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The Relation between Formulaic Expressions Fluency and Proficiency of Indonesian EFL College Students Using E-book Instructions Via Edmodo

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Abstract--- *This study targeted to research the students' strategies in the use of formula expressions in accordance with what is taught in the curriculum through e-book instructions via Edmodo and when taking oral proficiency exam with multi-task.It also aims to investigate if there is a correlation with the utilization of formulaic expressions with fluency and proficiency scores overall. This study was conducted in 190 Indonesian students with different ability levels in Ivet University of Semarang.Content analysis of e-book instructions via Edmodo carried out to find ways to use the formula language by students and determine the target list of the formula language at the frequency of each phrase in the book. Then the video recording content analysis of oral proficiency examination was also carried out to reveal the students' use of formulaic expressions and the two findings analyzes the content than to draw conclusions.Scores achieved by students in the smoothness and finesse analyzed to connect students with the utilization of formulaic expressions fluency and their overall skills.*

Keywords--- *Formula language, Fluency, Proficiency, Edmodo.*

I. INTRODUCTION

Ur(1996) suggest that the latest approaches in language teaching has had a strategy for fluency mastery of oral communication, where it is becoming a very important component in the mastery of a second language (L2).When verbal communication of students increases, automated student can overcome the problems in communication.One example of the difficulties faced by students in communication language L2 is the lack idiomatisitas in talks that they convey where it is a measure of mastery of a foreign language.Formulaic language has many different definitions of which have been submitted by researchers (eg, Granger, 1998; Schmitt & Carter, 2004; Wood, 2002).Generally speaking, it can be concluded that formulaic language is multi-word structures that can be formed or reused as a whole. Although the multi-word units have many different functions, one of the major role that is essential is to encourage communication (Weinert, 1995).

The utilization of formulaic expressions can improve the fluency of students in oral communication on the condition that the use of the formula to benefit communication and smoothness that can help students in oral

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proficiency test in the same path as suggested in the literary works(eg, Boer, Eyckmans, Kappel, Stengers, & Demecheleer, 2006).Exposure of formulaic expressions to students is very important and beneficial for the smooth talk.The context of teaching English in Indonesia are learning a foreign language (EFL) in which one of the sources of exposure of students in language is words of teachers and e-book instructions via Edmodo according to the curriculum.Students' knowledge of formulaic expressions is centered primarily on their e-book instructions via Edmodo as recommended by Meunier (2012).

1.1. Background

This study targets to explore the utilization of formulaic language students and students spoke relation to fluency in oral proficiency exam and whether the utilization of formulaic expressions also affects the fluency of students talking and overall proficiency scores.Formulaic language is generally defined as multi-word units are reused as a single unit (Myles, Hooper & Mitchell, 1998; Nattinger & DeCarrico, 1992; Wray, 2002).Expressions contained in this formula proved to be useful for language users.Therefore, Weinert (1995) suggested the use of formula language is important in the function to communicate, speech production and learning strategies.

Wray and Perkins(2000) has stated that the formula language directly contribute to the comprehension and production.The use of language is strongly recommended formula to assist the hearer to set the speaker discourse and production, enabling the speaker to establish information and provide time to process this information.Languages formula also has other effects on production in favor of eloquence by reducing the processing load in mind when he spoke.Wood (2006) have suggested that the use of formula language can improve the smoothness by making shorter pause and makes his way to talk between a longer pause.Wood (2010) have also defined fluency as "an effective use of language" (p. 9).

