. This relates to the result of previous study that native culture plays a role in idiomatic phrase, so it must be taught in language classroom (Alkarazoun, 2015).

Finding of data obtained some uses of free combinations of verb + particle in the reading texts. A few of them used inappropriately used in the reading texts. One of appropriate use of free combinations of verb + particle is as follow :

Sue *looked out* of the window wondering what was there to count? There was only a bare, dreary yard to be seen, and the blank side of the brick house was only a bare, dreary yard to be seen, and the blank side of the brick house twenty feet away.

(Bahasa Inggris XI Semester 2, 2014, p. 47-48)
The expression *looked out* is a free combinations of verb + particle. It is used in a simple past tense. It is a well-structured example of free combinations of verb + particle. It presents textual/ logical function. It is suitable to its context of situation. Therefore, the use of free combinations of verb + particle is appropriate.

Beside appropriate use of free combinations of verb + particle in the reading texts, finding of data obtained few inappropriate uses of free combinations of verb + particle. An example of inappropriate use of free combinations of verb + particle is in reading 4.

It has *put me at* a serious disadvantage, you see God, my sole source of income is that farm and now it is completely destroyed.

(Bahasa Inggris XI Semester 1, 2014, p. 93)
The free combinations of verb + particle in the example above is not listed in Biber et al.'s (1999) corpus finding. Biber et al. (1999) list only *put NP in*, *put NP into*, *put NP on*. It means that this type of free combinations of verb +

particle is not used by unnatural and not native like.

Regarding to coordinated binomial phrases, finding of data obtained that there are not many examples of coordinated binomial phrases in the reading text. All of coordinated binomial phrases in the reading texts are used appropriately based on context of situations. An example of appropriate coordinated binomial phrases is as in reading text 1:

She wants to be lord of *the sun and the moon*.

(Bahasa Inggris XI Semester 1, 2014, p. 5)

The coordinated binomial phrase *the sun and the moon* such in the example above is a recurrent expressions in the reading text 1. Based on Biber et al.'s (1999) structural category of formulaic expressions, it belongs to noun and/ or noun type of coordinated binomial phrase. It presents other attributes function of coordinated binomial phrase. Its meaning is suitable with context of situation. Therefore, this expression is used appropriately.

The naturalness, appropriateness and variant of coordinated binomial phrases cannot be separated with the native's culture. This relevant to the result of previous studies on coordinated binomial phrases that culture is one of factor that influence binomial formation (Abdollahi-Guilani & Hua, 2017; Khatibzadeh & Sameri, 2013).

CONCLUSIONS

Formulaic expressions acquisition support students' English competence. Therefore, formulaic expressions should be used in EFL instructions. The present study can be used as a parameter of the use of formulaic expressions in English textbooks.

The use of formulaic expressions in reading texts is not fully accomplished. A few of formulaic expressions are unnatural. Suggestions are offered to English textbooks authors. The variant of formulaic expressions are crucial in introduction of formulaic expressions especially for EFL students. The natural use of formulaic expressions must be

presented in English textbooks. EFL teachers should be aware of formulaic expressions. Teachers should support students' fluency in English.

They should be a good model of formulaic expressions in language instructions. The implementation of formulaic expressions on EFL instruction is fundamental. Therefore, further study of formulaic expressions should be done. A comparative study of the use of formulaic expressions between two English textbooks from different publishers can be one of next topics. The data collecting of present study was taken manually. It took long time and segmental. The data collecting process can be shortened by using software. Therefore, the use of software is expected in data collecting process in next studies.

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