

CHAPTER IV

FINDINGS AND DISCUSSION

After presenting the data, this chapter discussed the results of this study. The results were designed to answer research questions about compensation strategies used by students in language learning classes in class XII of senior high school majoring in Social Science (IPS), Madrasah Aliyah Pertasi Kencana Nahdlatul Ulama Haruyan.

A. Findings

This finding is the result of data analysis from the research process that has been carried out by the researcher. The results of the analysis data were collected based on research results by means of interviews and questionnaires aimed at class XII of senior high school majoring in Social Science (IPS), who had 21 respondents which consisted of 15 female students and 5 male students and an English teacher who teaches.

1. Students' Use of Compensation Strategies in Learning English

Based on the results of researcher observations and interviews conducted at Madrasah Aliyah Pertasi Kencana Nahdlatul Ulama Haruyan, one of the secondary schools in Hulu Sungai Tengah District, from 10 November 2022 to 10 January 2023, during the last two months.

The researcher conducted the first study on Friday, 11 November 2022. In the morning, the researcher came to school early and then entered class XII of senior high school majoring in Social Science (IPS) with permission that the previous teacher gave. Then the researcher first got acquainted with the

students and greeted each other. At that time, the researcher also asked questions about the research related to classroom language learning.

When the teacher entered the class, she first greets the students with greetings and checks the students' attendance. Then the teacher asks the students to remember the previous learning material before starting the new material they will learn. The teacher also provokes students not to be nervous and enjoy the language learning process by inviting them to discuss hot news that is trending on social media but has a positive effect on those who know the information. For example, when there was a case of a child who had the heart to sue his biological mother in court because of the inheritance from his late father that he wanted to fall into her hands. In that case, the teacher advised the students not to do something like that someday because it is terrible. Then, the teacher chooses a student to read the material they will learn. Then beginning the lesson.

The teacher gives the students a short reading text from English news on the internet containing many unfamiliar words and sentences. For example, the term "Webcast," in the phrase "Webcast," many students were confused about translating the meaning of the word. In addition, there are other examples, such as "Web conference," students are confused about the word's meaning, similar to the previous words. However, these two words have different word meanings even though they both have the prefix "Web" or both contain the prefix in the word. However, at that moment, the teacher

directs the students to observe words containing endings and prefixes that can only be absorbed directly without opening an English dictionary as per the teacher's request.

When students are confused by new words they recognize, they spontaneously ask the English teacher what the word's meaning is. This study shows the use of two different types of compensation strategies at one time, namely "Getting Help," because asking for help by asking the teacher who teaches in class or to the interlocutor when communicating is a strategy communicating which is classified in the type of compensation strategy "Getting Help."

It can be concluded that on the first day of this study, the researcher found the use of two different types of compensation strategies, namely "Using Linguistic Clues and Getting Help," by the students and the teacher.

After the English class was over, the researcher then asked for some time to interview the English teacher and students involved in using compensation strategies in the learning process that had just been completed. The teacher and students were happy to take their time to be interviewed. The researcher interviewed the teacher first, then followed by interviewing the students with questions that had been provided by the researcher before.

The interviews were conducted using a combination of three languages by the researcher, namely, English first and then translated directly by the researcher into Indonesian and interspersed with local languages. This was

done in line with the situation and conditions, and to facilitate the data collection process by the researcher, which then the results of the interview data were summarized by researcher, as follows:

From the results of teacher interviews, the strategy that students often use during the English learning process is "Getting Help" type, this is one of the strategies that students are most interested in the English learning process because the teacher assumed when the students facing difficulties in communicating, asking the teacher is the only way they think can overcome the problems they are facing at that time. Compensation strategies are also effective in learning speaking skills for students in the classroom, both in the English learning process and in daily communication, based on the type of compensation strategies that follow one's situation and conditions.

Then, the interview was continued with 2 students who used this compensation strategy in the learning process that had just been carried out by them,

From the results of the interview, it can be concluded that the first student interviewed said the problem he experienced in the English learning process was the need for more vocabulary, which was caused by his low interest in learning English, then, many words are difficult to pronounce because they rarely practice speaking during the language-learning process, and there is so much English vocabulary that they rarely hear. Some of these

things become obstacles for them in communicating, and the teacher should have explained this communication strategy beforehand.