Segalowitz(2010), the definition of eloquence as "the ability to express any idea in L2 which can also be expressed in L1, to use a variety of vocabulary and to speak with some grammatical errors" (p. 4).Wood (2010) has explained how the formula language is processed in mind to facilitate fluency refers to the use of formula language with fluency relationship.Formula language are automatically processed as a single entity in which he helped the expression language can emerge smoothly in a short time.Exposure assumed formula language is very important for students to learn a second language to facilitate communication importance of students and function formula language used and its impact on language teaching and testing.One of the main input source for students is the textbook, where e-book instructions via Edmodo are often the only source of exposure for students EFL formula language (Biber, Conrad and Cortes, 2004; Meunier, 2012).Exposure to the same input source can not ensure the production of the target language is the same formula as well.This is due to the level of proficiency that each student is different, depending on their knowledge of a second language.This is in line with that recommended by the (eg, Howarth, 1998; Ohlrogge 2009; Yorio, 1989) about the differences in language use different formulas depending on skill level.

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In a research performed out by two groups of ESL students, Yorio(1989) has proposed that "the higher the level of linguistic proficiency, the higher the level idiomatisitas" (p. 65).Similarly, Neary-Sundquist (2013) investigated the use of pragmatic markers by students of different skill levels and concluded that the level of proficiency leads to a significant difference in the use of this expression.Although it is recommended to determine the proficiency level of language use formula, as suggested Lenko-Szymanska (2014), it seems there is no research on the use of formula language in the early stages of learning, especially in the context of language learning.

II. RESEARCH METHODS

This descriptive study aimed to investigate the extent to which the use of formula language Indonesian EFL students in examinations in verbal ability test that includes multi-task.Another objective of this study is to explore whether there is a relationship between the use of formulaic expressions and eloquence, focused on fluency and proficiency.

2.1. Research Setting and Participant

This research was conducted at the University of Ivet Semarang is located in Semarang, Indonesia.This private university preparation program provides English language shall be one year for undergraduate students in study program PG-ECD.Proficiency test given at the beginning of each academic year to evaluate students' knowledge of English and those who scored 60 or more than 100 pass exams and continue their studies in their departments.Students who fail the exam are placed in classes according to their skill level and learning English intensively for a year.There are three levels of proficiency in PG-ECD Program: level B, C and D (from highest to lowest) and students are expected to have the same skill level, namely the level of A2 according to the description of the Common European Framework of Reference (CEFR),

Student success is largely determined by the final proficiency test designed to assess knowledge of grammar and vocabulary students as well as oral and written their appearance.The students are required to take and pass the exam to complete the preparatory program.The reason for choosing this particular school is the feasibility and convenience as it provides samples to researchers and is one of the few public universities to perform oral proficiency exam as part of theexamtheir skills and oral proficiency exam is recorded to be kept in the school archives.In addition, the course book corpus-based formula that includes many expressions used in this school.This book presents an example of how this expression is used in communication through dialogue, role play and exercise.Therefore, the students see the expression in a context; practice their use and do role-playing activities galore to produce the language they are exposed to in the classroom.

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Study participants were 190 students of various proficiency levels of proficiency final exams at the end of the academic year 2017-2018.Researchers have never met directly for research participantsdobased on archived data.Having received the necessary permission from the university, the school's researchers used archival footage and oral proficiency examination assessment sheet.He is the only person allowed to use the school records at the time of data collection and do not have access to the personal information of students.The participants were randomly selected for this study.However, to avoid the effects of other variables that may intervene, the only selection criteria related to the tasks of playing the role given to the work partner.There are ten different communication tasks in oral proficiency exam and two of these were selected because they are similar in terms of speech acts.The study participants consisted of students who do two tasks play this role.

2.2. Research Instruments

To determine the extent to which the formula language included in the curriculum through e-book instructions via Edmodo, content analysis is done.For this purpose, Kerskes (2007) employed the formula language continuum framework due to the fact that the formula speeches and utterances bound more situations than any kind of expression other formulas in this book.Therefore, this study focuses on two categories and Ortaçtepe study (2012) referred to identify the expression of formulas in the e-book instructions via Edmodo. Due to the school's curriculum is based on the communicative approach, Touchstone (2009) by Cambridge University Press, which provides a lot of communicative practices, has been used for three years.It is a corpus-based textbook that was written by a corpus of North American English in the Cambridge International Corpus.Words and phrases most often, a combination of words and conversational strategies of corpus included in this book.The book consists of four series, but the first three series are used in school until the end of the academic year.While the two series are taught to students' level of B, C and D level students are taught all three series.

