

## PRONOUNCEMENT

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Declares that this thesis she wrote to fulfill of requirement for the degree of Sarjana Pendidikan (S.Pd) in Tarbiyah Department, the State College for Islamic Studies Palopo entitled, "Classroom Management and The Use of Hypnoteaching Method in Language Teaching at The Twelfth Year Students of SMA Muhammadiyah Palopo". Is truly my original work. It does not incorporate any materials previously written or published by another person except those indicated in quotations and bibliography. Due to this fact, I am the only person responsible for this thesis if there is any objection and claim from others.

Palopo, February 18<sup>th</sup>2014

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Aamiin.

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**The writer,**

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## ABSTRACT

**Irma Yulianti, 2014. "The use of Hypnoteaching Method in Language Teaching at The Twelfth Year Students of SMA Muhammadiyah Palopo". Thesis, English Study Program of Education Department of The State College for Islamic Studies (STAIN) Palopo. Consultant I, Dr. Djumharia Djamereng, M.Hum and Consultant II, Amir faqihuddin, S.Ag., M.Pd.i**

**Key Words: *Hypnos and Hypnoteaching.***

This action research is done to improve the student's passive voice mastery at SMA Muhammadiyah Palopo by the use of Hypnoteaching Method. the problem statements as "What is the effective way in teaching English by the use of Hypnoteaching Method in language teaching at the twelfth year students of SMA Muhammadiyah Palopo? And How is the student's response in teaching English by the use of Hypnoteaching Method". The scope of the research was restricted to the application of Hypnoteaching method in English teaching especially passive voice.

This research applied classroom action research with cycle 1 and cycle 2. The procedures of the research consist of identifying the problems, planning the action, implementing the action, observing the action, and reflecting the result of the research. In collecting the data, the researcher used tests, interview, observation, and questionnaire. the researcher acts as a teacher who conducts the action research in the classroom and she is helped by the collaborator.

The result of this research shows that there were significant developments on student's grammar skill especially passive voice at the twelfth year students of SMA Muhammadiyah Palopo after conducting the cycle by using of hypnoteaching method. In which, the score of cycle 2 is bigger than the score of cycle 1 it means that these methods were effective way in English learning to the students and the students gave positive responses toward English learning.

The score in cycle I is only 64,16 and cycle II the score makes progress to be 75. It means that the students at the twelfth year students of SMA Muhammadiyah Palopo encouraged. The teacher should be creative and selective in finding and making the materials. Students should add their knowledge and skills in English by finding the forms of the grammar aspects in the other sources except their course book, in order to have better understanding of the application of what they study in the class in their daily life so the students can be motivated.

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## CHAPTER 1

### INTRODUCTION

#### *A. Background*

Language learning is important for human's social development. As a language which is used by more than a half of population in the world, English holds a key as international language. English is a tool of communication among people of the world to get trade, social-cultural, science, and technology goals. Moreover, English competence is important in career development, therefore students need to understand and use English to improve their competence to face global competition.

English is an international language which has a significant role in the various fields of activities in the world. The ministry of National Education has decided that English as a first foreign in Indonesia which had been taught from elementary school as a local content, and Junior High until Senior High School as a compulsory subject up to University level. Now a days, teaching English becomes very important and needs to take into accounted.

Under the government policy, the Ministry of National Education develops new curriculum to improve the education quality that is Competency Based Curriculum. The success of the Curriculum may be considered successfully if

followed by the change of teaching and learning strategy at class, the choosing of media, and the assessment process.<sup>1</sup>

I pay attention to the grammar in English language so that the students can arrange the words into understandable sentence. Unfortunately, in mastering those skills and components of language there are some learners at SMA Muhammadiyah Palopo make the error. According to Spratt, Pulverness and Williams they stated that the learners who make an error cannot correct their error by their own selves. So, the teacher should correct the error made by the learners. Grammar is needed even in communication. Without the adequate knowledge of grammar the student will find many problems to build up the sentences and express their idea for communication activities. Grammar cannot be separated with words and sentences, because based on the explanation above; grammar is a rule to organize the words into understandable sentence. There are many contents of grammar. But it is going to be hard if the learner have to figure out about them, so the researcher will focus about passive voice.

The learning process in a classroom atmosphere should be interesting, enjoyable, comfortable and fun. One of the alternative method that assumed may encourage learners in learning English is *Hypnoteaching*. *Hypnoteaching* is a teaching method that applies suggestion in application. In this way problem in students' psychology when they got some failures can be solved and eliminated. This

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<sup>1</sup>Wira, Online: <http://educationgrammar.blogspot.com/2013/03/od/basicssentencegrammar.htm>. Accessed on June 28<sup>th</sup> 2013.

method is a spirit method which can encourage, and foster students to acquire their foreign language effectively. Finally, students could be motivated to study and be more creative.

The use of *Hypnoteaching* can make students to learn faster than a conventional teaching methods. They retain learning much longer, and have a lot of fun in class. Moreover, the students not only had fun learning, but also they absorb subject matter at greatly increased rates. In fact, the result is that the students learn material 3 to 5 times faster than with normal teaching methods.<sup>2</sup>

There are a lot of special things in this method. Such as positive suggestions from teacher, classroom set up such as the classroom is designed as comfortable, nice, cool and fun as possible by making students sit in a circle cooperating each other with their friends and also by placing some pictures are related to the material that putting on the classroom wall, and the walls are decorated with scenes from a country where the target language is learnt. Furthermore, the unique of this method is using soft music. The brain would be in the best condition to study when it was in Alpha condition. And the soft music is called as the alternative music which could stimulate and activate the brain in Alpha condition.<sup>3</sup>

Based on the researcher's observation, most of the students were still confused to construct the correct sentences grammatically. Especially when using

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<sup>2</sup> Ibnu Hajar. *Hypnoteaching (Memaksimalkan Hasil Proses Belajar-Mengajar dengan Hypnoterapi)*, Diva Press Jogjakarta, 2011. p. 83.

<sup>3</sup> Milton Erickson H. & Rossi E. L, *Experiencing Hypnosis: Therapeutic Approaches to Altered States*, New York: Irvington Publisher, 1981. p. 37.

irregular verbs in forms passive voice. That is way, the researcher is interested in doing a research about grammar especially structure passive voice. It aims to help and make the students to be able to understand it. In this case she will apply Hypnoteaching method. The title is “The Use of Hypnoteaching Method in Language Teaching to The Twelfth Year Students of SMA Muhammadiyah Palopo”.

### ***B. Problem Statements***

Based on the background, the researcher formulated the problem statements as follows:

1. What is the effective way toward teaching English by Using Hypnoteaching Method in Language Teaching at The Twelfth Year Students of SMA Muhammadiyah Palopo?
2. How is the Student’s response toward teaching English by Using Hypnoteaching Method in Language Teaching at The Twelfth Year Students of SMA Muhammadiyah Palopo.

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### ***C. Objectives of the Research***

Related to the problem statements above, the objectives of the research as follows:

1. To find out the effective way in teaching English by using of Hypnoteaching Method in Language Teaching at The Twelfth Year Students of SMA Muhammadiyah Palopo.

2. To find out the student's response in teaching by Using Hypnoteaching Method in Language Teaching at The Twelfth Year Students of SMA Muhammadiyah Palopo.

#### ***D. Significances of the Research***

The significances of this research as follows :

1. Theoretically, the methods will be expected to add the theories of motivate especially in teaching grammar.
2. Practically, to give some information for English Teacher as a guide in teaching English especially passive voice that Hypnoteaching is good method which can be applied and can rise up the student's understanding in learning English especially passive voice.
3. As the reference for researcher who wants to continue and increase this research to be perfect.

#### ***E. Scope of the Research***

The scope of the research was restricted to the application of Hypnoteaching Method in teaching grammar especially passive voice. This method intend to student's psychical barriers during learning and teaching process to understand and encourage the student's grammatical in learning English especially passive voice until the feeling of the students so that the students not only

memorizing the structure but figure out it and the students can be more comfortable, enjoyable and fun to the twelfth year students at SMA Muhammadiyah Palopo.

#### ***F. Definition of Term***

To get general understanding about the aim of the title of this research”The Use of Hypnoteaching Method in Language Teaching at The Twelfth Year Students of SMA Muhammadiyah Palopo”, the researcher gives operational defenition as follows :

1. Hypnoteaching can be comprehended as suggesting the students to be smart. Teaching by hypnosis method is the up to date method applied in teaching learning activity whether informal or formal learning, if the hypnotic is only done as a treatment, in it is development hypnotic can be used as a method of teaching and learning in the world. Although in Indonesia has not been used, but hypnoteaching had been shown as the effective in optimizing the teaching and learning process at school.

2. Teaching is the process of carrying out those activities that experience has shown to be effective in getting students to learn to cause or help (someone) to learn about a subject by giving lessons.

3. Learning is often defined as a relatively lasting change in behavior that is the result of experience. Learning is not something done to students, but something that students themselves do” if you have ever carefully planed a lesson only to find out that the sudents just did not “get it”, consider that your lesson should be designed

not just to impart knowledge but also to lead students through the process of their own learning.



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## CHAPTER II

### REVIEW OF RELATED LITERATURE

In this part, the researcher presents review of related literature consists of previous study and some pertinent ideas.

#### *A. Refiew of Related Literature*

##### **1. The previous study**

- a. Rosemarry Bernadette”the effectiveness of teaching passive voice by using oral drill technique for first grade students of tri arga senior high school” the teaching learning process by using oral drill student learning can be more relaxed with the use of oral drill the other hand they are more enthusiastic and excited.<sup>4</sup>
- b. Mgr. Karolina Zigackova “passive voice and its meaning in legal English” The focus of the present thesis is the relationship between legal language and society. The first part examines linguistic aspects of this specific variety of English, the second chapter introduces the ‘Plain English Movement’ and points to the arguments of those claiming that the language of the law should be more accessible to the wider public.<sup>5</sup>

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<sup>4</sup> Rosemarry Bernadette, *the effectiveness of teaching passive voice by using oral drill technique for first grade students of tri arga senior high school*, Bina Nusantara University. p. 5

<sup>5</sup> Mgr. Karolina Zigackova, *passive voice and its meaning in legal English*, Masarykiana Brunensis University. p. 4



## **2. Some Pertinent Ideas**

### **A. The Concept of Hypnosis**

#### **1. Hystory of Hypnosis**

The origins of hypnosis go back many millenia; indeed many ancient cultures and civilisations knew of hypnosis and used it as a therapeutic device. Documents from the Ancient Egyptians, Greeks, Romans, Indians, Chinese, Persians and Sumerians show extensive studies in hypnosis, altered states of consciousness and parapsychology. Hypnosis was considered as a cure for many physical and emotional ailments and disorders.

In other words hypnosis is at least more than 6,000 years old; some scholars claim that it could be as old as Prehistory as certain cave paintings show priests apparently in state of trance as well as geometrical designs thought to depict visions seen in an altered level of consciousness.

Although there was some use of hypnosis by the Druids in Ancient Britain and Gaul, the development and introduction of hypnosis to the modern world is attributable to Islamic scientists of the Middle Ages.

Between the 9th and 14th centuries there was a great flowering of civilisation in the Mediterranean and Middle East which laid the foundations of modern science as we know it; medical and philosophical knowledge from Ancient Greece, Egypt and early Eastern civilisations was revitalised. During that revival a deep understanding of human psychology was achieved and therapeutic processes such as analysis, altered states of consciousness and hypnosis were used to alleviate

emotional distress and sufferings; thus preceding psychotherapy and hypnotherapy as we know them today by quite a few centuries.

From the 15th and 16th centuries onwards physicians from many nations developed further and refined the concept of hypnosis and its uses. Even though this knowledge spread throughout the European continent and to the British Isles it remained mostly confined to scientists, physicians and Universities and never quite reached the attention of the less educated people. It was “reintroduced” to the West in the 18th century when Western explorers got in contact with the practice of hypnotism in the Middle East and the Far East.

In the 18th century the most influential figure in the development of hypnosis was Dr Frantz Anton Mesmer, an Austrian physician who was a charismatic and at times controversial personality.

The next impulse in the history of hypnosis was given by the Scottish optometrist, Dr James Braid who discovered by accident that a person fixating an object could easily reach a trance state without the help of the mesmeric passes advocated by Dr Mesmer. In 1841 he published his findings, refuted Mesmer’s work and inaccurately named his discovery “hypnotism” based on the Greek word “hypnos” which means “sleep”; it was a total misnomer as hypnosis is not sleep; yet the name remained and mesmerism became hypnotism.