The results of the second student interview data show that the problems experienced by this student are almost the same as the first student. She has difficulty pronouncing some words in English, so she thought learning English is difficult.

The researcher conducted the second study on Wednesday, 16th November 2022. As usual, in the morning, the researcher came to class early. The researcher observed the teacher who explained material using English combined with Indonesian. When the teacher told a story in the learning process, some students were seen guessing the meaning of the words from the teacher's delivery, so the students took the English dictionary they put in their desk drawers. The researcher observed that some students did not understand the meaning of the English teacher's explanation, so they had to open their English dictionaries to convince them of the meaning of the word the English teacher said.

The researcher asked the students for a moment after the lesson ended to be interviewed regarding what they had just experienced in the English class.

So, it can be concluded, during the English learning process, the "Using Non-Linguistic Clues" type of strategy is also involved in the learning process. It is proven by the results of observations and interviews conducted

by the researcher with several students who use the strategy during the English learning process in the classroom.

Then, the researcher explained to the students who were interviewed that it was a type of compensation strategy, namely “Using Non-Linguistic Clues,” which the compensation strategy included a kind of language learning strategy; indeed, some facts have shown that unconsciously humans can sometimes not realize the little things they do it is a strategy used to be able to overcome the problems they are experiencing. Unconsciously, their thinking skills can be pretty good because when they use them, they focus on solutions to the issues they are experiencing and how to overcome them, not just lament over the problem.

The researcher conducted the third study on Friday, 18th November 2022. As usual, the researcher comes to the class early and observes the learning process. The English lesson was conducted as expected. The teacher entered the grace to say greetings and check the attendance of students. Then she always motivated his students to be enthusiastic about learning, then repeating the previous lesson and then explaining the learning material. After making sure the students understood the material she explained, then the teacher gave assignments to students.

At that time, the teacher asked each student to be able to prepare a sentence that could be used to interact and communicate with other fellow students. Then the researcher observed that several students experienced

difficulties both in terms of lack of vocabulary and how to pronounce it, so some of them chose to switch to their mother tongue to be able to continue their communication for example, “I go to pasar today dengan my mother.” Without them knowing that it is part of a language learning strategy that is classified as a type of compensation strategy namely “Switching Back to Mother Tongue.”

From the results of the research observed by the researcher, it can be concluded that the “Switching Back to Mother Tongue” strategy is widely used by students in the learning process, especially in speaking skills, and based on the results of interviews, the reason students switch to their mother tongue when communicate is that students do not know the vocabulary of the word what they want to say so that the student spontaneously switch to their mother tongue to overcome the communication problems they are facing, but without them realizing that what the students do spontaneously is a language learning strategy.

This research was conducted at the fourth meeting of the research schedule on Wednesday, 23th November 2022. At that time, the researcher first consulted with the English teacher about the material that the teacher would present during the lesson in class so that the researcher could first prepare any additional questions from those that had been made previously as complementary material, after observing the material that the language

teacher will present, the researcher matches what strategies students will likely use in the learning process related to that material.

At the beginning of the lesson, the teacher gave instructions to all students. The teacher asked each student in pairs to make a short conversation which was then read in front of the whiteboard. Then three teams had difficulty with English vocabulary. They did not know a few words in English, so it required them to ask the teacher and their interlocutors,

Couple 1 (Muthia and Raysa)

Muthia : “Hi Raysa, do you want to go to the hmmm.... (school) today?”

This is a snippet of words one of the students spoke when practicing conversation in front of the whiteboard with her interlocutor. When Muthia did not know the English meaning of the word "school," Muthia spontaneously asked her interlocutor, "Raysa, what is the English meaning of the word school," thus without realizing it, Muthia was able to solve the problem she faced by using one type of compensation strategy "Getting Help," namely asking the interlocutor for English vocabulary that she did not know when communicated.

Couple 2 (Sri and Asfiyanti)

Asfiya : “What food do you want to eat today Sri?”