Oral proficiency exam has been developed in accordance with the principles of the communicative approach and the curriculum taught in the institution.Thus, the oral proficiency of students assessed periodically in midterm and final exams, and students were given a variety of tasks an individual and pairs in this exam.In terms of the final exam, students are mixed because they have the same exit level and they perform tasks individually and in pairs during the assessment.Two assessors assess oral proficiency in each exam room through the different sessions and examinations in accordance with sections recorded to be stored in the archives.Oral proficiency exam is 40% of the overall evaluation of proficiency in these institutions.

In this study, the archive data evaluation form used by the assessor to assess the students' oral proficiency fororal proficiency exam are employed.This column was developed by the Office coordinator Talk from the same institution in accordance with the description of the CEFR levels A2 and that includes five items that Fluent and Fluent, Vocabulary, Grammar and Accuracy Range Resolution Assignment and understanding (see Appendix C).The lowest score that can be set for each item is 1 point, while the highest score is 5 points.As a Total Score, the assessor may define up to 25 points and the average value of the two appraisers for each student is assigned a final grade.To ensure inter-rater reliability, norming session before oral proficiency exam conducted and as a result of the

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negotiations in one of these sessions, a principle has been established: acceptable difference between the values of the assessors.Assessor may be up to 3 points.

Oral proficiency exam students are recorded and stored in the archive as part of the assessment procedure in institutions in which research is conducted.In this study, 95 final exam video tape belonging to students from the academic year 2017-2018 was chosen to analyze the utilization of formulaic expressions students.The duration of each video is about 15 minutes and they included interviews with two high school students preparing for exams oral proficiency which consists of two parts.In the first, each student perform individual tasks with the guidance of his interlocutors, and in the second part, the two students interact with each other to complete a communicative task that is based on real life situations.In particular, task given the final oral exam consists of the ability of the task image description to the individual tasks and activities play a role for the task in pairs.In each test session, there are two different images for each partner for individual task and one task to task communication partner.Because the current study participants were students who took the exams in two different sessions, there are four pictures for individual tasks and two assignments for the role play pairs in total.Overall, 95 videos of 190 students with different proficiency levels used in this study.Students are randomly paired with students of the same level of proficiency or higher proficiency level or lower.Because this video is stored in the archives,

2.3. Data Collection Procedures

After determining the design of the study, researchers first sought permission from the Directorate Ivet University Semarang to use archived data for this study.When it acquired the necessary permission, researchers examined the records of evaluation sheets and video recordings final exam of the academic year 2017-2018.After the instruments and materials for the study were gathered, recorded video selected at random to determine the number of participants.To track the use of the participants of language formula, a graph was developed by researchers for each student using the framework of the continuum of formulaum Kecskes (2007).After this process, three e-book instructions via Edmodo students analyzed to create a list of formulas expressions in the book.The reason for this procedure is to determine whether students use the expression targets they have been exposed in their e-book instructions via Edmodo or not.After the selection of participants, proficiency scores (ie, the total score of language proficiency test administered at the end of the academic year), also noted in the evaluation chart to communicate data to one of the research questions., The next step is to analyze the video recording based on this goal.Researchers listen to recorded videos for each student and write expressions that they produce.

The process is repeated for each of the two tasks, for each individual and for each student is paired with another friend.Video analysis confirmed the reliability of other researchers who have been trained to analyze 10% of the 95 videos were used in this study.Both researchers agree to use the formula language students through a comparison of video content analysis, a list of the target language formula (frequency expression in the teaching book), the evaluation chart (frequency expression used by students) are compared and the way students use formula language is recorded.The data generated from this analysis are collected and refers to the value of 5 will be obtained students by rubric fluency so that links the utilization of formulaic expressions with fluency.Proficiency scores will be announced to each student at the end of the academic year in which it considers the relationship of language use

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formula with language proficiency of students through analysis of quantitative data.Figure 1 below shows the data collection procedures.

