2. REVIEW OF RELEVANT LITERATURE

In this chapter, the writer explains about the theories that are used to analyze the data. The relevant theories are theory of Compensatory Strategies stated by Nanda Poulisse, the explanation of the differences between Compensatory Strategies and Communication Strategies, and some factors that can influence the Compensatory Strategies use: theory of characteristics of good and poor learners, constraints on communication use and language transfer. The related studies are taken from the previous studies. The theories and studies also help in determining the term of Compensatory Strategies.

2.1. Review of Relevant Theory

In this part, the writer first gives a little explanation about Communication Strategy and Compensatory Strategy, which differentiates Compensatory Strategy from Communication Strategy. Then, the writer elaborates the theory of Compensatory Strategies, which is used to analyze the strategies used by the respondents, as an underlying theory. For the supporting theories, the writer uses theory of the characteristics of good and poor learners and constraints on communication use.

2.1.1. Communication Strategy versus Compensatory Strategy

The writer contrasts these two theories; Communication Strategies and Compensatory Strategies, because the writer wants the reader to know that Compensatory Strategy is different with Communication Strategy. By contrasting these two theories, the writer also wants to show the most successful strategies which help L2 learners to communicate smoothly.

Communication Strategy is the way of coping with the situation when the learners find difficulty in expressing their meaning because of the gaps in their

linguistic repertoire. In the Communication Strategy, there are eight types of Communication Strategy, that is avoiding communication, adjusting the message, using paraphrase, using approximation, creating new word, switching to the native language, using non-linguistic resources; like mime and gesture, and seeking help from friends or teachers (Littlewood, 1984, pp.83-85). Based on the types of Communication Strategies above, it seems that the learner who uses these strategies does not really know the target language. Possibility, s/he just starts learning the target language. Besides, this strategy does not give solution lexically. That is why; using non-linguistic resource, seeking helps, and avoiding communication are included in this strategy.
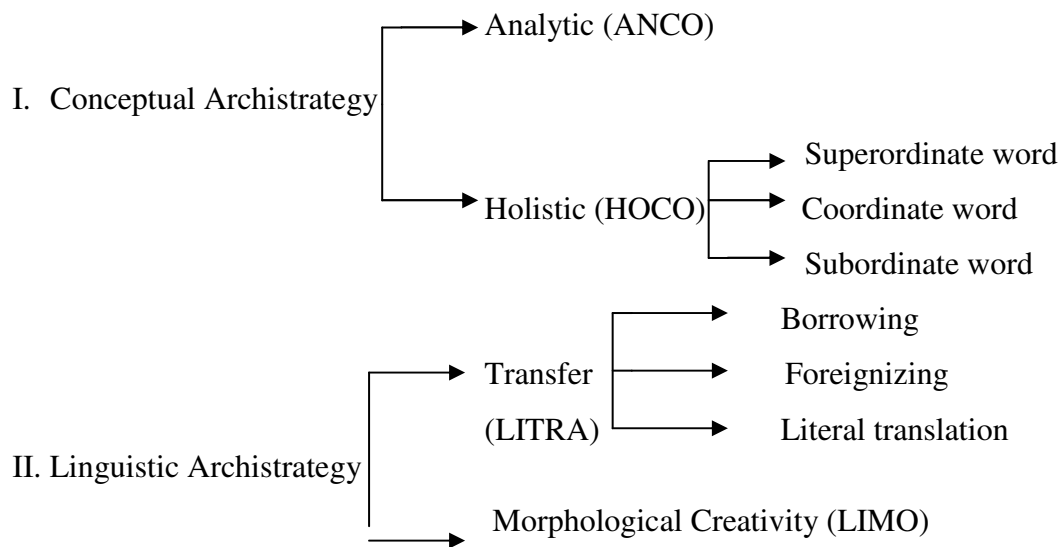
Meanwhile, the Compensatory Strategy is the process or strategy which operates on the conceptual and linguistic knowledge as the alternative ways to make the conversation going when their linguistic weaknesses make them difficult to communicate their intended meanings. These strategies focus on the solution of lexical problems. These strategies help the students to use other words to compensate the words which are problem for the students (Poulisse, 1990, pp.192-193). In this strategy, the mime and gesture are used to indicate that the learners are facing difficulties in expressing their idea. Based on the definition of Compensatory Strategies above, it can be conclude that the students who use these strategies know the target language but because of their limited linguistic knowledge, they cannot mention their intended meaning.

Thus, the writer thinks that the Compensatory Strategies is better than Communication Strategies because Compensatory Strategies help students more to make the communication going smoothly.

2.1.2. Compensatory Strategies

As the writer explained above that Compensatory Strategies are processes which operate on the conceptual and linguistic knowledge, the Compensatory Strategies have two main types; Conceptual and Linguistic archistrategy. The complete types of Compensatory strategies will be explained below (Poulisse, 1990, pp. 192-193).