Sri : “I want to eat a... (noodle) today”

Sri did not know the English for the word instant noodles so she was confused when she wanted to answer a question from Asfiya, but Sri quickly

turned to the language teacher who was teaching in class and then asked directly the English for the word *mie instan*.

After class ended, the researcher approached Sri and Asfiya and asked them for a moment to conduct an interview, and during the interview, Sri said that she often asked the teacher when she didn't know the English word she wanted to say. Then the researcher explained again that he had just done a learning strategy classified as compensation. So, it can be concluded that students used "Getting Help" strategy during English learning process in classroom.

As for this study, the researcher also found the use of the "Coining Word" type of compensation strategy. The researcher found that several students used the "Coining Word" strategy in the English learning process in class XII of senior high school majoring in Social Science (IPS). The examples of the use of this strategy found by the researcher during English learning took place, are:

Raysa (Student 1): "Miss, BTW, *Mengapa bahasa Inggris sulit dipelajari oleh seseorang yang tidak menyukainya?*"

The researcher found a student named Raysa, asking the English teacher using the coining words strategy. She used the word BTW in her communication with the teacher. However, after interviewing Raysa, it turned out that she did not know that the abbreviated English word she had just said

was a type of compensation strategy, namely coining words, which is used when students need the correct vocabulary when communicating.

Norhalisa (Student 2): “OMG, Miss, *materi ini terlalu sulit untuk dipahami!*”

The second discovery from the use of the coining words strategy by the researcher was that one of the students, Norhalisa, was talking to her teacher, and she complained about the English subject matter, which she found difficult to understand. At that moment, Norhalisa spontaneously uttered "OMG" meaning "Oh My God." When she said the word, her expression seemed challenging to understand, even though the teacher had not explained the material. At that time, the teacher only asked all students to open specific pages in their English textbooks, which the English teacher would later explain. After interviewing this student, it turned out that he did not know that the "OMG" word he had just said was one type of compensation strategy, namely Coining Words. Then the researcher explained to the student what type of compensation strategy is Coining Words. After listening to the explanation from the researcher, the student finally knew about the types of compensation strategies, included the type of strategy that she used last time.

The fifth meeting was conducted on Friday, 25th November 2022. As usual, the researcher came to the class early and sat in the back corner seat. In the language learning class, the teacher explained the learning material related to speaking skills: "procedure text." This material is a continuation of the previous lesson. In the last meeting, the teacher gave the students an

assignment to make a procedure text, and later each student was asked to come forward to the blackboard to present it.

Then, the researcher found the students using the "Using Mime and Body Movement/Gesture" strategy when they presented the procedure text. The hand is the body gesture they often play when showing or explaining the material. Using hand gestures when presenting or explaining something can make it easier for students to express their delivery.

The researcher found three students who were fluent in presenting their material in front of the audience, and they used hand gestures and loud voices when giving in front of the audience.

The first student who presented using hand gestures and a loud voice was Lidya, and she explained the procedure text about "How to Make Fried Banana." During the presentation, Lidya calculated how much sugar, salt, and water to be put into the fried banana batter using her fingers. Also, when she explained the material, she used hand gestures to describe it. She did this to make explaining the material easier because she thought using hand gestures during the presentation could reduce her nervousness so that she would enjoy presenting the material more.

The second student is Farhan. Farhan is one of the students who are good at speaking English in his class. Farhan has loved English since he was in junior high school. In his presentation, Farhan presented "How to Make Fried Rice." Farhan explained in detail what ingredients were needed to make

fried rice. He played very agile hand gestures during the presentation, which made his presentation easy to understand for the audience as if he understood the material he presented; this proves that this is one of the strategies that can help students communicate because using body gestures can help relax the words they want to say and reduce nervousness in front of the audience or interlocutor.

The third student was Maulida. Maulida presented "How to Make Fruit Salad." She explained what should be prepared first before making fruit salad step-by-step. She counted the first to last step using her fingers. That's where the hand gesture comes into play.

After the class ended, the researcher asked the students to be interviewed briefly. The researcher asked them about this type of compensatory strategy. Almost all students did not know that the hand gesture played when communicating with the interlocutor or audience was one type of compensation strategy. Thus, the researcher again explained the types of compensation strategies and their use.