Figure 1: Data Collection Procedures

2.4. Data analysis

In this study, quantitative data analysis is used to determine the extent to which students use the formula language proficiency exam oral and the relationship between the use of formula language with fluency and proficiency level.Data video recording and evaluation sheet student test are then collected and analyzed quantitatively using version 20 of the Statistical Package for Social Sciences (SPSS).First of all the researchers conducted a content analysis of the formula language in e-book instructions via Edmodo and then researchers compared the data with an expression used by students in the test to check whether there is a match in their frequency.

Researchers then distinguish the use of student expression accurate and inaccurate in the book.The same data is used to analyze the use of language formula participants in individual tasks and in pairs.Researchers then determine the type of task, where students are using the formula language.In the final stages the result that the utilization of formulaic expressions students and test scores are used to assess the fluency and pronunciation components assessment rubric.In answer to the second problem formulation to analyze the use of language students score formula then set as the final language proficiency score to determine whether the student passed or need to repeat.

III. RESULTS AND DISCUSSION

The results of the data analysis is then compiled by the research questions to better illustrate the research findings.

3.1. Strategy students in the use of formula language as taught in the curriculum and the time following the oral exam

Analysis of e-book instructions via Edmodo carried out to investigate the amount of the resulting expression formula language formula language which consists of speeches and greeting formula relating to the specific situation.Then from these data we can conclude how the formula language instruction in the curriculum can be used by the students.Each frequency of occurrence is then calculated.Then the student oral proficiency test recordings were analyzed and frequencies formula language produced by the students can be.In the end, each the result of the analysis of contentcompared with the correlation test.The results of the content analysis revealed that in terms of the type of language formula, students are able to use the formula tambahana speech than at the time of oral proficiency exam with the word that is bound to the situation.

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The use of two different types of languages that formula because the formula language to speak is not specific, according to the context of each situation.Input is given to students may spur utterances bound situation in a specific context.Students are able to use the 87 formula speak very different frequencies used 1010 teaching guide contains 112 speeches a very different formula to all the frequencies of 1745 and also contained 87 speech frequencies formula used by the students for 1165 in the book.Students are also able to use 47 utterances bound completely different situation with frequency 288.The teaching guide also contains 116 utterances bound completely different situation with the overall frequency of 338.There are 47 frequencies used idiom students according to the book of 165.The results of this analysis indicate that the use of the formula speeches by students are less capable of matching with that of the formula language teaching e-book instructions via Edmodo.There is much use of sayings that are bound by the situation of the students were outside their frequency in e-book instructions via Edmodo.

Other findings regarding usage-bound utterances of the situation is that students create a preference between utterances bound-situation and the students were able to use phrases that apply to situations regulated.Although the students to use the language in communication formula to a certain extent, they have not been able to use to the same level.Based on the data in Table 1 and 2 it can be concluded that the frequency of 30 speeches and 30 greeting formula-bound situation as taught in e-book instructions via Edmodo as well as the frequency of use of the expression by students.

Tabel 1. Frequency comparison formula in speech

	frequency Events	
Type of speech formula	Token	Token
	in the book	Use of Students
All right	64	189
Are not you a little too young for that?	18	150
I think	35	124
Are you crazy?	27	73
That's all	-	35
Hello	18	34
I was wondering ..	6	28
Do not I know you from somewhere?	25	27
actually	49	23
As far away as possible	46	23
I'm sorry	13	22
Bingo	38	19
Thanks	31	17
Break it up	21	13
you know	22	12
Come on in	11	12
Come on	107	11
Come in	75	11
Yes, of course	-	11
Really	55	10
Congratulations	29	10
What can I do for you?	2	9
Would it be OK with you	2	8
Did I ever!	4	8
I wanted to ...	2	8
Do not get me started on that!	63	7
anyway	19	6
I'm not sure	10	5
Everybody hands up and face the wall	27	4
Easy now	4	4

