

CHAPTER I

INTRODUCTION

A. Background of Study

Over one billion people live on earth, widely spread across continents and countries. Some of them speak different languages. They speak other languages with different alphabets, grammar, and pronunciations. For example, many Saudi Arabian people communicate using their alphabet, and not only that, we who are in Indonesia, which has ethnic and cultural diversity, also has a variety of different regional languages, which is inseparable from one of the greatness of Allah SWT which is shown in the Qur'an surah Ar-Ruum, verse: 22

وَمِنْ آيَاتِهِ ۖ خَلَقَ السَّمٰوٰتِ وَالْاَرْضِ وَاٰخْتَلَفَ الْاَلْسِنٰتِ ۗ وَاِنْ فِيْ ذٰلِكَ لَآيٰتٍ

لِّلْعٰلَمِيْنَ

This verse tells us that the human beings are different each other. There are a lot of differences in this world. One of the differences in the language. There are a lot of languages in this world. However, although there are many languages, there is a language that is agreed by most people to be the language for international communication. The language for international communication is English.

English is an essential language in the world today. English is an international language that bridges people around the globe in interaction and

communication. Through English, people can interact and communicate with each other well so that the message they want to convey can be conveyed and accepted by their interlocutor. Not only that, but English is also one of the subjects in the world of education, especially in Indonesia. In terms of scope, one focus of learning English is on speaking skills, where when someone says, it means they are communicating with other people. Therefore, speaking skills are closely related to a person's communication skills. With communication, information can be conveyed and received well, so when someone wants to get information to other people and the community, he must have the ability to communicate. Communication skills cannot be separated from good public speaking skills so that the interlocutor can understand the information he conveys and that there is an understanding between the two parties.

In Qur'an Surah Al-Rahman, verse: 1-4

الرَّحْمَنُ عَلَّمَ الْقُرْآنَ خَلَقَ الْإِنْسَانَ عَلَّمَهُ الْبَيَانَ

The Qur'an states that speaking the truth, and conveying a true message is a prerequisite for greatness, goodness, benefit, and charity. If we want to be successful in our careers, we want to improve society, then we must spread the right message. In other words, society will be damaged if the content communication message is not the true content of the communicated message is not true if people hide the truth for fear of facing establishments or regimes that enforce their system on fraud or the closure of the truth according to the Qur'an then it will not long-lasting.

Speaking is the process of interacting and constructing meaning that receives and processes information (Syafryadin, 2019). However, there are still many problems that all English learners face. Speak a foreign language, especially when using English. It is difficult for students to assess. Or choose the right strategy to get them to speak well. Learning strategies are used by an individual or student to assist them to be more comprehending and receiving more information (Graham, 1997).

This research was conducted in one of the senior high schools in Haruyan District, Hulu Sungai Tengah Regency, South Kalimantan Province. The school chosen by the researcher was Madrasah Aliyah Pertasi Kencana Nahdlatul Ulama (MAPK NU) Haruyan. The research was conducted in odd semesters consisting of class XII of senior high school majoring in Social Science (IPS), with 20 students in the class. The researcher chose this school for the research because many students are enthusiastic about learning English. However, many of them still need to understand their English learning strategies, and not a few of them still have an impoverished vocabulary. Hence, some of these problems became why the researcher chose that school for conducting the research. This was proven when the researcher conducted pre-observation at the school. At that time, the researcher also briefly worked on teaching and learning activities at the school, so the researcher was interested in conducting research there.

The ability to speak English is one of the essential things that everyone must possess because the need for the world of work for human resources who

can speak English is getting more significant, especially in English communication skills. Speaking is considered to be a difficult skill to be mastered. Therefore, it needs an appropriate strategy in learning process to master this skill. The skill to communicate in English is also a goal to be achieved from good speaking skills because when someone has the ability good speak English, he is automatically able to communicate in good English. For these reasons, the researcher is interested in conducting a study entitled “**The Use of Compensation Strategies in Learning English.**” Because this strategy can help individuals overcome problems when communicating based on research conducted by previous researchers and several theories that underlie this, such as Oxford's theory (1990). “Compensation strategies are the strategies that enable learners to use the new language for either comprehension or production even though the learners still have limitations in knowledge. These strategies are intended to make up for inadequate knowledge of grammar and especially of vocabulary” (Oxford, 1990).

B. Research Questions

1. How do students in learning English apply the compensation strategies?
2. What are students' purposes in using compensation strategies in learning English?

C. Objectives of Study

1. To find out how the process of using language learning strategies, especially compensation strategies, is applied by students with the help of an English

teacher to improve the speaking skills of students in class XII of senior high school majoring in Social Science (IPS) at Madrasah Aliyah Pertasi Kencana Nahdlatul Ulama (MAPK NU) Haruyan.