It can be concluded that this type of compensation strategy is also widely used by students in the learning process, especially in speaking skills, but not many of them know that this is one type of strategy in learning.

The last meeting is on Friday, 06 January 2023. At this meeting, the researcher distributed questionnaires to 20 students of class XII of senior high school majoring in Social Science (IPS), which from the questionnaire

contained observation checklists about the types of compensatory strategies used by students in English learning classes.

Based on the results of the data collected from the observation checklist that has been filled in by students of class XII of senior high school majoring in Social Science (IPS), it showed that students in the learning process rarely use several types of compensation strategies. Several types of compensation strategies are often used in the learning process, and they use one favorite strategy during the language learning process.

Some strategies that students least use when learning, are "Avoiding Communication Partially and Totally, Adjusting or Approximating the Message, Selecting the Topic and Using a Circumlocution or Synonym" the use of these strategies was not found by researchers in English language learning. Several types of compensation strategies are widely used by students in the learning process, among others, "Getting help, Switching Back to Mother Tongue, Using Mime or Body Movement/Gesture, Using Linguistic Clues, and Using Non-Linguistic Clues. Among several strategies that students widely use during the learning process, one favorite strategy that students like the most are "Getting Help." Researchers very often find this strategy during the learning process.

2. Students' Purposes in Using Compensation Strategies in Learning English

In this study, the second focus of the researcher is the purpose of students using compensation strategies in the language learning process.

Compensation strategies play a role in the language learning process in class XII of senior high school majoring in Social Science (IPS).

The researcher interviewed and observed to obtain data regarding the purpose of students using compensation strategies in the language learning process, "What is your purpose for using compensation strategies in the language learning process?".

Based on the results of observation data conducted by the researcher for six meetings, it shows that students are dependent on this strategy in the language learning process, especially on their communication skills, this is evidenced by many students who use this types of strategy during the learning process, such as; Using Linguistic Clues and Using Non-Linguistic Clues, then, Overcoming Limitations in Speaking and Writing, which consists of several types namely Getting Help, Switching Back to Mother Tongue, Coining Word, Using Mime and Body Movement/Gesture. This means that students invent words or use synonyms, pantomime or appropriate gestures to carry out their conversations and learning.

Based on the result of interview, it can be concluded that almost all students' answers are the same, they use compensation strategies in the learning process to make it easier for them to communicate, and they use compensation strategies to deal with problems when speaking or communicate, such as some examples that the researcher in the discussion of the previous discovery has found.

Based on the problem and previous research, the authors also investigated what compensation strategies are most widely used in overcoming limitations in speaking activities to avoid communication gaps. Compensation strategies are alternative strategies to guide students in overcoming their difficulties in mastering the language.

Compensation strategies play a role in the communication process of students in class XII of senior high school majoring in social science (IPS). Based on the results of interview data and questioner analysis, it proves that students use a lot of compensation strategies in the communication process during the learning process. Some of them use this strategy to be able to continue communicating with their interlocutors even though they are not fully in English, because the purpose of this itself is to be able to help users in communicating, so that communication is not interrupted so that interlocutors can continue to capture the meaning of the messages contained in their communication.

In communication, speaking is a key skill. Compensation strategies are a part of communicative competence that has many advantages. In communicative competence, compensation strategies aim to guide learners to be successful in mastering foreign language and confidence in communication.

B. Discussion

In this discussion the researcher finds that students are using compensation strategies as strategy in speaking class that based on Oxford and Rebecca who write that students using compensation strategies in speaking class, there are:

1. Students' Use of Compensation Strategies in Learning English

Based on the results of researcher observations and interviews conducted at MAPK NU Haruyan, one of the secondary schools in Hulu Sungai Tengah District, from 10 November 2022 to 10 January 2023, during the last two months. The study was conducted at six meetings. Each achieved different research analysis results.