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Based on Table 1 can be revealed that the list of languages that formula is the formula of speech most frequently used include May and I think where the phrase is mostly used in individual tasks.Sentence OK also used in the task pair.There are several examples of the use of these expressions by students below:

Description Individual tasks are asked to describe the picture supermarket visits

S1: There are a lot of people passing on the market. some women trying to find something. Two of them wore green T-shirt. One wore a bag and the other carrying a basket. The woman bought a lot of vegetables such as carrots, cabbage, and beans. Looks like she looks exhausted after shopping.

Speaker: How do they feel?

S1: Looks like buyers in the table have been exhausted and did the woman next to him. They bought a lot of stuff. Then there were two men in the back of the store but they just look around.

Speaker: What will the man do next?

S1: I think he will come home. Looks like he'll hold an event and make a lot of food for children. A party perhaps.

Speaker: As a big party?
S1: Maybe, because they buy a lot of stuff.
Speaker: OK

Tabel 2. Situation Tied Speech Frequency Comparison

	frequency Events	
Formula Type of speech	Token	Token
SBU	in the book	The use of student
Just dropped in to pay my respects	12	38
Thank you / so much / very much	9	36
Just a minute	8	22
How are you?	18	22
Just the two of us	10	17
I'm fine	8	16
None of our business	5	11
Is this a good time to talk?	2	9
We could pass for that	-	9
Wait a minute	2	8
Hi, it's ... (on the phone)	5	8
What are we going to do about it?	4	8
What happened?	-	7
How about you?	13	6
You're welcome	6	5
Talk to you later	4	5
Call me later please	-	5
What's going on here?	4	4
Just a minute	3	4
What makes you so sure?	5	4
Call you back later	-	4
What is the matter	2	3
Catch you later	2	3
Could I call you back later?	-	2
You can do better than that	1	2
You are very kind	7	2
I am afraid not	-	2
Fine, thanks and you?	-	2
That's the story of my life	4	2
Can I call you back later?	1	2

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Based on existing data in Tables 1 and 2 it can be concluded that students using the formula language to a particular amount as taught in the book and at the time of the exam.The students are able to produce expression formula language as taught from e-book instructions via Edmodo as well as phrases that are not contained in the book (for example, Yes, of course, Bye, call me later, please, call me back later, Fine, thanks, and you?).Students are also able to incorporate some of the expressions and create new expressions or use expressions that have been studied previously (eg, Fine, thanks, and you?).Researchers also found that there are some unused formula language from the list of the target language formula.

3.2. The relationship between students' use of English Formula Indonesia with the acquisition value of eloquence

To determine whether there is a relationship in language use formulas to value the proficiency of spoken fluency students are assessed by two assessors using standards developed in accordance with the Common European Framework of Reference(CEFR).CEFR is used in accordance with the recommendation of English language proficiency assessment in other European countries or countries foreign language users.The assessment rubric ranges include Vocabulary, Grammar & Accuracy ranges, Task Completion and understanding and fluency.Values obtained by the student will be considered in the formulation of research-related answer.This assessment was made standard in the highest value score of 5.Correlation SPSS is done to check whether there is arelationship between the utilization of formulaic expressions students and their fluency scores.First of all the descriptive statistics were calculated for related variables and normality test to test whether the broad distribution of the variables normal unit as a result of descriptive statistics. The complete result that each variable has a significant value; thus, they are not normally distributed, with the asymmetry of 1.36(SE = 0.17) for the use of formula language and -0.63 (SE = 0.17) for the smooth and kurtosis of 2.44 (SE = 0.35) to use the formula language and 0.55 (SE = 0.35) for proper operation.Shapiro-Wilk normality test to confirm an abnormality due to the significance level is 0.000.