Another precursor of modern hypnosis and self development was Dr Emile Coue who, at the end of the 19th century, was a believer in auto-suggestion and in the role of the hypnotist as a facilitator of changes/healing in the client’s condition by

involving the total participation of the client in the hypnosis process. His well known self-help statement: “Day by day in every way I am getting better and better”, is still used in most self improvement therapies.

Around the same period Sigmund Freud, the father of psycho-analysis, used hypnosis in his early work but soon became disillusioned by the concept. It is believed he did not have the patience necessary for hypnosis and was not a good hypnotist! As we know he focused his attention on analysis and free association. In many ways his “defection” was damaging to hypnosis particularly in the context of psychology as it created enduring prejudices and misconceptions which have only started to fade in recent times.

In the 1970's a discovery was made in the field of self improvement and the harnessing of inner resources. Although it is not directly related to hypnosis, many of its techniques can be used with hypnosis or as an aid to hypnotic therapy. It is a simple technique created by Richard Brandler, an information scientist, and John Grindler, a linguistic professor; they named it : NLP (Neuro-Linguistic Programming).

It came about, in large part, by its two founders studying, understanding and developing the methods used by Milton H. Erickson in psychotherapy. NLP is a tool for improvement, using our neurology and thinking patterns (neuro), our way of expressing our thoughts and their influence on us (linguistic) and our patterns of behaviour and goals setting (programming). It has been described as the ultimate software for the brain.

In the last 3 to 4 decades of the last century we have witnessed an abundance of self-help and positive thinking therapies and methods, some of them openly using hypnosis, others more covertly.

Technological advancements, such as television, cassette recorders and tapes, video tapes and the globalisation of information through the Internet, have made the various uses of hypnosis – from hypnotherapy to stage hypnotism – better known, more accessible and popular.

## 2. Defenition of Hypnosis

Hypnosis is a psychological state with physiological attributes superficially resembling sleep and marked by an individual's level of awareness other than the ordinary conscious state. Another description of the phenomenon is that of an altered mental state, while another links it to imaginative role-enactment.<sup>6</sup>

A person under hypnosis is said to have heightened focus and concentration with the ability to concentrate intensely on a specific thought or memory, while blocking out sources of distraction.<sup>7</sup>

There is a belief that hypnosis is a form of unconsciousness resembling sleep, but contemporary research suggests that hypnotic subjects are fully awake and

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<sup>6</sup> Encyclopaedia Britannica, *A Special Psychological State With Certain Physiological Attributes, Resembling Sleep only Superficially and Marked by a Functioning of The Individual at A Level of Awareness Other Than The Ordinary Conscious State.* 2004. p. 12.

<sup>7</sup> New Definition: Hypnosis. Division 30 of the American Psychological Association.

are focusing attention, with a corresponding decrease in their peripheral awareness. Subjects also show an increased response to suggestions.<sup>8</sup>

### 3. The Application of Hypnosis

There are numerous applications for hypnosis across multiple fields of interest including medical/psychotherapeutic uses, military uses, self-improvement, and entertainment.

Hypnotism has also been used in forensics, sports, education, physical therapy and rehabilitation.<sup>9</sup>

Hypnotism has also been employed by artists for creative purposes, most notably the surrealist circle of André Breton who employed hypnosis, automatic writing and sketches for creative purposes. Hypnotic methods have been used to re-experience drug states and mystical experiences.<sup>10</sup> Self-hypnosis is popularly used to quit smoking and reduce stress, while stage hypnosis can persuade people to perform unusual public feats.

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<sup>8</sup> Spiegel, Herbert and Spiegel, David. *Trance and Treatment*. Basic Books Inc., New York. 1978. p. 22.

<sup>9</sup> André M. Weitzenboffer. *The Practice of Hypnotism* 2nd ed, Toronto, John Wiley & Son Inc. p. 25

<sup>10</sup> Van Quekelberghe, R., Gobel, P. and Hertweck, E. "Simulation of near-death and out-of-body experiences under hypnosis". 1995. p. 151–164.

Some people have drawn analogies between certain aspects of hypnotism and areas such as crowd psychology, religious hysteria, and ritual trances in preliterate tribal cultures.

#### 4. The Hypnosis Work and The Effect of Hypnosis

When you hear the word *hypnotist*, what comes to mind? If you're like many people, the word may conjure up images of a sinister stage-villain who brings about a hypnotic state by swinging a pocket watch back and forth.

In reality, real hypnosis bears little resemblance to these stereotyped images. According to John Kihlstrom, "The hypnotist does not hypnotize the individual. Rather, the hypnotist serves as a sort of coach or tutor whose job is to help the person become hypnotized."<sup>11</sup> While hypnosis is often described as a sleep-like trance state, it is better expressed as a state characterized by focused attention, heightened suggestibility and fantasies.

The experience of hypnosis can vary dramatically from one person to another. Some hypnotized individuals report feeling a sense of detachment or extreme relaxation during the hypnotic state, while others even feel that their actions seem to occur outside of their conscious volition. Other individuals may remain fully aware and able to carry out conversations while under hypnosis.

Experiments by researcher Ernest Hilgard demonstrated how hypnosis can be used to dramatically alter perceptions. After instructing a hypnotized individual to

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<sup>11</sup> Kihlstrom, J. F. *Hypnosis and the psychological unconscious*. In Howard S. Friedman (Ed.), 2001, *Assessment and therapy: Specialty articles from the Encyclopedia of Mental Health*. San Diego, CA: Academic Press. p. 56.

not feel pain in his or her arm, the participant's arm was then placed in ice water. While non-hypnotized individuals had to remove their arm from the water after a few seconds due to the pain, the hypnotized individuals were able to leave their arms in the ice water for several minutes without experiencing pain.<sup>12</sup>

## **B. The Concept of Hypnoteaching Method**

### **1. Definition of hypnoteaching method**

Novian Triwidia Jaya: Hypnoteaching is started from changing students perception to the teachers,” He gives an example that we can change students’ perception in simple way, for instance the teachers ask students’ simple helping such as taking marker for the teacher. And then, teachers can ask the bigger assistance as like the teachers have the students comprehend chapter two or others of a lesson book.

Hypnoteaching is combination of two words, hypnosis and teaching. *Hypnosis means suggestion or giving suggestion and teaching means preaching or transferring knowledge.* So, hypnoteaching can be comprehended as suggesting the students to be smart. Teaching by hypnosis method is the up to date method applied in teaching learning activity whether informal or formal learning.<sup>13</sup>

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<sup>12</sup> Hilgard, E. R. *Divided Consciousness: Multiple Controls in Human Thought and Action*. New York: Wiley. 1986. p. 45.

<sup>13</sup> Ibnu Hajar. *Hypnoteaching*. Yogyakarta september 2011. p. 80.

## 2. Variable of Hypnoteaching

The development of hypnosis has been extended for various fields. It is not just a tool or a method of treatment where is commonly used by doctors and psychiatrists but it also has spread to the entertainment industry, the interests of the investigation activity which used as an educational method known as Hypnoteaching.

Hypnoteaching actually envied the merger of several development techniques and learning method is widely grown today. several techniques such as Quantum teaching developed by Beby DePorter, then Neuro-Linguistic Programming by Richard Bandler popularized but all the science and the concept boils down into one school of thought is the concept of hypnosis Erickson.

### a. The Use of Language Patterns Subconscious suggestion.

Erickson concept which stresses the use of the power of language to serve as guidelines in hypnoteaching process. A teacher who uses this technique need to use languages subconscious suggestion toward students who can give contributions, so they are able to concentrate fully on the science that is the message conveyed by a teacher. According to Erickson, language is a frame that has a great power to shape mindset even the behavior of the recipient language.<sup>14</sup>The use of the structure in a sentence can be very important to be noticed. Erickson cited the use of the word "but, and, though". The use of this conjunction can give different effect to focus when insert it into a sentence. For example, a sentence "you clever BUT poor". The focus

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<sup>14</sup> Milton H. Erickson, dan E. Rossi, *Impotence: Facilitating Unconscious Reconditioning* (Jakarta : PT.Gramedia Pustaka Utama, 1997). p. 88.



of this language is in "poor" instead of the "smart" so that acceptance does not always pay attention to the fact where he is a smart guy. It can be different if the word put in the same sentence "you are smart AND poor". In this sentences there are two events "smart and poor: equally emphasized. The different results will also be obtained when inserting the word "despite". "EVEN IF you are smart poor". Focus on these sentences are fact the first "smart" different from the first sentence earlier. What developed by Erickson when applied in learning process it can have a positive impact and be a tool for students to focus toward suggestion positively of what the teacher in learning. As process of hypnosis and hypnotherapy, a teacher needs to sort out any words that are used, so it does not form a perception that maintain a positive focus on the students. Focusing on the positive activity can cause motivation to the students that what they learn is useful regardless of their background.

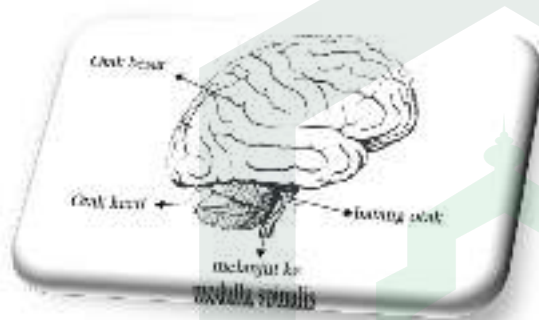
b. Brain Wave Level Utilization and Awareness

In addition to access the subconscious, brain waves should also be considered in hypnoteaching process. These brain's waves can be understood at the level of human consciousness. It has been a lot of research experts who have proven the potential and power of the human's brain if used optimally. In the human's brain there are cells or neurons which connect to each other. Connections among these neurons would influence in the ability of human thinking.<sup>15</sup>

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<sup>15</sup> D. Goleman, *Emotional Intelligence: Kecerdasan Emosional* (Jakarta : PT.Gramedia Pustaka Utama, 1997). p. 34.

with 100 billion active cells (human brain) and 20,000 possible combinations of connections per cell, you can imagine how big the potential (capacity to think) of the human brain. Stanford University professor Robert Ornstein, said it estimated the number of connections greater than the number of atoms in the universe, but the current reality and the smartest man in the world ever new potential uses approximately 10 percent of his brain.



Hypnoteaching method focuses on the utilization of the brain. Utilization may occur when a teacher can understand several important variables as proposed by Tony Buzan, a renowned expert in the field of memory and intelligence which states that understanding about how the brain works become mandatory to optimize the potential of the brain. In education and learning experts such as Roger W Sperry, more to discuss about the potential of a large brain

by the usual division of the brain called the left brain and the right brain.



In the human brain there is a part that is responsible for (1) sensory function to receive input, (2) the association in charge of processing the input, and (3) reacts to input motor tasked with body movements called Cortex cerebri. The information captured from the outside through the senses both of sight, hearing, smell, touch, and taste. For example, if the ear receives sound input it will be carried by the auditory nerve to the head on the side cortex. Further input was sent to the area to be matched meaning association said. Finally sent to the speech center in the cortex was then ordered forward to the tongue and hand so the act in response. All these processes are stored in memory in the cortex to the brain can sometimes be called back. Genesis decades ago remain in well, even the memory warehouse allegedly still save hundreds of events last year handed down from generation. Then it is formed

instincts and unexpected reactions of humans when faced with the first ever faced by their ancestors.<sup>16</sup>

c. Understanding Student's Modalities

Three things are important in learning by Susan are: (1) How to take and store information quickly, thoroughly, and efficiently, (2) How to use it to resolve the problem, and (3) How to use them to create ideas. The optimization can be done by making it in a relaxed state of alert before the entered information. The most effective way to make the brain become relaxed by Milton Erickson is providing a stimulus according to the modalities learners. The use of multimedia such as music, videos, props and so on cannot be applied in general, because each learner has different modalities, therefore multimedia that has to adjust to these modalities. Phenomena occurring in the learning situation is often times teachers / lecturers difficulty in conveying information. Whatever the work have been done, it does not give good results, the material presented cannot be absorbed completely by the students. in this condition, often a big question for teachers, students, parents or students why students cannot achieve optimal learning outcomes are commonly measured through test scores or grades daily. In normal conditions, in terms of the level of intelligence of the students are at an average level or who have superior intelligence, can not be denied that many students can not obtain the learning outcomes (value) optimally in accordance with the level of intelligence. This reality can be minimized, if the teacher can understand the modalities of learners. Modality's effect on the learner

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<sup>16</sup> Peter Naish, "Hypnosis: The Theory behind the Therapy", 13. p. 45.

concentration when studying. Learning modalities that are emerging in the quantum model of teaching is a filter that is used in one of learning, information processing it receives, as well as communication.<sup>17</sup>

### 3. Kinds of Human's Brainwave

Your brain is composed of billions of brain cells called neurons. Every neurons communicate each other (in a relationship) by emitting electric waves. Electric waves released by neurons in the brain is called "brainwaves". Brain waves can be measured with equipment electroencephalograph (EEG). It is known that the frequency of brain waves generated by neurons varies between 0-30 Hz and classified into delta waves, theta, alpha and beta. Each wave has different characteristics and indicates a person's mental condition.