Observation in this study was conducted to find out how the use of compensation strategies by students in the learning process in the classroom in speaking skills, which there are two meetings in one week. Each meeting has different materials and titles with other skills, but what the researcher focuses on in this study is students' speaking skills related to the use of compensation strategies in the communication process in the language classroom and the purpose of students using this strategy in the learning process. The researcher also made an observation checklist to get accurate data on the learning process by using compensation strategies in the classroom. The observation data that have been identified will be described in the following discussion.

There are various types of compensation strategies used by students during the language learning process in the classroom which; include two types, namely Intelligent guessing and Overcoming Limitations in Speaking, which follow the theory put forward by Oxford & Rebecca (1990) compensation strategies as language problem-solving techniques consist of various mental or physical activities carried out by students to resolve any language learning problems they encounter, and are divided into guessing intelligently and overcoming limitations in speaking and writing, which each of these strategies has a more specific strategy, which will be discussed in the following discussion.

In the first meeting, the researcher found the use of compensation strategies during the English learning process. The teacher gives the students a short reading text from English news on the internet containing many unfamiliar words and sentences. For example, the term "Webcast," in the phrase "Webcast," many students were confused about translating the meaning of the word. In addition, there are other examples, such as "Web conference," students are confused about the word's meaning, similar to the previous words. However, these two words have different word meanings even though they both have the prefix "Web" or both contain the prefix in the word. This event follows the theory put forward by Oxford (1990), "using linguistic knowledge of suffixes, prefixes and word order to guess meaning," namely guessing the meaning of words by using suffixes, prefixes or word

order to think the purpose about. When someone is confused when communicating or interpreting a word, they can guess the meaning of the word based on the suffix, prefixes, or word order contained in the word, such as the example that has been experienced in the learning process in class XII of senior high school majoring Social Science (IPS). "Webcast" is formed from the words "Web + Broadcast." The word "Webcast" cannot be absorbed directly because the "st" at the syllable's end is uncommon in Indonesian. We take the term from its element, webcast. As another example, "Web Conference," a word formed by the combination of "Web + Conference," is defined by the term teleconference or a web conference. The word "Web" here can be interpreted as something related to online. However, at that moment, the teacher directs the students to observe words containing endings and prefixes that can only be absorbed directly without opening an English dictionary as per the teacher's request.

When students are confused by new words they recognize, they spontaneously ask the English teacher what the word's meaning is. This event follows the theory put forward by Oxford (1990), "asking someone for help in a conversation by hesitating or explicitly asking for the missing expression." This study shows the use of two different types of compensation strategies at one time, namely "Getting Help," because asking for help by asking the teacher who teaches in class or to the interlocutor when

communicating is a strategy communicating which is classified in the type of compensation strategy "Getting Help."

Based on the results of interview data that has been summarized by researcher, the strategy that students often use during the English learning process is "Getting Help" type, this is one of the strategies that students are most interested in the English learning process, because the teacher assumed when the students facing difficulties in communicating, asking the teacher is the only way they think can overcome the problems they are facing at that time. Compensation strategies are also effective in learning speaking skills for students in the classroom, both in the English learning process and in daily communication, based on the compensation strategies that follow one's situation and conditions.

It can be concluded that on the first day of this study, the researcher found the use of two different types of compensation strategies, namely "Using Linguistic Clues and Getting Help", by the students and the teacher.

Based on the research observed in a second meeting. When the teacher told a story in the learning process, some students were seen guessing the meaning of the words from the teacher's delivery, so the students took the English dictionary they put in their desk drawers. The researcher observed that some students did not understand the meaning of the English teacher's explanation, so they had to open their English dictionary to convince them about the importance of words conveyed by the English teacher. Then, the

researcher explained to the students who were interviewed that it was a type of compensation strategy, namely "Using Non-Linguistic Clues," which the compensation strategy included a kind of language learning strategy; indeed, some facts have shown that unconsciously humans can sometimes not realize the little things they do it is a strategy used to be able to overcome the problems they are experiencing. Unconsciously, their thinking skills can be pretty good because when they use them, they focus on solutions to the issues they are experiencing and how to overcome them, not just lament over the problem.