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Statistical examination performed to visualize the correlation of variables to determineresults of Skewness and Kurtosis value and also because of the normality examination.Then the correlation is calculated Spearman rank order correlation test and concluded that there was a significant relationship between the utilization of formulaic expressions students and student fluency scores ($r(188) = 0.406$, $p < 0.01$).The results of this correlation test showed that the utilization of formulaic expressions of the students have contributed to the smooth running of their value in the test to a certain extent.Correlation formula language use and fluency can be described via Figure 1.

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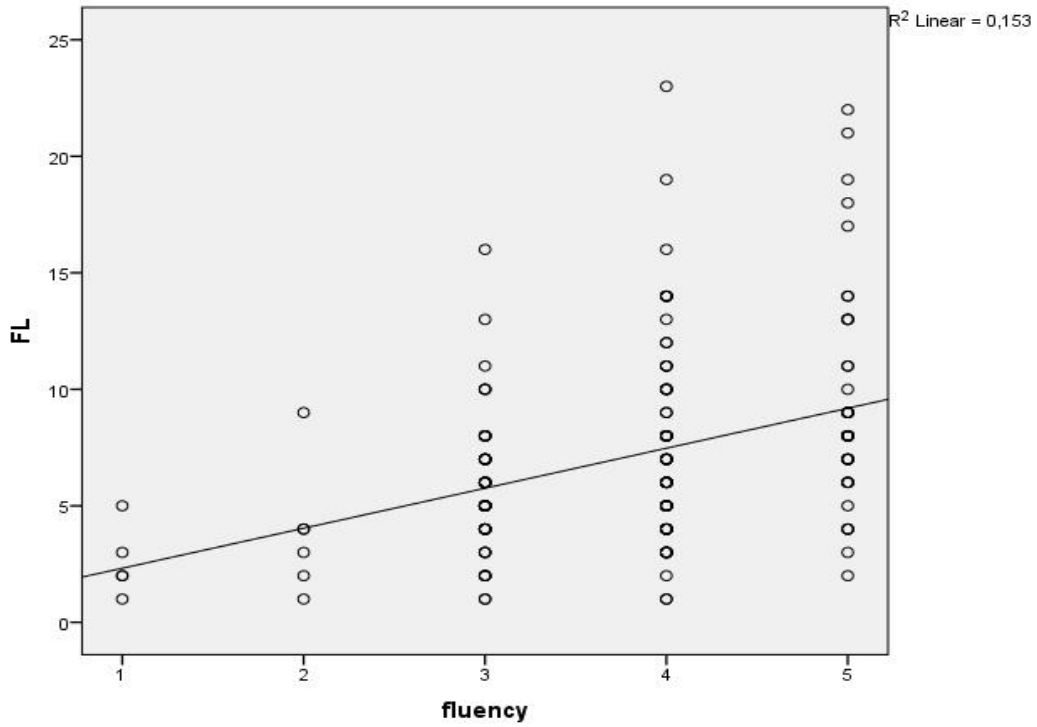

Figure 2: Correlation between Formula Language Skills and English Language Proficiency Scores

3.3. The relationship between the use of Bahasa Indonesia and the Formula Student Proficiency Overall Score in speech

To investigate the relationship between the use of formula language students with their ability scores the correlation check performed by using SPSS.For this purpose, the formulation of the language of the students summed and calculated overall ability scores.Scores of student success at the top of the summed averaged with alternative words in one school year.Then to examine variables in the ownership of the normal distribution used descriptive statistics and normality tests.Output descriptive statistics reveal that everyvariable that is non-normally distributed, with an imbalance of 1:36 (SE = 0.17) for the formula language use and -0.49 (SE = 0.17) for the ability and kurtosis of 2:44 (SE = 0.35) to use the formula language and 0.68 (SE = 0.35) for the acquisition.

The results of the Shapiro-Wilk normality examination confirmed the existence of the non-normality of the variables because there's a significance level of .000 and .015 formula language use to score the level of ability.Descriptive statistics also generate imbalances kurtosis values and also normality check.Where it is evident that the variables are connected does not have a normal distribution, so the Spearman rank order correlation check performed to calculate their correlation.Non-parametric test results have found the main connection between the utilization of formulaic expressions skills of students and their scores (r (188) = .455, p <.01).Figure 3 shows the strength of this correlation.