*Illustration of electric waves (brainwave) issued by the neurons of the brain.*

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<sup>17</sup> R. Bandler dan J. Grinder, *Patterns of the Hypnotic Techniques of Milton H. Erickson*, M.D. p. 36.

The following is a brief description of the characteristics of the four types of brain waves that commonly appear on everyone.

a. Beta waves: Alert, Concentration.

Beta brain wave conditions (13-30 Hz) keep our minds sharp and focused. In the Beta state, your brain will easily do the analysis and preparation of the information, make connections, and generate solutions and new ideas. Beta is very useful for workplace productivity, studying for exams, preparing presentations, or other activities that require high concentration and alertness.

b. Alpha waves: Creativity, Relaxation, Visualization.

Alpha brain waves (8-13 Hz) is in contrast to the condition of the Beta. Relaxed state encourages the flow of creative energy and feeling fresh, healthy. Alpha brain wave conditions ideal for reflection, problem solving, and visualization, to act as a gateway creativity.

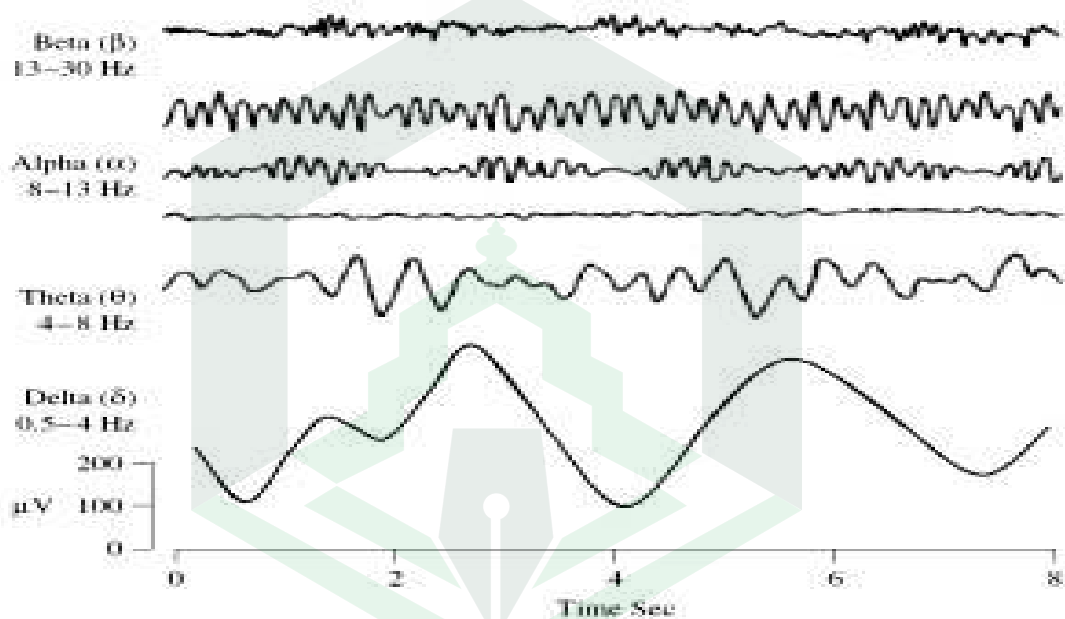
c. Theta waves: Deep relaxation, meditation, Memory Improvement.

Slower than Beta, Theta brain wave state (4-8 Hz) occurs when we dream in light sleep. Or also often named as having a dream consciously. Theta frequency is associated with the release of stress and memory recall long. Twilight Conditions can be used to get a deeper meditation, resulting in improved overall health, less need for sleep, increase creativity and learning.

d. Delta waves: Healing, a very restful sleep.

Delta Condition (0.5-4 Hz), while further slowing of brain waves, often associated with very deep sleep state. Some frequencies in the Delta range is

accompanied by the release of human growth hormone (Human Growth Hormone), which is beneficial in healing. Delta conditions, if produced in the waking state, will provide the opportunity to access the subconscious activity, pushing the flow into the conscious mind. Delta conditions are also often associated with men who have a strong sense of empathy and intuition.



*Graph brain wave from Delta to Beta.*

Mistaken views that have existed in the minds of many people is the only produce one type of brain wave at a time. When we think we are on the active beta waves. If we relax we are in alpha. If you're dreaming, we are in theta. And, if we are in deep sleep delta. The view was wrong. The results showed that at some time, in general, our brain produces four types of waves simultaneously, but with different levels. For example, in a state of sleep, our brain produces delta waves more, but still

produce theta, alpha and beta, although levels slightly. Each person has a unique pattern of brain waves and always consistent. The uniqueness of it appears on the composition of the wave at a given time.

The composition of brain waves is determine a person's level of consciousness. Meditation is one of the most ancient ways to adjust the brain wave patterns. As for the busy modern society, Brain Wave Therapy to be one of your favorite ways to regulate brainwave patterns to fit the needs. Actually, in addition to four types of waves that we mentioned above (Delta, Theta, Alpha and Beta) there is still a higher brain wave with a frequency that is Gamma 40-99 Hz, Hypergamma the proper frequency of 100 Hz and Lambda waves with appropriate frequency 200 Hz. According to Drs. Jeffrey. D. Thompson, of the Center for Acoustic Research, Hypergamma and Lambda waves associated with the supernatural, metaphysical or paranormal, While Gamma waves occur when a person experiences a very high mental activity, such as being located in the arena, the race for the championship, appeared in public, very panicked, frightened, in a hurry because the deadline of work or other circumstances that are very stressful for the person.

#### **4. Tips for Hypnoteaching**

##### **a. Mastering Material Comprehensively**

Mastering the material is essential to be able to carry out tasks with good and interesting teaching. If we master material comprehensively, it would be able to give examples, analogies, illustrations are varied and appropriate to the context and background to adjust the audience.



- b. Make sure the students to be active.

Prepare the learning so that students can be more active. Thinking of active learning strategies such as this is not an easy matter, but we do creatively.

- c. Try to Conduct Informal Interaction with students.

Sometimes a joke, or talking before starting the material is very important to create a good condition and it will motivate students and engagement the students in learning.

- d. Give opportunities and authority to students in their learning.

Students will be motivated if they are given the authority to determine their own way of learning.

- e. Believe that student's Learning have a Different Ways.

Thus base, the students have a different way in their own learning so do not treat all participants in the same way.

- f. Believe that students can be success in teaching learning process.

Make sure that the task we give can be done perfectly, and they were satisfied with the results.

- g. Give students a chance to do something Collaboratively or Cooperatively

It will improve the students learning motivation and attractiveness because there is competition , especially if they are given the opportunity to share ideas, experiences, arguments with each other.

h. Delivering materials Contextually

The teacher must be clever, it is very important so that the students can understand about the lesson easily.

i. Giving Feedback Immediately

It will help students to be aware about the lesson or their understanding, skill or a certain attitude .

j. Multiply the experience

Hypnoteaching is a combination of five learning methods such as quantum learning , learning Accelerate, power teaaching, Neuro – Linguistic Programming ( NLP ) and hypnosis . " The subconscious greater dominance over the workings of the brain .

### 5. Procedures of hypnoteaching method

These are some of steps that I got from a source, regarding the steps to do *hypnoteaching*;<sup>18</sup>

a. Intention and motivation within you.

I think all things must be based on this because if our intentions and motivations are consistent, all things will become more focused in order to get good results.

b. Pacing.

In this case, it means to equate the position, gestures, language, and brain waves with others, or your students. It is said in this article, that it is natural that

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<sup>18</sup> [www.hypnoteaching-whats-that.html](http://www.hypnoteaching-whats-that.html). Accessed on April 3<sup>rd</sup> 2013.

human beings are happy interacting with people who have in common with him. Commonalities among some people, would emit the same brain wave. So the people in that group would feel comfortable being in it. With the comfort that comes from the similarity of this brain waves, then every message delivered from the one on which other people will be accepted and understood very well. Same with our students. If they hate your teaching sessions, means your brain waves is not equal to them. You and your students do not "click". Despite your age much older than your students, but the brain waves can be compared with doing or seemed to do and think like your students.

*c. Leading.*

This means the leading or directing after pacing the process you do. It is said that when students feel comfortable with us, they will more easily interact and accept what we say.

*d. Use positive words.*

Maybe this way is one we often hear. It's not only when we teach, but we can do better whenever and with whomever we communicate.

*e. Give praise.*

Praise is a reward increased self esteem. Praise is one way to establish a person's self concept. So give a sincere compliment on your students. Especially when he managed to do or achieve. Slightest form of achievements, still give a compliment. Including when he managed to make positive changes to herself, though

it may still be under the standard of his friends, it could still give a compliment. With honors, a person will be motivated to do more than before.

*f.* Modeling.

Modeling is the process of giving role model through the speech and behavior consistent. It is very necessary and become one of the key *hypnoteaching*.

There are some advantages of hypnoteaching learning such as emerging teaching learning process more dynamic and there is a good interaction between teachers and learners. The learners can get improvement according to their talent and interest. It gives many skills and its learning process is multiple diverse. The learners are able to dominate materials easily because they are motivated to study. The learners are able to imagine and think creatively. The students will study cheerfully and its result will be faster and keep it in long memory because the students do not memorize. The students' attention will be fully focused to the materials.

## 6. The Important of Hypnoteaching

Teachers should be aware of all the actions he did in class because it will impact on his behavior on the pitch. Therefore he had to do a smart thing in influencing and controlling their behavior.

The advent of hypnoteaching expected problems associated with student learning in schools can be solved or overcome.

Hypnosis is not only useful in overcoming problems related to physical or psychological condition, but also can be used in an effort to optimize the teaching and learning activities.

Hypnoteaching is expected to the students to realize that there is tremendous potential that has not been optimized in their learning.

Classroom atmosphere that is fun and students understand the lesson with the maximum, a measure of the effectiveness of teaching and learning in schools. Competence and teacher communication is one of the determinants of the creation of effective teaching in the classroom, therefore, qualified teachers must master the material and understand methods of communication with students.

Recognizing the importance of quality "a teacher" as educators and role models, need to be maintained because of the emotions and the subconscious students to easily record and imitate each sayings and patterns of the language spoken by the teacher everyday. Therefore, teachers must be equipped with effective communication of science that can be applied to students by empowering their subconscious mind during the learning process.

Hypnoteaching can increase creativity, confidence, empathy and positive suggestions from a teacher. This method is based on the use of the science of NLP (Neuro Linguistic Programming, mind programming language) and the direct application of hypnotherapy which is already very well known in America and Europe, which also increases the ability to build relationships with others.

### C. Defenition of learning

There are three components to the definition of Learning<sup>19</sup>:

1. “learning is a process not a product” exam scores and the term papers are measures of learning but they are not the process of learning itself.

2. “Learning is a change in knowledge, beliefs, behaviors or attitudes.”

This change requires time, particularly when one is dealing with changes to core beliefs, behaviors, and attitudes. Don’t interpret a lack of sea change in your students’ beliefs or attitudes immediately following a lesson as a lack of learning on their part, but instead, consider that such a change will take time – perhaps a few weeks, perhaps until the end of the term, or even longer.

3. “Learning is not something done to students, but something that students themselves do” if you have ever carefully planed a lesson only to find out that the sudents just did not “get it”, consider that you lesson shoul be designed not just to impart knowledge but also to lead students through the process of their own learning.

Learning is often defined as a relatively lasting change in behavior that is the result of experience<sup>20</sup>.

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<sup>19</sup> Ambrose at al, *an Angagingly Written, Evidence-Based Text, Well-Illustrated by Practical Examples, and a Book Well Worth Your Time as a TA and as a Students*, (Pittsburgh : University of Pittsburgh, 2010). p. 85.

<sup>20</sup> Kendra cherry. *Psychology of Education*. Online Google Book on, <http://psychology.about.com/od/lindex/g/learning.htm>. accessed on january 13<sup>rd</sup> 2014.

Everyone is a teacher. Everyone is a learner. There is no such thing as being completely learning disabled. We may have learning difficulties and challenges, but the brain's natural inclination is to learn. The question is what does it take to bring out your optimal ability to learn.

The Learning Revolution International (LRI) stands for bringing out the talent in every single human being, regardless of race, religion, or learning challenges from the past.