An example of the use of compensation strategies of the type "Non-Linguistic Clues" experienced during the language learning process by students in class XII of senior high school majoring in Social Science (IPS); An example of the use of the "Non Linguistic Clues" type compensation strategy experienced during the language learning process by XII grade high school students majoring in Social Sciences (IPS) based on the results of interviews conducted by the researcher to a student named Fatimah, she was confused when listening to the meaning of the words "The doctor asks me to take medicine." Fatimah said, "at first I thought it meant "take medicine," but I thought that meaning was not appropriate based on the setting of the place and time told in the story, so I interpreted it with "take medicine," because in the story that I listened to someone came to visit a sick person in the hospital, and the sick person said the phrase, "The doctor asks me to take medicine."

Based on that sentence, the meaning of the word "Take" there is the same as "Drink." The next example was experienced by a student named Norhalisa; she was also confused when capturing the meaning of the words "Have a sweet tooth" Initially, she thought the meaning of the word was related to sweetness because the sentence in the story contained "Bella and Tiara can't resist chocolate and ice cream! She has a sweet tooth." Still, after listening to the setting and plot of the story, which tells about friendship, it turns out that the meaning of the words "Have a sweet tooth" is "Bella and Tiara are very lucky to meet by chance after a long time without seeing each other who they are close friends before." The events that occurred were following the theory put forward by Oxford (1990) "The learners use this strategy by seeking and using clues that are not language based to guess the meaning of what is heard or read in the target language and including knowledge of context, situation, text structure, personal relationship, topic, or general world knowledge."

So, it can be concluded, during the English learning process, the "Using Non-Linguistic Clues" type of strategy is also involved in the learning process, it is proven by the results of observations and interviews conducted by researcher to several students who use the strategy during the English learning process in the classroom.

Oxford and Rebecca's (1990) compensation strategies as language problem-solving techniques consist of various mental or physical activities carried out by students to resolve any language learning problems they

encounter. They are divided into guessing intelligently and overcoming limitations in speaking and writing. Overcoming limitations in speaking help learner make up for the need for more knowledge. There are some types of Overcoming limitations in speaking strategies used by students during the English learning process in class XII grade high school majoring in Social Science (IPS) as; Switching back to mother tongue, Getting help, Using mime and body movement/gesture and Coining word.

Oxford (1990) uses the mother tongue for an expression without translating it into speaking. As a compensation strategy, it is used when learners face difficulties while “speaking” in the second language. From the data that the researcher has analyzed, several students experienced challenges both in terms of lack of vocabulary and how to pronounce it, so some of them chose to switch to their mother tongue to be able to continue their communication, but without them knowing that it is part of a language learning strategy that is classified as a type of compensation strategy namely “Switching Back to Mother Tongue.”

From the results of the research observed by the researcher, it can be concluded that the "Switching Back to Mother Tongue" strategy is widely used by students in the learning process, especially in speaking skills, and based on the results of interviews, the reason they switch to their mother tongue when communicating is that they do not know the vocabulary of the word what they want to say, so that spontaneously switch to their mother

tongue to overcome the communication problems that they are facing, but without them realizing that what they do spontaneously is a language learning strategy. As an example found by the researcher, "I go to pasar today dengan my mother," The underlined word "*pasar & dengan*" there is the mother tongue combined with English, which aims so that communication with the interlocutor does not stop or can still be continued, and another example "I go to school pagi-pagi today" The underlined word is the mother tongue that the student uses when they do not know the English of the word "*pagi-pagi*," and many other examples that researchers encountered during the research.

Oxford (1990) stated, "asking someone for help in a conversation by hesitating or explicitly asking for the missing expression." Based on the research data and interviews conducted by the researcher, almost all students use this strategy in the English learning process. For example, in a conversation practiced in pairs by students in front of a whiteboard, "Hi Raysa, do you want to go to the hmmm.... (school) today?". This is a snippet of words one of the students spoke when practicing conversation in front of the whiteboard with her interlocutor. When the student did not know the English meaning of the word "school," he spontaneously asked his interlocutor, "Raysa, what is the English meaning of the word "school," thus unconsciously, he solved the problem she faced by using one type of compensation strategy "Getting Help," namely asking his interlocutor about

the English vocabulary he did not know when communicating. Then, another example from this strategy; Sri and Asfiyanti have a conversation in front of the whiteboard, and then there is the word, "I want to eat a... (noodle) today" Sri did not know the English for the word instant noodles, so she was confused when she wanted to answer a question from Asfiya, but Sri quickly turned to the language teacher who was teaching in class and then asked directly what the English from *mie instan*.