Types of Compensatory Strategies

I. Conceptual Archistrategy
- Analytic (ANCO)
- Holistic (HOCO)
  - Superordinate word
  - Coordinate word
  - Subordinate word

II. Linguistic Archistrategy
- Transfer (LITRA)
  - Borrowing
  - Foreignizing
  - Literal translation
- Morphological Creativity (LIMO)

2.1.2.1. Conceptual Archistrategy

The speaker who uses this strategy may refer to the intended meaning by listing some of its properties or by substituting the word for a related concept which shares some of the criterial properties. There are two strategies which are referred to this concept.

a. Analytic (ANCO)

In analytic strategy, the speaker describes the components and characteristics of the target word, such as the function, location, shape and color. It is also called circumlocution or paraphrase or description in earlier taxonomies. In this strategy, the listener will be able to infer the intended meaning from the characteristics which have been mentioned. For example, recalling her favorite movie, a learner utters, "The woman waited him everyday at …*mmm…the place where the ships stop…*". In this example, the learner actually wants to say *harbour,* but because she / he does not know, she compensates it by describing the characteristic of the place; the place where the ships stop.

b. Holistic (HOCO)

In Holistic strategies, the speaker replaces the target word with other word which has similar meaning to the intended one. This strategy is also can be called as approximation. The words used to replace the target word can be included as Superordinate, Coordinate and Subordinate word. **Superordinate word** is the word that is used to replace the target word has higher hierarchical level than the target word. For example: Describing the ice cream he ate yesterday, a learner says: "Yesterday we ordered ice cream with ...uh...uh...*fruit* on it." In this example, the speaker actually wants to say *pineapple,* but because he does not know, he replaces it with *fruit.* **Coordinate word** is the word used to replace has the same hierarchical level as the target word. For example, a learner is describing a picture, "Here the queen is wearing a crown and she is holding a lot of *roses*". In this example, actually the flowers in the picture are daffodils, but the speaker replaces them with roses. Then **Subordinate word** is the word used to replace has the lower hierarchical level than the target word. For example, talking about a well known jewelry store, a learner says, "The *necklace* stores always crowded by many people, especially near new year….". In this example, the speaker compensates jewelry with a kind of jewelry that is necklace.

2.1.2.2. Linguistic Archistrategy

In this strategy, the learner uses his or her linguistic knowledge of the native language (L1) to compensate the target word. Second language (L2) and foreign language (Ln) can be the source for the learner in this strategy. There are two kinds of linguistic strategy:

a. Transfer (LITRA)

In this strategy, the learner switches to or borrows from the native language or foreign language, and it includes the features of similarly available in other taxonomies; borrowing, foreignizing, and literal translation. **Borrowing** is the strategy which the speaker borrows his/her L1 or Ln. For example, when a student had to say alu and lumpang in English, he said, "Then Dayang Sumbi took the..uh..uh..*alu* and *lumpang* uh to make rice. In this example, the

speaker borrows her native language (Indonesian) to replace the target word. In **Foreignizing,** the learner makes her native language looks as the target language. For example, a learner gets difficulty to say tap, so he foreignize his first language into second language. In his native language it is called kran, so he pronounces kran into /krýn/. In **Translation,** the learner translates her / his native language into the target language. For example, a learner is describing a picture: ".uh and there is uh…uh..closing food after they eat." In this example, the learner compensates the dessert with closing food that is a translation from her first language into the target language.

b. **Morphological Creativity (LIMO)**

In this strategy, learners create in L2 by modifying an existing L2 word using the learner's knowledge of L2 morphological rules. For example: a learner said 'ironize' to refer to 'to iron'. In addition, another example from this study is that a student said "*deer's liver"* to refer to deer liver.

The distinction between ANCO and ANCO+HOCO could not be maintained so that the type of ANCO+HOCO had to be treated as ANCO (Poulisse, 1990, pp. 110-111). Therefore there are only four types of Compensatory Strategies which will be discussed below.

In other words, the characteristics of the types of Compensatory Strategies above can be summarized as follows.

2.1.3. Characteristics of the Good and the Poor Second Language Learners

Joan Rubin (1985, p.15) stated that good language learners have high motivation to communicate, no matter where they are. The good language learners also take and create opportunities to practice what they have learned. The good language learners are willing to take a risk, sometimes they are willing to appear foolish in order to communicate. The good language learners actively attempt to develop their target language by learning from errors and seeking correction from informants. In addition, the good language learners try to think in the target language as soon as possible and pay attention to the meaning.

Meanwhile, the poor language learners are often frustrated by methods that are not appropriate for them. The poor language learners have low motivation and interest to communicate, and also lack desire for satisfaction and immediate needs. In addition, the poor language learners adopt the passive attitude.

2.1.4. Constraints on Communication Use

According to Beattie, there are two factors that can be the cause of the Compensatory Strategy use. They are lack of linguistic knowledge and lack of time in doing the task (Beattie, 1980).

As to the use of Compensatory Strategies, it will be clear that lack of linguistic knowledge is a most relevant factor, because the decision to use a particular Compensatory Strategies will depend on the speaker's ability to encode it. Time is also an important factor because the use of some Compensatory Strategies types makes heavy processing demands, which cannot be met under certain time constraints. Moreover, the time that is needed to think of an alternative encoding-procedure may be long so that the speaker risks losing his turn. However, the writer will exclude the lack of time as the factor which can influence of the Compensatory Strategies use because in this research, all of the subjects are given the same time that is 30 minutes to retell the story.