We are moving from the information age to the Conceptual Age of high concept and high touch. In this new conceptual age, we will need to compliment our left-brain dominance with the mastery of 7 abilities that are essential for professional and personal fulfillment. The future belongs to a different kind of person – who can draw on the research from the advanced world: both the technology and the holistic balance. The school of the future will be personalized for every individual – on the one hand, capitalizing on the instant information that is now available. And on the other hand, using the whole world, and the whole self as your classroom. The self-evaluation matrix will be the most powerful assessment tool so that the learner can run her own brain.

LRI is continually researching the world's best accelerated/integrative/conceptual learning and teaching methods encompassing: digital technology, theneurosciences; multiple intelligences and talents; learning and teaching through the sensory faculties, music, movement (such as brain gym, and brain stimulation exercises); learning and thinking styles; learning to learn/unlearn and

learning to think skills; the science of communication, (both non-verbal and verbal); experiential learning; project based learning; learning and teaching through inquiry; learning another language through accelerated learning and Suggestopedia; personal development and relationship skills such as team building, trust building, community building, cooperative learning; and the latest research in educational teaching strategies for creating optimal environments and co-creating one's own future based on both the art and science of teaching, training, learning, and thinking.<sup>21</sup>

#### **D. Defenition of teaching**

Teaching is the process of carrying out those activities that experience has shown to be effective in getting students to learn. to cause or help (someone) to learn about a subject by giving lessons<sup>22</sup>. Teaching something that is taught : the ideas and beliefs that are taught by a person, religion, etc.

So it can be said that, teaching is the way to transfer the insight from someone to the other so that can make benefit to environment and anything around us. Teaching related to hypnoteaching is the process of giving instruction to others by utilizing the alpha waves of a person to receive any lessons are given.

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<sup>21</sup> Dr. Vosand New Zealander, Gordon Dryden, *The Learning Revolution*, Jalmar Pr 1999, p. 239.

<sup>22</sup> *Advanced Learner's Dictionary*, (3<sup>rd</sup> Edition, UK : CAMBRIDGE Uneversity).



## CHAPTER III

### RESEARCH METHOD

In this part, the researcher presents research method consists of research design, location of the research, research design, subject of the research, data source, instrument of the research, technique of collecting data and technique of analysing data.

#### *a. Research Method*

##### **1. Research Type**

In this research, the researcher applied Classroom Action Research (CAR). Classroom Action Research is a method of finding out what works best in your own classroom so you can improve student learning. There are many ways to improve knowledge about teaching. Many teachers practice personal reflection on teaching. Classroom Action Research is more systematic than personal reflection but it is more informal and personal than formal educational research.

Now days classroom Action Research is growing with the rapid in developed countries such as Britain, America, Australia and Canada. Education research experts recently put considerable attention to the CAR. According to McNiff in Suharsimi Arikunto's book looks that Classroom Action Research as form of

reflective research that done by educator to curriculum, developing school, increases achievement of learning, developing of teaching skill.<sup>23</sup>

This action research was done in two cycles, where every cycle consists of: Planning, Acting, Observing, and Reflecting. The aimed of this research were to find out the effective way in teaching English language by applying hypnoteaching method, also to find out the student's response in teaching English by applying hypnoteaching method.

## **2. Location of the Research**

This research was conducted at SMA Muhammadiyah Palopo on jl. K.H. Ahmad Dahlan kota Palopo. There are 24 students at the twelfth year students of SMA Muhammadiyah Palopo. 6 classroom and there are 12 teachers.

## **3. Research Design**

The design of this research was Classroom Action Research (CAR) were the researcher tries to describe about hypnoteaching method in language learning at the twelfth year in SMA Muhammadiyah Palopo.

The CAR design includes seven manageable steps, they are :

### **a. Identify a question.**

A good question has three major qualities. First, the question is significant to your classroom situation; that is, you think that it might make a difference in student learning. Second, the research findings will lead to action, such as keeping or

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<sup>23</sup> Suharsimi Arikunto, at. Al., *Penelitian Tindakan Kelas*, (Cet.IV: Jakarta: Bumi Aksara, 2008). p. 102.

changing a teaching strategy. Third, the question should lead to a project that is feasible in terms of time, effort, and resources.

Some questions seek to describe, such as, "How many of my students read the assignments before coming to class?" Other questions may look for relationships, such as, "Do students who participate frequently in class do better on the exams?" Many questions take the form of "How does X affect student learning?" For example, "Are students' test scores higher when I use case studies?" Or "Do students pay more attention and perform better on exams when I use presentation software (such as PowerPoint)?" Good questions might involve using a particular teaching strategy, a change in course structure or materials.

b. Review the literature.

You need background information on your question, but a brief review of secondary sources is adequate for these purposes. One good source of information is general books on teaching, often available through your teaching.

c. Plan a research strategy.

There is no single best strategy for data collection. Depending on your research question, you might gather data about individual students or an entire class. You might describe a single situation (e.g. skills of entering students), look at the relationship between different types of data (e.g. student age and use of on-line office hours), or look for cause and effect relationships (e.g. the impact of homework assignments on test performance). Although a tightly controlled experimental design is usually impractical, you can use a quasi-experimental design such as comparing

student outcomes from two sections of the same course.

You should check with your Institutional Review Board about policies regarding human subjects. Your project may qualify for expedited review if it uses regular classroom procedures, adult students, and does not identify individual students.

d. Collect data.

This data could be quantitative (e.g. test scores, grades, survey results) or qualitative (e.g. dialogue from focus groups or class discussions). Start with data that you already have, such as assignments, exam scores, and teacher evaluations. If more information is needed, choose data that is fairly easy to collect and analyze. In general, you should try to collect several different types of data to see whether results are consistent. This triangulation provides a measure of validity. For example, you might assess the effectiveness of your new group activity on student learning by looking at exam grades, comments during a class discussion, and observations of behaviors while in the groups. Student evaluations of teaching also yield useful information. Comparisons between data from students who were taught in different ways can also be informative.

e. Analyze data.

The goal of data analysis is to look for patterns.

f. Take action based on results.

Your research findings should inform your teaching decisions. If the new strategy increases student learning, you would continue to use it in that teaching

context. If it does not increase student learning, you might return to your old strategy, or continue to test new strategies. You might also consider the time and effort required for a new strategy—is a small learning increase worth the trouble?

g. Share the findings.

Teaching can be a solitary activity, with successes and failures rarely acknowledged to others. Sharing your CAR findings can provide an exciting forum for discussions on teaching.

#### **4. Research Participants**

The participant of the research were:

a. Researcher

Researcher in this research, as the subject of the research where the researcher would apply hypnoteaching method in language learning.

b. Students

The position of students in this research as the object of the research, the researcher hopes after researching the students could increase their knowledge about English language especially passive voice.

c. Collaborator

The position of collaborator in this research as an observe, the collaborator helps the researcher to observe the students, so the researcher was able to know the students condition in learning process and would give suggestion and solution to the problem for each cycle.

## 5. Instruments of the research

The instruments that was used in collecting data in this classroom action research as follow:

Grammar Test

Especially stucture passive voice.

## 6. Techniques of Collecting Data

a. Observation

It aimed to find out the student's participation during the application of Hypnoteaching method in teaching passive voice.

b. Interview

Interview was used to get data about the level of teaching implementation success with Hypnoteaching Method.

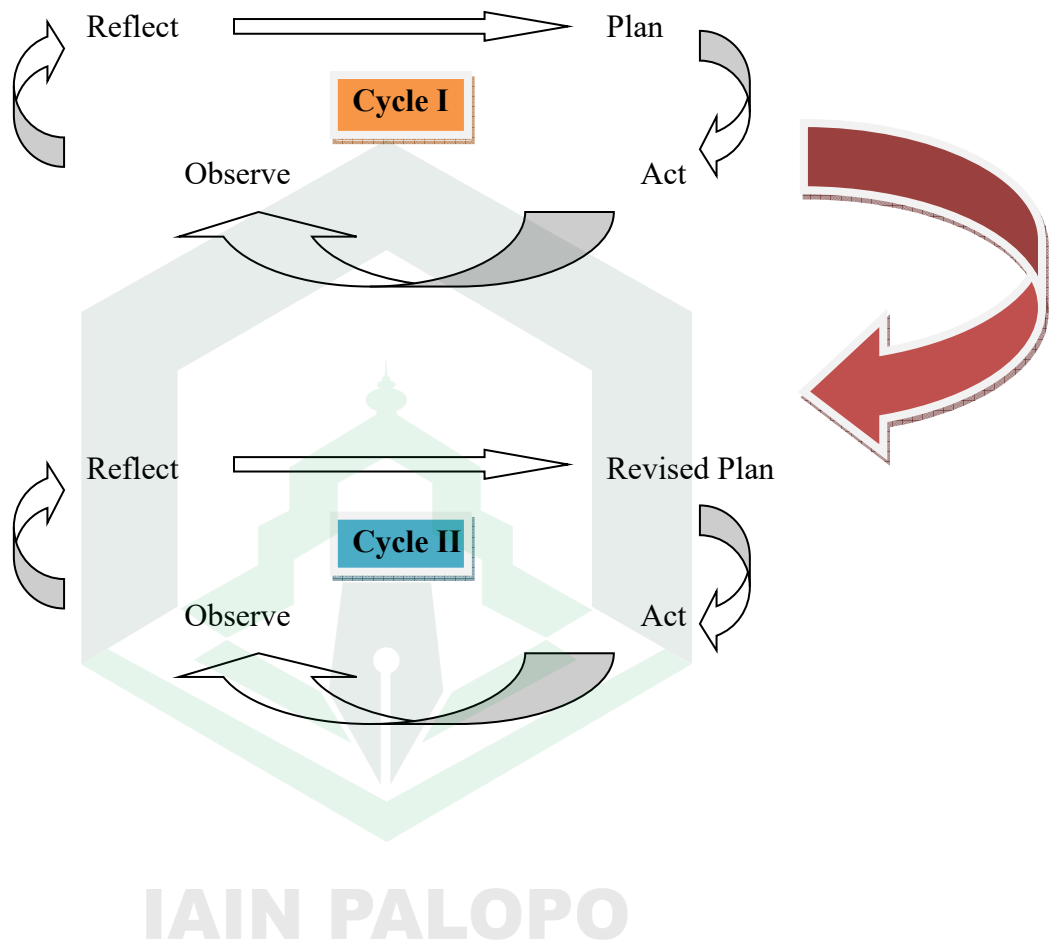
c. Questionnaire

Questionnaire was given to respondent to get data about the student's perception in English language learning especially passive voice by the use of hypnoteaching method.

## 7. Procedures of the research

The method that will use in this research is classroom action research (CAR) method, it has four stages they are : Planning, Action, Observation, Reflection.this research is held around two cycle.they are first and second cycle.

Where the realization of the second will be continued and repaired from the first cycle. And this is classroom action research by Kemmis.<sup>24</sup>



<sup>24</sup> Hamid Muhammad, *Materi Pelatihan Terintegrasi Bahasa Inggris*, (Jakarta: Departemen Pendidikan Nasional, 2005), p. 22.

## Cycle I

The first cycle of this classroom action research consists of planning, acting, observing, and reflecting.

### 1. Planning

Make a plan about the use of hypnoteaching method in teaching passive voice of the students at SMA Muhammadiyah Palopo.

### 2. Acting

During the action the researcher explained clearly the learning material about passive voice by applying hypnoteaching method.

### 3. Observing

In this part, the researcher would be accompanied by partner or collaborator.

### 4. Reflecting

This step conduct to know how far the students understand the materials which will be given. What the strength and the weakness of this cycle.

## Cycle II

Like at the first cycle, in this second cycle also consist of planning, acting, observating, and reflecting. In the second cycle as revised plan.



## 8. Techniques of analysing data

The result of the test which was collected in every observation in each cycle was analyzed descriptively through percentage technique:

- I. Test result students score of correct answer test was counted by using the formula:

$$\text{score} = \frac{\text{total correct answer}}{\text{total test item}} \times 100$$

- II. The level of the students' score the following classification is used:<sup>25</sup>

- a. 96 – 100 is classified as Excellent
- b. 86 – 95 is classified as Very Good
- c. 76 – 85 is classified as Good
- d. 66 – 75 is classified as Average
- e. 56 – 65 is classified as Fair
- f. 46 – 55 is classified as Poor
- g. 0 – 45 is classified as Very poor

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<sup>25</sup> Jumran, *The Application Suggestopedia Method in Teaching Simple Past Tense at the Third Year Students of SMAN 3 Palopo*, (Palopo: Thesis S1 University of Cokroaminoto, 2010). p. 15.