2. To discover what are the purposes of using this strategy in speaking and communicating by the learner in learning English of class XII of senior high school majoring in Social Science (IPS) at Madrasah Aliyah Pertasi Kencana Nahdlatul Ulama (MAPK NU) Haruyan.

D. Definition of Key Terms

1. The Use

This study raises the use of compensation strategies by students in English lessons and what types of compensation strategies are often used by students when learning to speak. How do they use compensation strategies that aim to make it easier for them to speak English so that it can be understood by other people and their interlocutors when learning English in speaking class?

2. Compensation Strategies

Compensation strategies enable learners to use the new language for either comprehension or production even though the learners still have limitations in knowledge. Compensation strategies aid students in overcoming knowledge gaps and continue authentic communication to make up for a lack of knowledge in grammar and vocabulary.

3. Speaking Skill

Speaking is a language skill that must be acquired when learning a language, and the goal of learning a language is to communicate well. Speaking in English is essential to our journey in learning English as a foreign language.

E. Significances of Study

1. This research is expected to help facilitate English learners in learning their speaking skills, which cannot be separated from the help of the English teachers themselves in teaching English and the implementation of compensation strategies for English learners.
2. The results of this study provide an overview of how the implementation of language learning strategies, especially compensation strategies, by students during English language learning in the classroom, especially in speaking skills.

F. Review of Previous Study

The first researchers are Syafryadin, Feny Martina & Salniwati, they conducted a study entitled “Compensation Strategies in Speaking Activities for Non-English Department Students: Poor and Competent Speakers”. This study investigated the compensation strategies which were used by competent and poor speakers to avoid communication gaps in speaking activities. This study used a descriptive quantitative design. Data collection used an observation sheet and a questionnaire. The findings showed that the strategy which dominant used

by either competent speakers or poor speakers as their group tendencies that were selecting the topic with the same overall average score of 4.0; competent speakers mostly used selecting the topic with the overall average of 4.0, adjusting or approximating the message with the overall average of 3.6 and using mime or gesture with the overall average of 3.5; poor speakers also mostly used selecting the topic with the overall average of 4.0 and coining word of 3.5. Competent speakers much more used compensation strategies than poor speakers. Thus, its major implication for pedagogy is that compensation strategies are extremely useful as guidance to avoid communication gaps in speaking activities (Syafryadin, Feny, & Salniwati, 2020).

The second researchers are Alireza Karbalaei and Tania Negin Taji-Taji, this research was conducted entitled "Compensation Strategies: Tracking Movement in EFL Learner's Speaking Skill". The present study aimed to determine the compensation strategies used by Iranian elementary EFL learners across the speaking skill. The participants of this study were a sample of 120 EFL elementary male and female learners whose ages ranged between 11 and 25 at a language institute in Rostam, Iran. The main participants were homogenized through the Standardized Key English Test (KET). After the administration of the proficiency test, some oral exams consisting of different speaking topics were administered in the first and following sessions of the course to observe and identify the compensation strategies used by the EFL learners with the same proficiency level. Oxford's typology of compensation strategies was prepared in

form of a checklist to facilitate the fast recording of observable compensation strategies in an oral examination. The students' speaking on the given topics merely served as an opportunity to observe students' use of compensation strategies. The results indicated that Iranian EFL students tended to use various kinds of compensation strategies in communicating their intended meanings (Alireza & Tania, 2014).

The third researchers are Ali Akbar Taheri & Mohammad Davoudi, this research was conducted entitled "The Use of Compensation Strategies in the Iranian EFL Learner's Speaking and Its Relationship with Their Foreign Language Proficiency". Compensation Strategies (CPSC) are strategies that a language user employs to achieve his intended meaning when precise linguistic forms are for some reason not available at that point of communication. Different factors may influence the use of CpSs, among which the level of language proficiency is one of the most important ones. The present study attempts to investigate the relationship between compensation strategies use and the level of language proficiency and gender. To explore this relationship, four distinct groups of learners – advanced male, advanced female, intermediate male, and intermediate female, each containing 12 members– participated in the study. The participants were interviewed individually and their performances were tape-recorded and then transcribed. The findings of the study indicate that "self-repetition", "direct appeal for help", and "approximation" are the most frequently used strategies; there is a significant relationship between the frequency of

compensation strategy used and proficiency in the frequency of compensation strategies use increases as the level of language proficiency develops whereas no significant relationship was observed between strategy frequency and gender (TaHERi & Davoudi, 2016).