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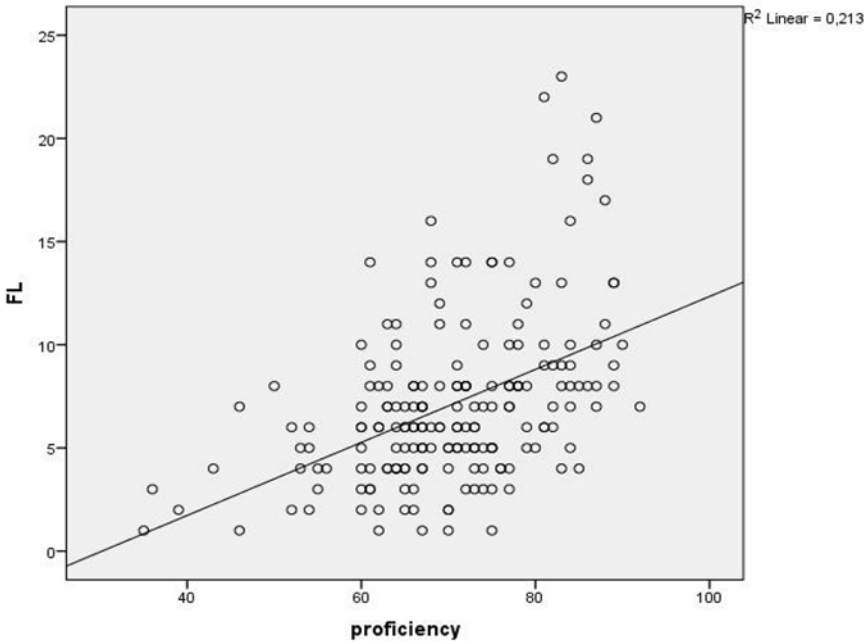

Figure 3: The correlation between the use of formula language and English Language Proficiency Scores

There is a significant correlation in which it indicates that the use of formula language is closely related to the overall language proficiency.The results of correlation test was intended to examine the relationship between variables and show that there is a positive relationship between the use of formula language and fluency of students with overall proficiency scores.

IV. DISCUSSION

EFL Students Strategies in the Use Formula Language Taught in their current curriculum Taking Oral Proficiency Exam

Formulaic language very important role in the development of pragmatic abilities and speech production where authentic source inputs such as indigenous people is crucial to the acquisition of the said structure(Wood, 2002).The main ingredient in accordance SLA real language within the context of the situation that occurred is an authentic document, e-book instructions via Edmodo, teacher's lecture.E-book instructions via Edmodo become a very significant source of the primary reference source used students and professors (Meunier, 2012).Although there are totally differentviews on the effectiveness of the e-book instructions via Edmodo used in the supply of exposure to real language use.While some previous researchers (eg, Boultan, 2010; Burton, 2012; Meunier & Gouverneur, 2007) have suggested that the use of e-book instructions via Edmodo does not seem effective in representing the use of language which is important because the book has limitations in the use of expressions.Meunier (2012) have suggested the use of material from Cambridge University Press can be given as examples of partners to use information corpus which is very important because it represents a real language use and capable of delivering some authentic examples related to the language used in speech.

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The findings generated in this study are consistent with what is proposed in the literature formula language to use and the frequency of exposure to language teaching formula language(eg, Ellis, 2002; Wood, 2002; Wray, 2000).At first, Wood (2002) has been advised of the importance of language formula in improving the smoothness and the development of pragmatic abilities so that it can be concluded that repeated exposure to authentic very important for language acquisition formula.The fact that this book presents a lot of expression were also commonly used formulas in the use of natural language and students often use this expression than other sources suggested more support what Wood (2002).In the frequency of occurrence can be concluded that the findings are in tune with what is suggested in the literature (eg, Ellis, Simpson-Vilach & Maynard, 2008; Tekmen & Daloglu, 2006; Webb, Newton & Chang, 2013).For example, Ellis, Simpson-Vilach and Maynard (2008) have stated that the students tend to know the words in accordance with the formula language they encountered more than any other source.