III. Determining the mean score by formula:<sup>26</sup>

$$\bar{X} = \frac{\sum x}{N}$$

where:  $\bar{X}$  = mean score  
 $\sum x$  = total score  
 $N$  = total number of students.

The students' participation Activeness. The following are the classification of students' participation activeness:

1. Very active : the student is responsive and participated fully in all activities in the learning and teaching process.
2. Active : the student responses the material by listening, speaking and interacting with others, whether to the teacher or her/his friends.
3. Less active : the students pay attention about the lesson.
4. Not active : the students do not give responses to the material, they look confused but do not want to give question.

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<sup>26</sup> Gay L.R, and Airasian, Peter, *Education Research*. (New Jersey: Merrill Prentice Hall, 1992). p. 47.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSIONS**

This chapter presents the research finding and discussion. In the previous description explained that the result of the research from two cycles, observation, questionnaire and interview. The data analyze explained in the cycle of learning and teaching process of this current research from cycle 1 and cycle 2.

#### **A. Findings**

##### **1. The first cycle**

###### **a. Planning**

To carried out the action research class required different tools that had been created and developed previously, namely: learning implementation plan (RPP) about the application of Hypnoteaching Method in learning English especially passive voice. The supported instruments as follows:

1. guidelines of observation sheet was useful to observe the students' active participation during the application of hypnoteaching method in teaching grammar especially passive voice and also as the main instrument in discussion part among the teacher and the collaborators as way to make reflection in each cycle.

2. Material of learning was used to know what is the material must be given to the students, Mastering the material about the passive voice.
3. Prepared some wise words for giving to the students, prepared self relaxation like a fast relaxation or taking of breathe.
4. Grammar Test espacially structure of passive voice to find out the students' correct grammar score.
5. Interview aimed to find out the level of successful in implementing the hypnoteaching method in teaching English especially passive voice,
6. Questionnaire was used to know the students' perception during English learning by using of hypnoteaching method.
7. Mobile/camera was used to take some picture about the activities of the researcher, students and collaborator.
8. Speaker and computer to played some instruments to activate the studen's alfa condition.

b. Acting

Before doing the action the researcher started by giving motivation for 5 to 10 minutes to the students, like gave some wise words to increase the students motivation or gave them some experience from popular people in the world how they can be successfull in their life so that the students could opened their mind about studying hard in their own life.

She explained to the students about “why learning English is very important to their future”, for example English competence is important in career

development, therefore you need to understand and use English to improve your competence to face global competition.

After that she gave instruction to the students to change their place and arranged the position more comfort to start the lesson, the students asked to make “U” position.

She played the instrument to activate the alfa condition of students, the instrument was like soft classic music to create a comfortable condition, and she explained the material how to make active sentences to passive sentences through the use of Hypnoteaching method where the music were playing but before delivering the material she told the students about passive voice that it is so easy to learn and it will become one of the material in national exam, and she told the secret of how to master the passive voice earlier. Next she delivered the material in different way such as gave simple formula of passive voice like “ the key of the passive voice is to be + v3” and She made the formula into the picture where the picture called “rumah pace”,

#### RUMAH PACE

PRESENT <i>Act</i> : V1(s.es) <i>Pas</i> : To Be(am,is,are)+V3	PAST <i>Act</i> : V2 <i>Pas</i> : To be(was,were)+V3	FUTURE <i>Act</i> : will V1 <i>Pas</i> : will be + V3
Pre.CONTI <i>Act</i> : To Be(am,is,are)+Ving <i>Pas</i> : To Be+Being+V3	Ps.CONTI <i>Act</i> : To Be(was,were)+Ving <i>Pas</i> : To Be+Being+V3	Fu.CONTI <i>Act</i> : will be+Ving <i>Pas</i> : will be+Being+V3
Pre.PER <i>Act</i> : Have/Has+V3 <i>Pas</i> : Have/Has+Been+V3	Ps.PER <i>Act</i> : Had+V3 <i>Pas</i> : Had+Been+V3	Fu.PER <i>Act</i> : will have+V3 <i>Pas</i> : will have+Been+V3
Pre.Per.Con <i>Act</i> : Have/Has+Been+V3 <i>Pas</i> : Have/Has+Been+Being+V3	Ps.Per.Con <i>Act</i> : Had+Been+V3 <i>Pas</i> : Had+Been+Being+V3	Fu.Per.Con <i>Act</i> : will have+Been+V3 <i>Pas</i> : will have+Been+Being+V3

because many students called their father “pace” so it could maximized the learning process by using up to date words that always they used, after that she gave some assignment for the students like asked them to answer the question on the blackboard and gave green ribbon for the student who had a true answer but the student who had wrong answer she gave words like “thank you, you were very creative but your answer still had to be repaired, gave applause”.

During the learning process, she asked the students to train their left brain and their right brain so that the students got the new way to overcome they fell bored. For example training their hand to do different thing in a same time, like touching the head and the stomach.

After that she asked the students to make question about the lesson in this way she grouped the students to small groups.

The researcher gave chances to the students to express their difficulties. Like they could express the difficulties about the lesson and about the condition of the room. The students were so difficult to form sentences into present tense and past tense, the students did not know many past participle. For example in the test passive voice, the question was “*this is a very popular tv program. Every week it*”.....”by *million of people*”, many of them choosed *was not is*.

Finally the researcher closed with some motivation again to the students so that they could be diligent and aware about their future, the researcher gave them some words like, “i am so happy because all of you very awesome and have a good

concentration in every lesson that i have given to you, keep your spirit and see you”.

The last the researcher gave the students tests.

c. Observation

Based on observation activity made by researcher and collaborator in the cycle 1, she and collaborator concluded that the use of Hypnoteaching Method was good in English learning. She and collaborator found that there were some of students can not be active in learning process. The result of the active participation by the students as follow:

**Table 1**

The result of the students' active participation

Respondents	Very active	Active	Less active	Not active
R 01	√			
R 02	√			
R 03			√	
R 04		√		
R 05		√		
R 06			√	
R 07	√			
R 08	√			
R 09			√	
R 010	√			
R 011		√		
R 012		√		
R 013		√		
R 014				√
R 015		√		
R 016		√		
R 017		√		
R 018			√	
R 019	√			
R 020			√	

R 021	v			
R 022		v		
R 023		v		
R 024	v			

**Table 2**

The percentage of students' active participation in cycle 1

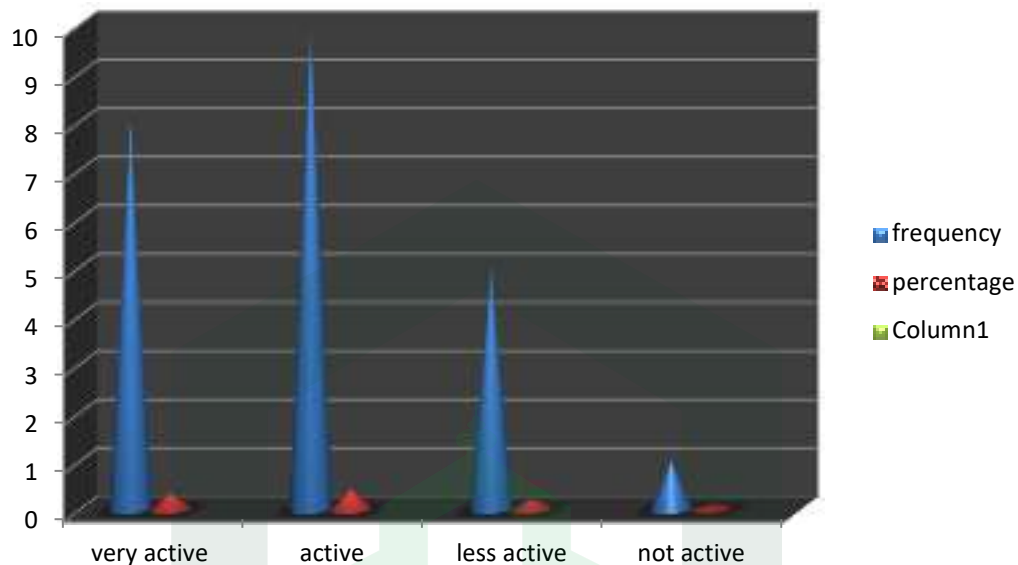
<b>Classification</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Very active	8	33,33%
Active	10	41,67%
Less active	5	20,83%
Not active	1	4,17%

**IAIN PALOPO**



**Table 3**

The diagram of the students' active participation in cycle 1



Based on the research data in the cycle 1 which is shown by the the table 3 above, there were 8 students were very active in the class by using Hypnoteaching method as the way and the percentage reached 33,33 %. The active students were 10 and the percentage reached 41,67%. The less active students were 5 and the percentage reached 20,83%. And there was 1 student who was not active and the percentage reached 4,17%. To reach the requirement criteria of success which is determined 75%. The classification very active and active were accumulated 74,99%. It was not successfully nominal percentage or not the expect nominal percentage.

Referred to the result of cycle 1. The researcher inteded to continue the research to the cycle 2. Where the researcher repaired the planning and did the action to be good in the process. The researcer and collabolator found that there were many

of students active in learning process but also some of the students were less active and not active cause they had not good motivation in learning, besides they can not concentraite and also shy to give question if they can not understand the lesson and the researcher tried to repaire the position and gave them more motivation in order to get them much fun and comfort in learning process.

**The result of students' score in cycle 1, as follow:**

**Table 4**

The result of students' score test in cycle 1

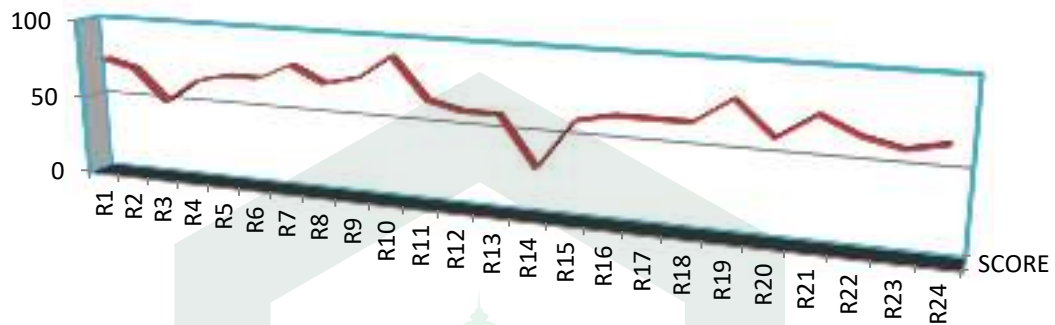
No.	Respondent	score
1.	R1	75
2.	R2	70
3.	R3	50
4.	R4	65
5.	R5	70
6.	R6	70
7.	R7	80
8.	R8	70
9.	R9	75
10.	R10	90
11.	R11	65
12.	R12	60

13.	R13	60
14.	R14	30
15.	R15	60
16.	R16	65
17.	R17	65
18.	R18	65
19.	R19	80
20.	R20	60
21.	R21	75
22.	R22	65
23.	R23	60
24.	R24	65
	Mean score	$\Sigma x = 1540$

The students' score grammar in the table above, there was 1 student got *very good*, the score 9. 2 students got *good*, the score 80. 7 students got *average*, the score 70 and 75. 12 students got *fair*, the score 60 and 65. 1 students got *poor*, the score 50. And There was 1 student got *very poor*, the score 30.

**Table 5**

The diagram of students' score test in cycle 1

**SCORE**

Calculating the mean score of the students grammar test in cycle 1

$$\begin{aligned}
 X &= \frac{\Sigma x}{N} \\
 &= \frac{1540}{24} \\
 &= 64,16\%
 \end{aligned}$$

The result of data students' score in cycle 1 showed that the students mastery in the table above explain that there were mostly low scores. The mean score was 64,16%.

d. Reflecting

Based on the table and the explanation above there were still weakness in cycle 1. The data obtained as follow: 1. Some of the students were not active where

the students do not give responses to the material, they looked confused but did not want to give question because some of them did not have self confidence or they were shy to tell their problem. 2. Some of the students thought that passive voice very hard to learn, because there are active and passive form.3. Some of the students said that they did not know about the active form so How can they change into passive form.

The student's achievement in the cycle 1, the grammatical skill was unsatisfactory. The students' reached score in learning was 64,16%. It means that the students' score in learning grammar still low, where the minimum mastery in learning English was 70.

The students participation in English learning process, there were 8 students were very active in the class by using Hypnoteaching method as the way. The students were responsive and participated fully in all activities in the learning and teaching process. 10 students were active in the class, the student responses the material by listening, speaking and interacting with others, whether to the teacher or her/his friends. 5 students were less active in the learning process, the students pay attention about the lesson. And 1 students not active in learning process, the students do not give responses to the material, they look confused but do not want to give question.