The Coining words strategy is a type of Compensation strategy. This strategy is defined as "making up new words to communicate the desired idea" (Oxford, 1990, p. 50). The research on using this type of compensation strategy in English learning in class XII IPS shows that some students also use this strategy during the learning process. Students use newly invented or short-form words in communication to save time and avoid pronunciation difficulties. The research results found the researcher, for example, when a student asked the teacher like this; "Miss, BTW, *Mengapa bahasa Inggris sulit dipelajari oleh seseorang yang tidak menyukainya?*" The researcher found a student named Raysa, asking the English teacher using the coining words strategy. She used the word BTW in her communication with the teacher. However, after interviewing Raysa, it turned out that she did not know that the abbreviated English word she had just said was a type of compensation strategy, namely coining words, which is used when students need the correct vocabulary when communicating. Another example the

researcher found in this research in class XII of senior high school majoring in Social Science (IPS) is; a student who expressed her surprise when she saw the material, they would learn so tricky. Then she said, "OMG, Miss, *materi ini terlalu sulit untuk dipahami!*" at that moment, she spontaneously uttered the word "OMG," which stands for "Oh My God." When she said the word, her expression was like she had difficulty understanding the material, even though the teacher had not explained the material. At that time, the teacher only asked all students to open specific pages in the English textbook, which the English teacher would later explain. After interviewing the student, it turned out that he did not know that the word "OMG" that he had just said was one type of compensation strategy, namely Coining Words.

Oxford (1990) uses mime and body movement strategy, defined as using "physical motion, such as mime or gesture, in place of an expression during a conversation to indicate the meaning." According to the interview data, "using mime and body movement/gesture strategy" is one of the types of Compensation strategy used by students of class XII high school majoring in Social Science (IPS) in the English learning process.

In the language learning class, the teacher explained the learning material related to speaking skills: "procedure text." This material is a continuation of the previous lesson. In the last meeting, the teacher gave the students an assignment to make a procedure text, and later each student was asked to come forward to the whiteboard to present it. Then, the researcher

found the students used the "Using Mime and Body Movement/Gesture" strategy when they presented the procedure text. The hand is the body gesture they often play when showing or explaining the material. Using hand gestures when presenting or explaining something can make it easier for students to express their delivery. For examples;

The first student who presented using hand gestures and a loud voice was Lidya. She explained the procedure text about "How to Make Fried Bananas." During the presentation, Lidya calculated how much sugar, salt, and water to be put into the fried banana batter using her fingers. Also, when she explained the material, she used hand gestures to describe it. She did this to make explaining the material easier because she thought using hand gestures during the presentation could reduce her nervousness so that she would enjoy presenting the material more.

The second student is Farhan. Farhan is one of the students who are good at speaking English in his class. Farhan has loved English since he was in junior high school. In his presentation, Farhan presented "How to Make Fried Rice." Farhan explained in detail what ingredients were needed to make fried rice. He played very agile hand gestures during the presentation, which made his presentation easy to understand for the audience as if he understood the material he presented. This proves that this is one of the strategies that can help students communicate because using body gestures can help relax the

words they want to say and reduce nervousness in front of the audience or interlocutor.

The third student was Maulida. Maulida presented "How to Make Fruit Salad." She explained what should be prepared first before making fruit salad step-by-step. She counted the first to last step using her fingers. That's where the hand gesture comes into play.

After the class ended, the researcher asked the students to be interviewed briefly. The researcher asked them about this type of compensatory strategy. Almost all students did not know that the hand gesture played when communicating with the interlocutor or audience was one type of compensation strategy. It can be concluded that this type of compensation strategy is also widely used by students in the learning process, especially in speaking skills, but not many of them know that this is one type of strategy in learning.