In this respect, it is important that the extent to which a speaker is tended to satisfy may depend on his personality. It is generally known that some people prepare to spend much effort than others to reach their goals. Clearly, individual differences like this may affect the Compensatory Strategies use too.

2.1.5. Language Transfer

According to Susan Bull (sited from Odlin, 1989, p.27), transfer is the influence as a result from similarities and differences between the target language and any other language that has been acquired before. The direction of transfer depends on which language had been studied or most frequently used recently. Krashen stated that in language transfer the learner uses her own L1 as a source. He also stated that all learners fall back on their mother tongues, particularly in the early stages of language acquisition.

According to Littlewood (1991, p. 17), there are two types of transfer; positive and negative transfer. Positive transfer is when first language habits are helpful to acquire second language habits. As an example, for the English person learning French, the English pattern (e.g. the dog eats the meat) can be transferred directly into French (Le chien mange la viande), so far as word order is concerned. The sentence is normal subject-verb-object sequence. Negative transfer is when the first language hinders the learner in learning the new one. This is also called as interference. Still use the example above but the object is replaced with a pronoun, 'The dog eats it', it still uses the same order as before. However, French places the object before the verb; 'La chien la mange' and it will influence him to say 'Le chien mange la'. In this way, differences between the two languages lead to the interference, which is the cause of learning difficulties and errors. However, as argued by Susan Bull, the source of (positive and negative) transfer is not only the learner's native language but also other foreign languages known. For example, a Dutch learner of English who also learns Spanish and French will do transfer not only from Dutch but also from Spanish or from French.

Still relates to transfer, Susan Bull (sited from Wang and Garigliano, 1992) believes that translation exercises are one of the most powerful methods of minimizing negative language transfer. Translation will reduce the student's avoidance of structures which he is unsure.

There are two factors that can influence the language transfer. The first is learner's proficiency in his language background. Ringbom (1983) suggests that proficiency becomes a determinant which affects the extent of transfer; a student

is more likely to transfer from a language which is more mastered and frequently used. The second is language distance between each of the languages he knows and the target language, that is his perception of the degree of similarity between each of these languages. It means that a Dutch learner of English who also learns French and Spanish will have perception that there are similarities between Dutch, Spanish, French and his target language (English). Longer the distance between the target language with other foreign language he knows more rarely he will use the foreign language.

2.2. Review of related studies

There are already some studies about compensatory strategies. Moreover, the writer gives a brief summary about those studies.

2.2.1. The Nijmegen Study

The related study of Compensatory Strategies is the Nijmegen Taxonomy that has been done by Nanda Poulisse in collaboration with Theo Bongaerts and Eric Kellerman published in 1990 entitled "The Use of Compensatory Strategies by Dutch Learners of English". This study involved 45 Dutch learners of English at theree different proficiency levels; advanced, intermediate, and beginning. The advanced learners were second –year university students and had studied English for at least 7 years; intermediate learners were students who had studied English for 4 or 5 years, and the beginners were the students who had been learning English just for 2 years. They were asked to do four types of task, that is:

I.   to name or describe in English 20 concrete unfamiliar objects;

II.   to retell in English four one-minute stories told to the subjects in Dutch;

III.   to have a fifteen-minute interview on everyday topics with a native speaker of English.

For the result, it was found that there are differences in the subjects' use of Compensatory Strategies in tasks I, II, and III. In the picture description task (task I) the strategy which are dominantly used by the subjects was analytic, while in the story retell task (task III) and particularly in the oral interview (task IV) holistic and transfer strategies were also used relatively frequently.

The writer decided to use only the story-retelling task as the method of collecting the data because the problematic words and the content of the data can be controlled. However, the writer's study uses the vocabularies, which are related to the Indonesian culture that is from Indonesian folk story. The writer also has already decided the vocabularies, which can be problematic for the subjects.

2.2.2. The Ursula's study (2000)

In the review of related study, the writer uses the study done by Ursula (2000). She analyzed the compensatory strategies used by the Tourism students of Petra Christian University. In order to collect her data, she used five stories-retelling tasks. She gave the stories-retelling task to 8 students and then she did the retrospective comments. She wanted to find out the most type of compensatory strategies used by the subjects. She used three short stories. She did the study based on the theory of compensatory strategies by Nanda Poulisse. In the finding, she found the most strategy used by the Tourism students is HOCO. The following strategy after HOCO is ANCO. In addition, the least strategy they used is LITRA. However, the subjects did not use LIMO strategy   because it needed the creativity of the subjects to create L2 with existing English morpheme.

The writer chooses this study as the related study because this study is similar to the study that is done by the writer. The theory used is the same that is theory of Compensatory Strategies stated by Nanda Poulisse. The differences are she analyzed the students of Tourism while the writer compares the good and the poor students of Speaking VI and Speaking II of English Department, Petra Christian University. In addition, she used five stories to be retold in English by the subjects, while the writer just uses one story with ten problematic words because the writer thinks that one story is enough to elicit the Compensatory Strategies.