It was not successfully nominal percentage or not the expect nominal percentage.

The reflection was done by the researcher and collaborator caused by there were still weakness in implementing the methods and these were needed to be repaired.

## **2. The second cycle**

### **a. Planning**

In this section the researcher hoped the students would be active in classroom. The researcher and collaborator discussed about the students problem.

1. She prepared the class, such as notebook and speaker.

2. The plan in this cycle was closely with cycle 1, like prepared the supported instruments:

- a. guidelines of observation sheet.

- b. material of learning.

- c. prepared some wise words for motivation.

- d. Grammar test.

- e. List of interview and In the cycle 2 the researcher made the students to figure out the lesson.

3. However in the cycle 2, the researcher had a little different plan as it had been done in cycle 1, such as in the second cycle, the researcher gave chance for every students to tell their difficulties in learning process not in small groups in cycle 1.

4. The students sat in a circle cooperating each other with their friends. Then

asked the students to be more active.

b. Acting

All action in this cycle based on the revised plan. In the beginning of learning activities the researcher opened class, played the instrument while in learning process to activate the alfa condition of students, the instrument was like soft music and told their scores test because the researcher hoped if the students knew their score, they can improve the score to be good in next test. In this way the researcher showed the students' mistake in answer the test.

The researcher explained to the students how to answer the test simply and gave them the key to understand. For example in quetion "he will paint the doors, the doors "....." painted", there were some choosen (will be painted, to be will, will being, are being, will been). We only underlined the word *will*, from this word we could conclude that the answer is using *will be painted*.

During the learning process, she asked the students to train their left brain and right brain. Like if she asked the students to rise their hand so the students must down hand, she asked the students to down their hand and the students must rise their hand, she closed her eyes and the students must opened their eyes and so on.

The researcher also got the students to be more comfortable. For examples, she let the students to find out their own way to figure out the material faster. She gave the students freedom to make the interesting media about how to understand passive voice. The researcher believed that in this way the students never forgot about the material.

Next the researcher gave some motivations to the students in order to be interested in learning, such as she told that there were many people did not have a complete body but they could survive and made their achievement like they could become a successful man in the world. So that the students must study hard in their own life. The last the researcher gave the test.

c. Observation

Based on the observation activity in this cycle. The researcher and collaborator observed the learning activity about condition of the learning process by application of Hypnoteaching Method in learning English language. The students could improve the ability and had a good condition in teaching process. And the result in this cycle as follows:

1. The students could stimulate the students' sense organ to work actively, and overcome their mental block to good mentality so that the students had self confidence.
2. The students found new way or their own way to mastery the material.
3. The students more active in cycle 2 than in cycle 1.



To prove the data, the resaercher done an interview through the audio.

The result of students' active participation in cycle 2 as follow:

**Table 6**

The result of students' active participation in cycle 2

<b>Respondents</b>	<b>Very active</b>	<b>Active</b>	<b>Less active</b>	<b>Not active</b>
R 01	v			
R 02	v			
R 03		v		
R 04	v			
R 05		v		
R 06		v		
R 07	v			
R 08	v			
R 09		v		
R 010	v			
R 011		v		
R 012	v			
R 013		v		
R 014			v	
R 015	v			
R 016		v		
R 017		v		
R 018			v	
R 019	v			
R 020		v		
R 021	v			
R 022		v		
R 023		v		
R 024	v			

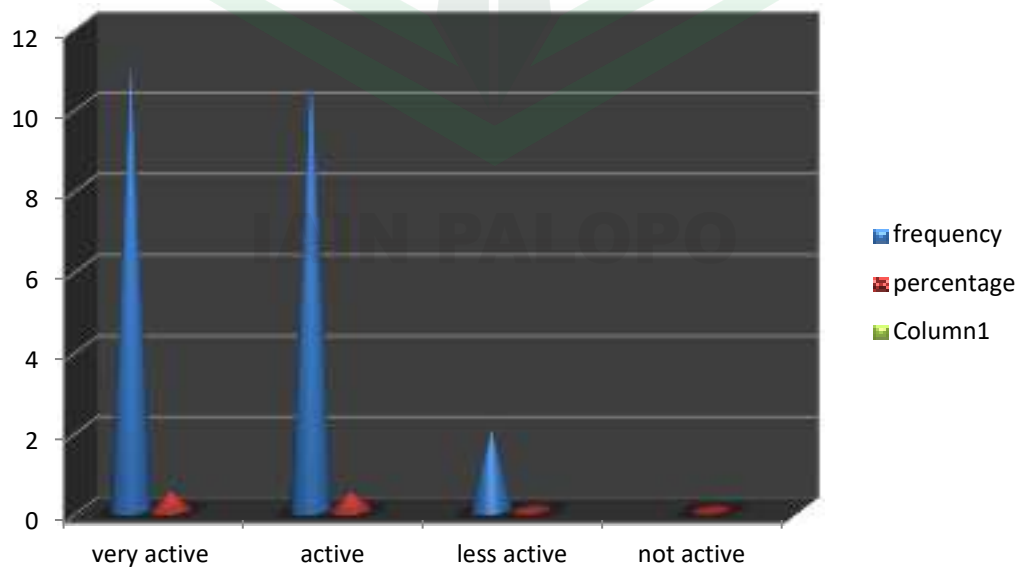
**Table 7**

The percentage of students' active participation in cycle 2

Classification	Frequency	Percentage (%)
Very active	11	45,83%
Active	11	45,83%
Less active	2	8,33%
Not active	–	–

**Table 8**

The diagram of students' active participation in cycle 2



Based on the research data in the cycle 2 which is shown by the description above that included is respondent, there were 11 students were very active in the class by using of Hypnoteaching method as the way. And the percentage reached 45,83 %. The active students were 11 and the percentage reached 45,83%. The less active students were 2 and the percentage reached 8,33%. There was not student who was not active. To reach the requirement criteria of success which was determined 75%. The classification very active and active were accumulated 91,66%. It was successfully nominal percentage or the expect nominal percentage.

Based on the result above, the researcher found that in the cycle 2 the students' active participation was better than the result in the cycle 1. Because in the cycle 2 the students' motivation was very good to learn faster and beside that the researcher found the weakness in applied of Hypnoteaching Method in cycle 1 and the researcher tried to overcome the problem. The researcher also believes that the criteria of success in the cycle 2 had been achieved as the accumulation from the percentage of very active and active. It reached 91,66%.

The finding in this cycle indicates that the use of Hypnoteaching Method could stimulate the students to be good condition in learning. So that they could be relaxing with the activated of alfa condition and the result the students learn faster than before. Besides the students got more motivation in their life and they could know what they want in the future. Hypnoteaching method focuses on the utilization of the brain. Utilization may occur when a teacher can understand several important variables as proposed by Tony Buzan, a renowned expert in the field of memory and

intelligence which states that understanding about how the brain works become mandatory to optimize the potential of the brain. This is thing that prove the use of Hypnoteaching Method is the good way in teaching English language.

**Table 9**

The result of students' score test in cycle 2.

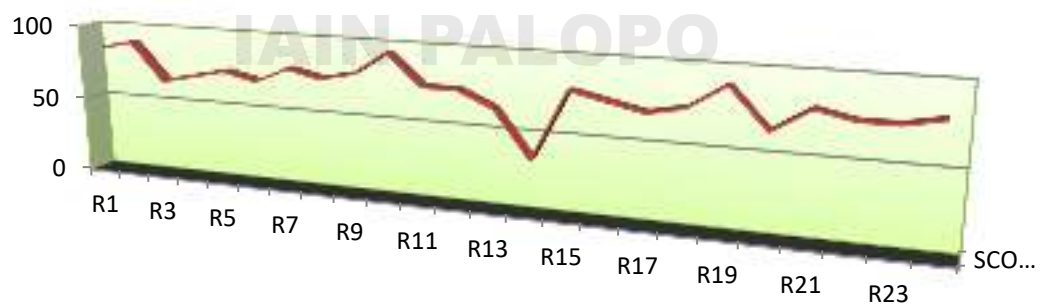
No.	Respondent	Score
1.	R1	85
2.	R2	90
3.	R3	65
4.	R4	70
5.	R5	75
6.	R6	70
7.	R7	80
8.	R8	75
9.	R9	80
10.	R10	95
11.	R11	75
12.	R12	75
13.	R13	65
14.	R14	35
15.	R15	80

16.	R16	75
17.	R17	70
18.	R18	75
19.	R19	90
20.	R20	65
21.	R21	80
22.	R22	75
23.	R23	75
24.	R24	80
	Mean score	$\Sigma x = 1800$

**Table 10**

The diagram of the students' score in cycle 2

**SCORE**



Calculating the mean score of the students grammar test in cycle 2.

$$\begin{aligned} X &= \frac{\Sigma x}{N} \\ &= \frac{1800}{24} \\ &= 75\% \end{aligned}$$

The result of data students score in cycle 2 showed that the students mastery in the table above explain that there were mostly high scores. The mean score was 75%. It means that learning process in this cycle was successful.

### **The Questionnaire Result of The Student's Response.**

To get more valid data to know the students' perception, the researcher used questionnaire to know wheter the students were improved or not to learn English by using of Hypnoteaching Method. And the result as follows:

**Table 11**

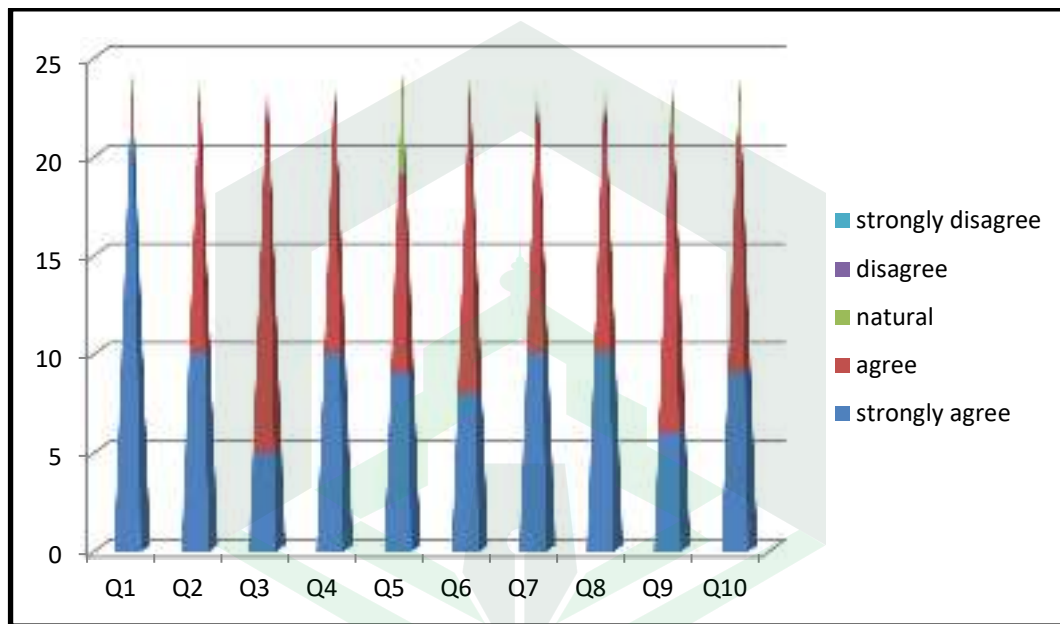
The result of the students' perception through questionnaire

question naire	Strongly agree	agree	natural	Disagree	Strongly disagree
1.	21	2	1	-	-
2.	10	13	1	-	-
3.	5	18	1	-	-
4.	10	13	1	-	-
5.	9	10	5	-	-
6.	8	15	1	-	-
7.	10	12	2	-	-

8.	10	12	2	-	-
9.	6	15	3	-	-
10.	9	12	3	-	-

**Table 12**

The diagram result of the students' perception through questionnaire.



Based on the table above, most of the students show positive perception towards the every item. The statements which give positive statements are all of the question and there are natural too.