In addition, this study confirm what has been recommended by Webb, Newton and Chang(2013) in their study.They revealed that the co-location can be obtained after 15 sessions, so it needs a lot of input in the form of repeated exposure.Thus, the selection of students' language may be related to the frequency of their exposure to a particular expression.On the other hand it can be concluded that students also use expressions less often presented in the book in which this can be attributed to the pragmatic function formula language.

The relationship between the use of formula language EFL Students Scoring Fluency and Proficiency Scores

The formulation of the second and third research questions aimed to investigate whether there is a relationship between students' utilization of formulaic expressions and fluency and overall proficiency scores.To answer the formulation of research questions first then tested the correlation to the use of formula language and fluency scores.The same procedure is repeated for the use of formula language and overall proficiency scores.The findings of this analysis showed a significant association between the use of formula language with fluency and overall proficiency scores. It can be concluded that the fact the relationship of language use formula with eloquence students where it is also suggested by many research and scholars in the literature (eg, Boers et. Al., 2006; Ellis, Simpson-Vlach & Maynard, 2008; Hsu and Chiu , 2008; Khodadady & Shamsaee, 2012; Kormos & Denes, 2004; McGuire, 2009; Ortaçtepe, 2013; Pawley & Syder, 1983; Weinert, 1995; Wood, 2002; 2006; 2010).Therefore, the findings of this research line with previous research on the subject.Another example is research conducted by Wood (2006) aims to investigate whether the utilization of formulaic expressions plays an important role in the production of fluent speech in a study conducted with 11 middle-level ESL students.

The findings of this study indicate that different types of expression of the formula used by the students and the use of expressions in various situations have led to an increase eloquence.Where is consistent with the results presented by Hsu and Chiu (2008) in their study that examined the relationship between the use of lexical collocation and speech.The study showed a significant relationship between these two variables.In addition, this study also confirms the findings of the study McGuire (2009) where researchers studied the possible effects of task-based language teaching formula to the smooth 19 intermediate and advanced students.The findings McGuire (2009) suggests that formulaic language teaching has an effect on increasing the level of fluency.

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V. CONCLUSION

Research conducted on 190 students EFL Indonesia aims to explore strategies students use the formula language oral proficiency test multi-task and whether there is a relationship between the use of the formula language with fluency and overall proficiency scores.In this study, a conclusion that can be generated using a formula language EFL students as per the example in the curriculum through the course book that has been taught to students where it is known after the oral proficiency of students taking the exam.This finding was also recommended that it was the students were able to make choices in a variety of expressions to be used according to the situation and the type of tasks assigned by the lecturer.Where it is also consistent with other findings that show that the use of formula language students strongly associated with each of the eloquence and finesse their overall score. The study's findings are also in accordance with the literature recommends the importance of language formula in teaching languages and function for the development of language (for example, Weinert, 1995; Wray, 2000; Wray & Perkins, 2000; Wood, 2002, 2006; Meunier, 2012; Ortaçtepe, 2013).

Based on existing literature, it can be concluded that speaking is a skill that is most significant for students in the field of language to meet the requirements of relevant(Ur, 1996, in Gundogdu, 2008).In addition, the use of formula language is also very helpful in communicating (eg, Weinert, 1995; Wood, 2006; Ortaçtepe, 2013).In this study also concluded that the use of conventional language can provide strategies for students in speech.The conclusion that can be obtained is this study could contribute to the related literature about the benefits of using formula language speaking EFL students in Indonesia's proficiency.This study is also expected as a useful finding in the pedagogic implications that contribute to the effectiveness of data formula language instruction.

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