The researcher distributed questionnaires to 20 students of class XII of senior high school majoring Social Science (IPS), which from the questionnaire contained observation checklists about the types of compensatory strategies used by students in English learning classes. Based on the results of the data collected from the observation checklist that has been filled in by students of class XII of senior high school majoring Social Science (IPS), it showed that there are several types of compensation strategies that are rarely used by students in the learning process and there are also several types of

compensation strategies that are often used in the learning process and there is one strategy that is most favorite used by them during the language learning process.

Some types of strategies that are least used by students when learning takes place are "Avoiding Communication Partially and Totally, Adjusting or Approximating the Message, Selecting the Topic and Using a Circumlocution or Synonym", the use of these strategies was not found by researchers in English language learning. There are several types of compensation strategies that are widely used by students in the learning process, among others, "Getting help, Switching Back to Mother Tongue, Using Mime or Body Movement/Gesture, Using Linguistic Clues, and Using Non-Linguistic Clues. Among several strategies that are widely used by students during the learning process, there is one favorite strategy that students like the most, namely "Getting Help". This strategy is very often found by researchers during the learning process.

2. Students' Purposes in Using Compensation Strategy in Learning English

In this study, the second focus of researcher is the purpose of students using compensation strategies in the language learning process. Compensation strategies play a role in the language learning process in class XII of senior high school majoring in Social Science (IPS). The researcher examined what the purpose of student class XII of senior high school majoring Social Science using this strategy in the language learning process.

The researcher interviewed and observed to obtain data regarding the purpose of students using compensation strategies in the language learning process, "What is your purpose for using compensation strategies in the language learning process?".

Based on the results of observation data conducted by the researcher for six meetings, it shows that students are dependent on this strategy in the language learning process, especially on their communication skills, this is evidenced by many students who use this types of strategy during the learning process, such as; Using Linguistic Clues and Using Non-Linguistic Clues, then, Overcoming Limitations in Speaking and Writing, which consists of several types namely Getting Help, Switching Back to Mother Tongue, Coining Word, Using Mime and Body Movement/Gesture. This means that students invent words or use synonyms, pantomime or appropriate gestures to carry out their conversations and learning.

It can be concluded that almost all students' answers are the same, they use compensation strategies in the learning process to make it easier for them to communicate, they use compensation strategies to deal with problems when communicating. This follows the theory by Richards (2008) who stated that in speaking we tend to be getting something done, exploring ideas, working out some aspects of the world, or simply being together. Prabawa (2016) also reported that the most widely used speaking strategy by Indonesian students is the compensation strategy. Language is a medium of

communication between humans. Language is needed by humans because human language can find their needs by communicating. Speaking English well also helps students access up to update information in fields including science, technology, and health. The students have to master all components of speaking skills (Sari,2019).

The results of the findings of this study are also following with the theory put forward by Moussu and Liurda (2008) that stated the importance of being able to communicate with others in English is seen in the Speaking English course. In general, students find it difficult to convey their ideas, thoughts, questions and so on using English correctly and smoothly. (Moussu & Liurda, 2008).

Speaking is one of four important skills you need to learn in English. It's a tool that can be used to communicate your thoughts and ideas. When you want to say something, you need to be able to effectively use your language. It can be difficult to learn to speak a new language fluently, because you have to learn how to use the right vocabulary, sound the correct way, understand grammar, and so on. Additionally, you need to be able to think about all of these things when you want to speak. The hardest part of learning to speak is thinking about all the different things that go into making a conversation. You have to think about what you want to say, how you want to say it, what the other person is saying, and how to use grammar and

vocabulary. You also have to pay attention to your pronunciation, and be ready to react to what the other person says.

When someone wants to communicate English well and can be understood by the interlocutor, the thing he should do is learn in advance the language learning strategies that follow the skills he will improve, as in this study, the use of compensation strategies tailored to the basic speaking of students in terms of communication. When students are facing difficulties in communicating, then the thing they do is overcome them by using the communication strategies they have learned. To master speaking skill, learners should know not only linguistic knowledge, but also the culturally acceptable ways of interacting with other in different situations and relationship.