#### d. Reflecting

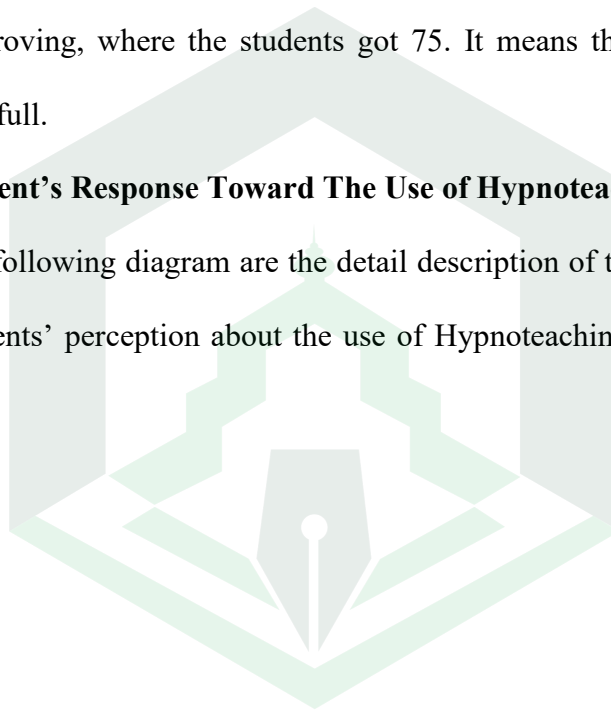
Based on the data analisis in cycle 1 and cycle 2 above, the data collected by observation, tests, questionnaire, interview. The researcher believed that the use of Hypnoteaching Method is the good way in English learning.

The students' achievement in the cycle 2, the grammatical skill was satisfactory. The students' reached score in learning was 75%. It means that the students' score in learning grammar were high scores.

Based on the students' active participation in cycle 2, the researcher was satisfied because the students can be more active than in the cycle 1. The students' score was improving, where the students got 75. It means that learning process in cycle 2 successful.

### **Student's Response Toward The Use of Hypnoteaching Method**

The following diagram are the detail description of the data that were used to see the students' perception about the use of Hypnoteaching Method in language teaching.

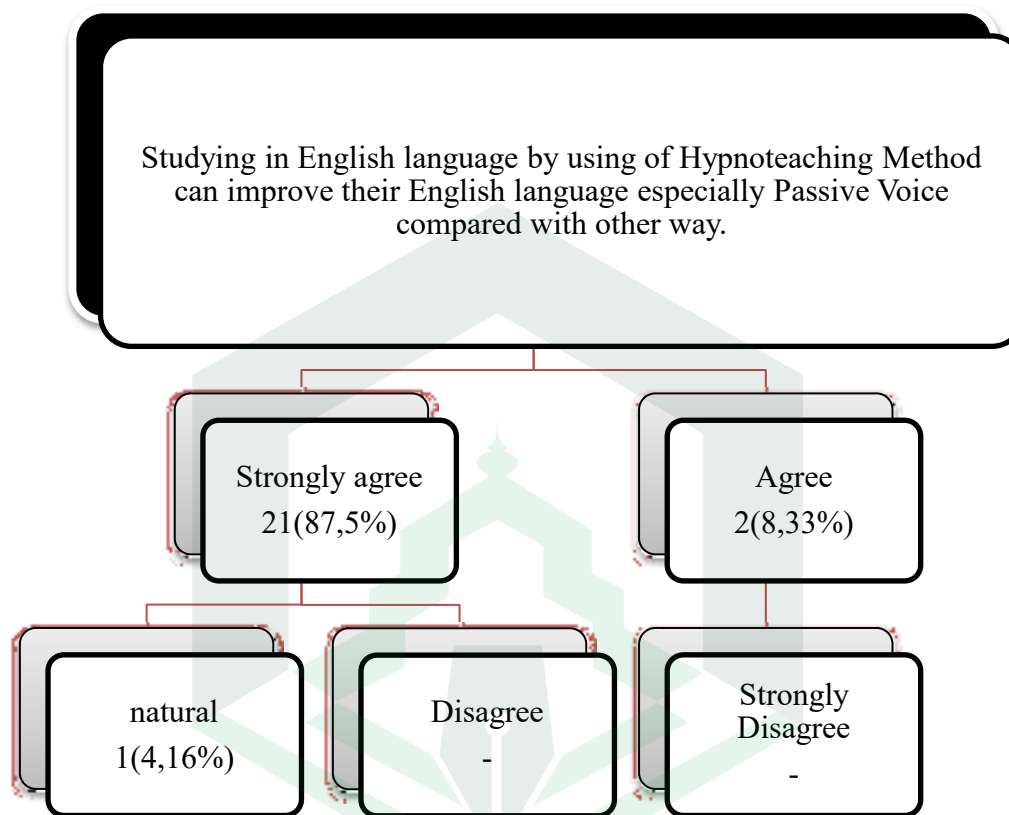


**IAIN PALOPO**



**Table 13**

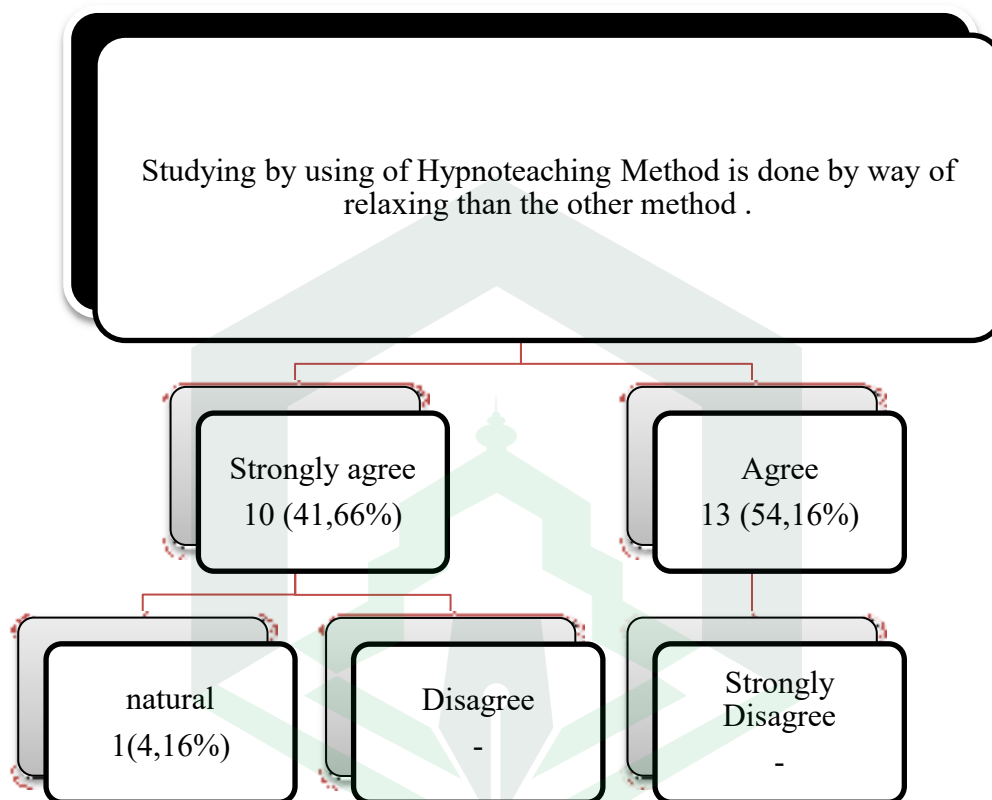
Questionnaire 1



Based on observation research in questionnaire 1, the statement of students about using of Hypnoteaching Method could improve the students English language especially passive voice, presented that 21 students or 87,5% choose strongly agree, 2 students or 8,33% choose agree, 1 student or 4,16% choose natural and there were no students choose disagree and strongly disagree.

From the explanation above, it appeared that many students were choosing strongly agree and agree in their statements.

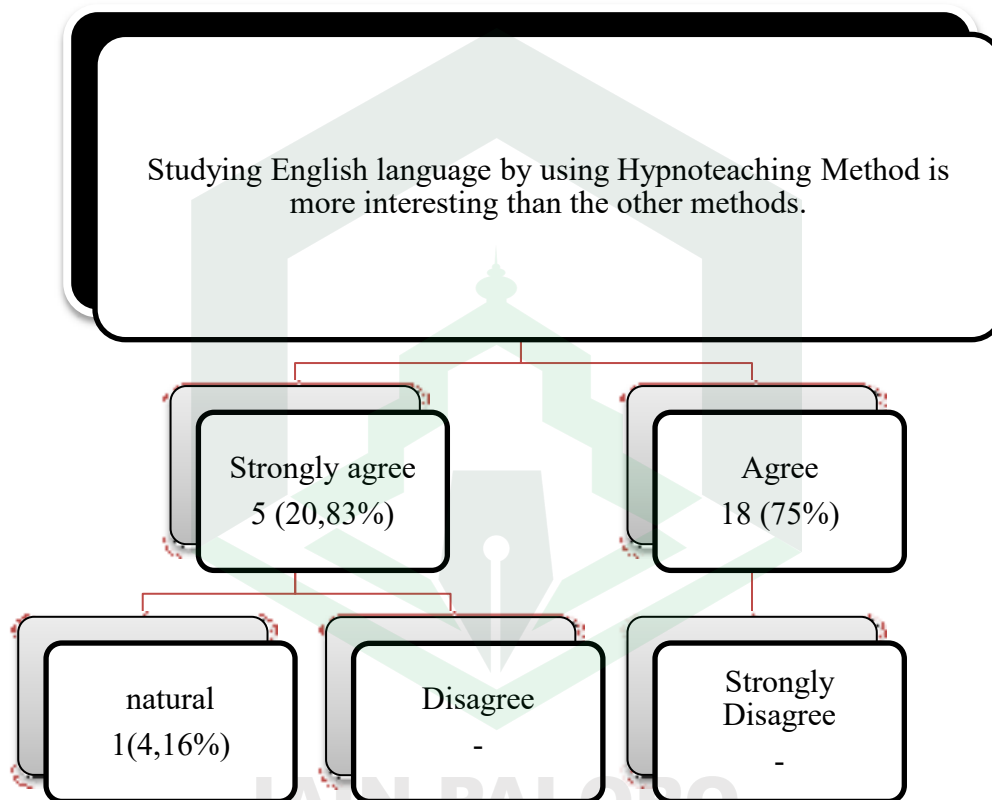
**Table 14**  
Questionnaire 2



From the table 14, it indicates that the students more relaxing in learning English through hypnoteaching method. These statements can be described with help of result of the questionnaire 2. Strongly agree were gathered by 10 students or 41,66% choose strongly agree, 13 students or 54,16% choose agree, 1 student or 4,16% choose natural and there were no students choose disagree and strongly disagree.

It can be concluded that there were 95,84% students choosed strongly agree and agree.

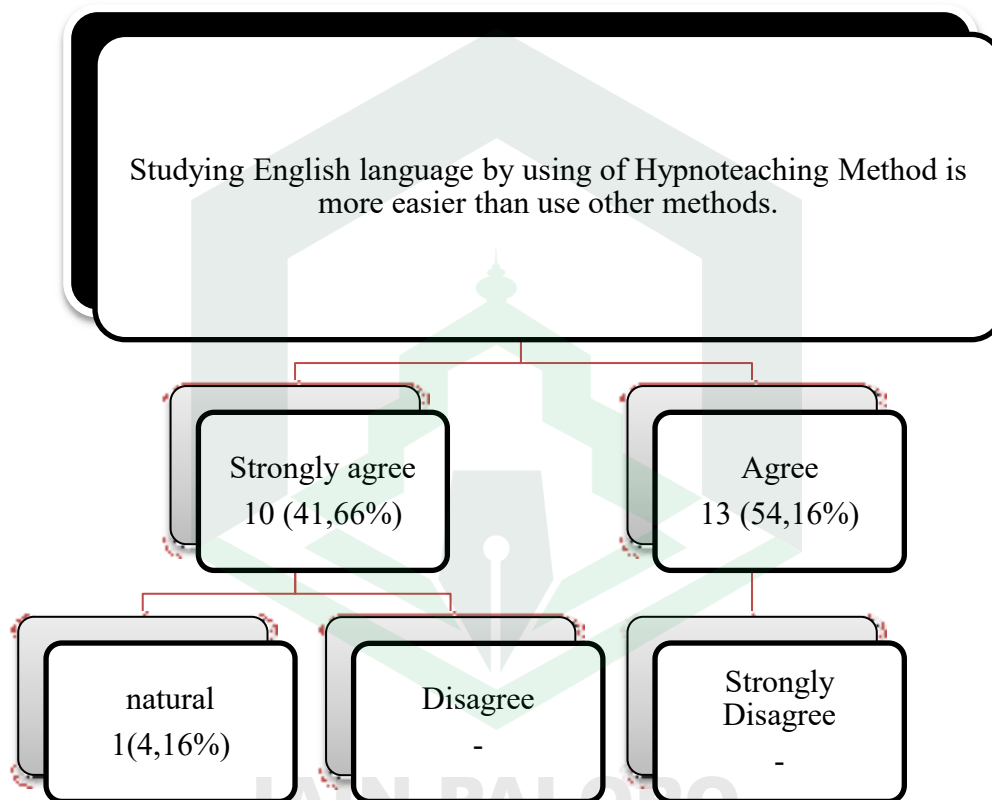
**Table 15**  
Questionnaire 3



The third data of questionnaire have been gathered that there were 5 students or 20,83% choose strongly agree, 18 students or 75% choose agree, 1 student or 4,16% choose natural and there were no students choose disagree and strongly disagree.

It can be concluded that there were many students more interesting in English learning by using of hypnoteaching method.

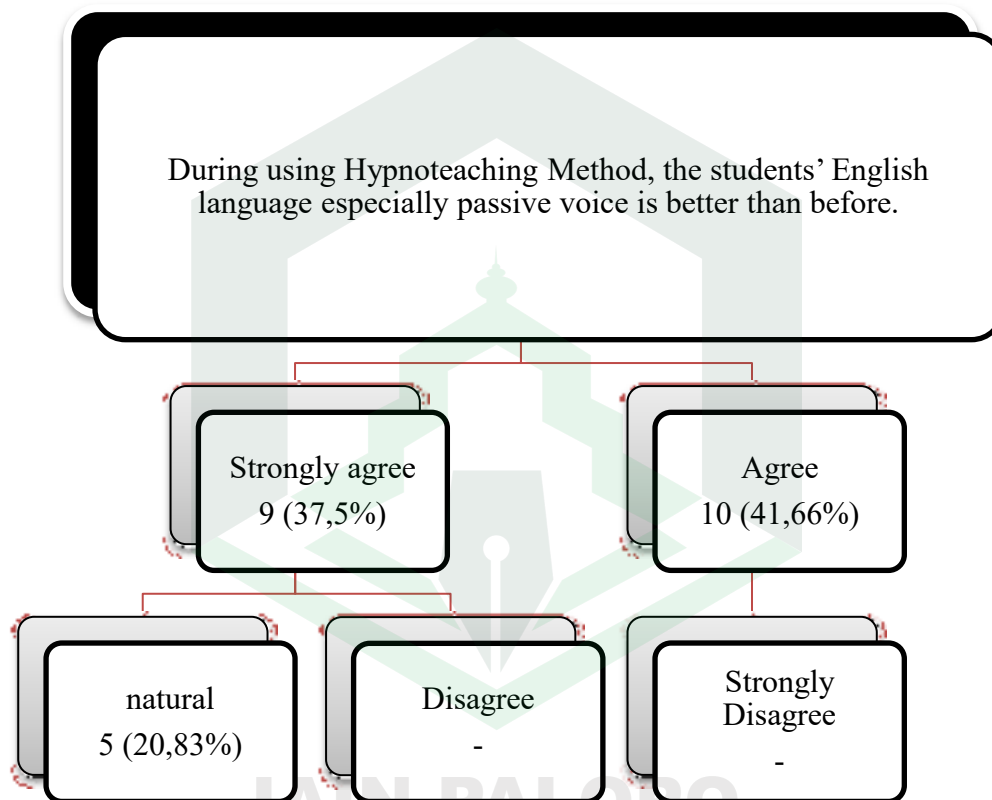
**Table 16**  
Questionnaire 4



The students perception of the use of hypnoteaching method during English learning are more easier than use the other methods. This case is proven by the students answer. 10 students or 41,66% choose strongly agree, 13 students or 54,16% choose agree, 1 student or 4,16% choose natural and there were no students choose disagree and strongly disagree.

An interesting detail in the result of the questionnaire was there are many students choose strongly agree and agree.

**Table 17**  
Questionnaire 5



The table above indicates that the students' English language especially passive voice is better than before through the use of Hypnoteaching Method. This case is proven by the students answer. 9 students or 37,5% choose strongly agree, 10 students or 41,66% choose agree, 5 student or 20,83% choose natural and there were no students choose disagree and strongly disagree.

The major statement is strongly agree and agree.

**Table 18**

Questionnaire 6

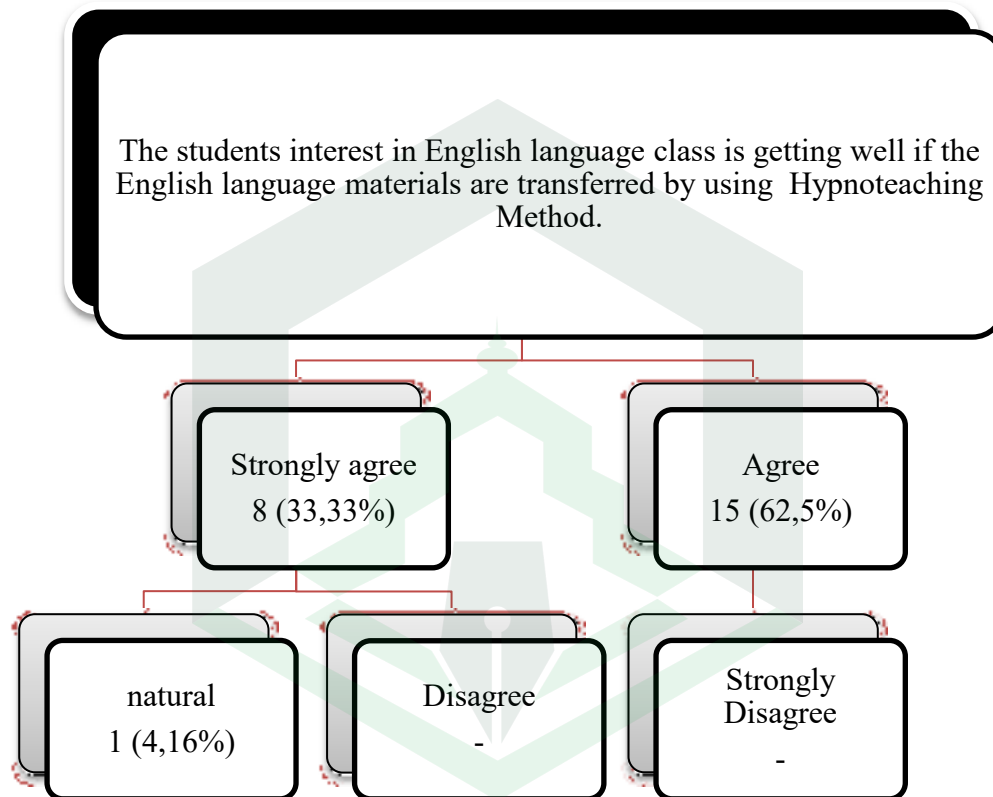


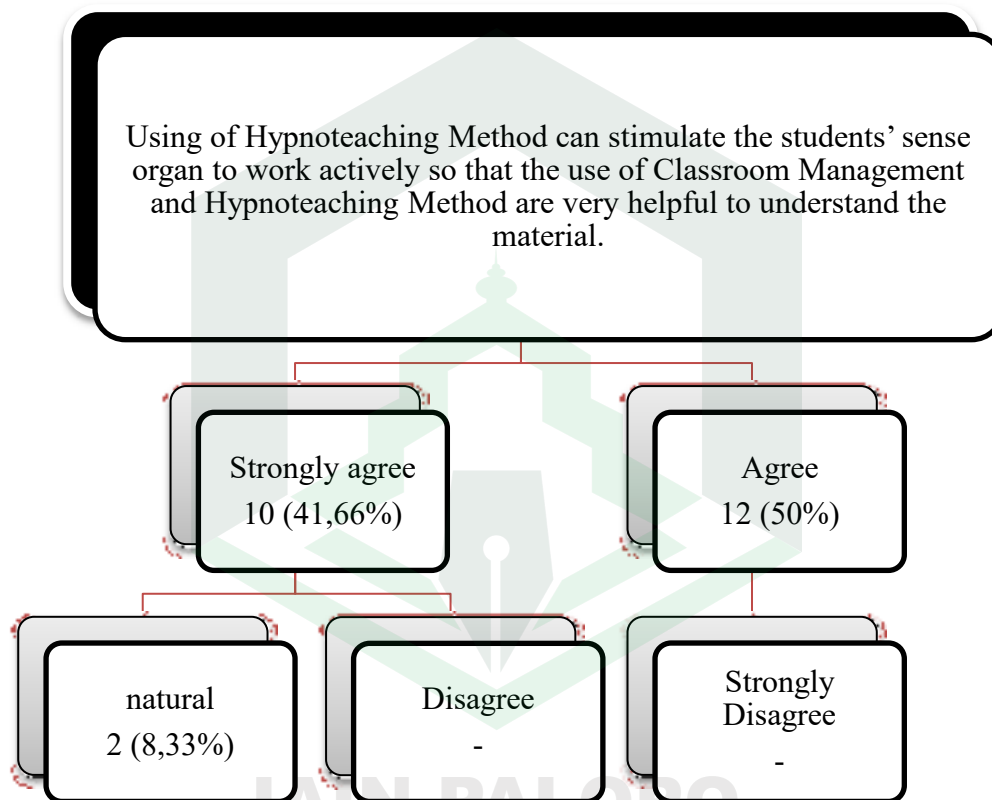
Table 18 shows that there were 8 students or 33,33% choose strongly agree, 15 students or 62,5% choose agree, 1 student or 4,16% choose natural and there were no students choose disagree and strongly disagree.

The major statements of “The students interest in English language

class is getting well if the English language materials are transferred by using Hypnoteaching Method” was strongly agree and agree.

**Table 19**

Questionnaire 7

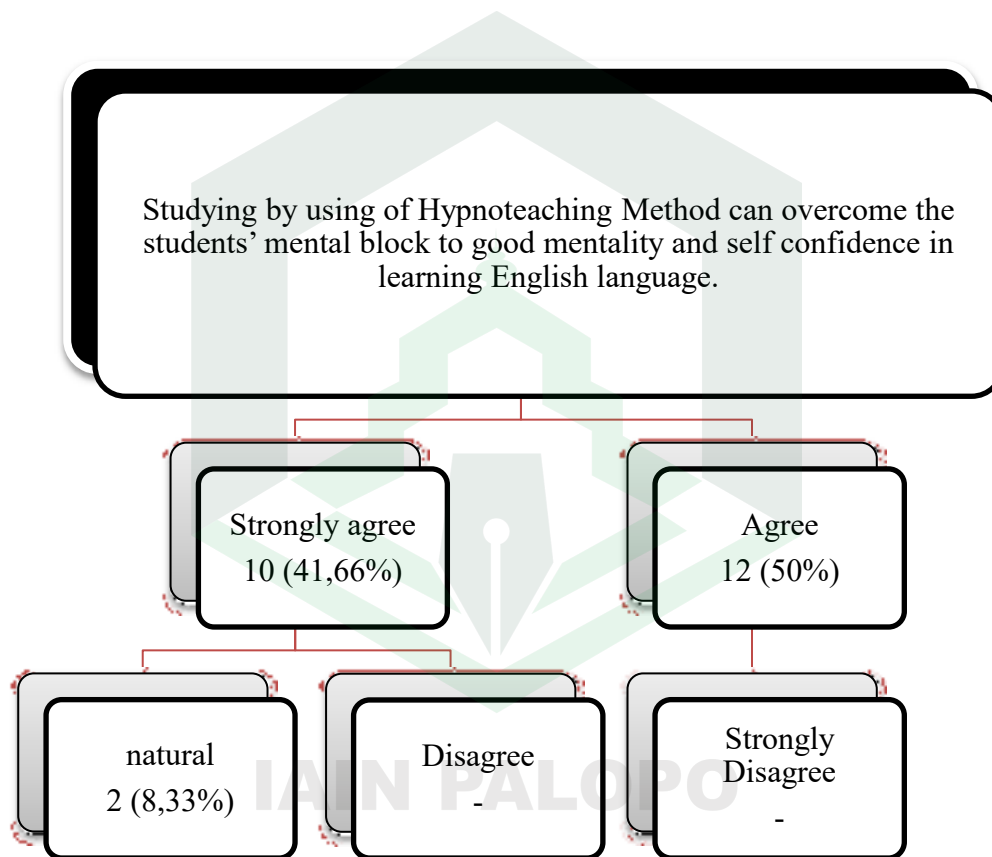


As the statement in questionnaire 7, it appeared that 10 students or 41,66% choose strongly agree, 12 students or 50% choose agree, 2 student or 8,33% choose natural and there were no students choose disagree and strongly disagree.

It can be concluded that Using of Hypnoteaching Method can stimulate the students' sense organ to work actively so that the use of Hypnoteaching Method is very helpful to understand the material.

**Table 20**

Questionnaire 8



From the table 20, it indicates that the students can overcome their mental block to good mentality and self confidence in learning English language by using of hypnoteaching method. These statement can be described with help of result of the questionnaire 8. And the answer were 10 students or 41,66% choose strongly agree,

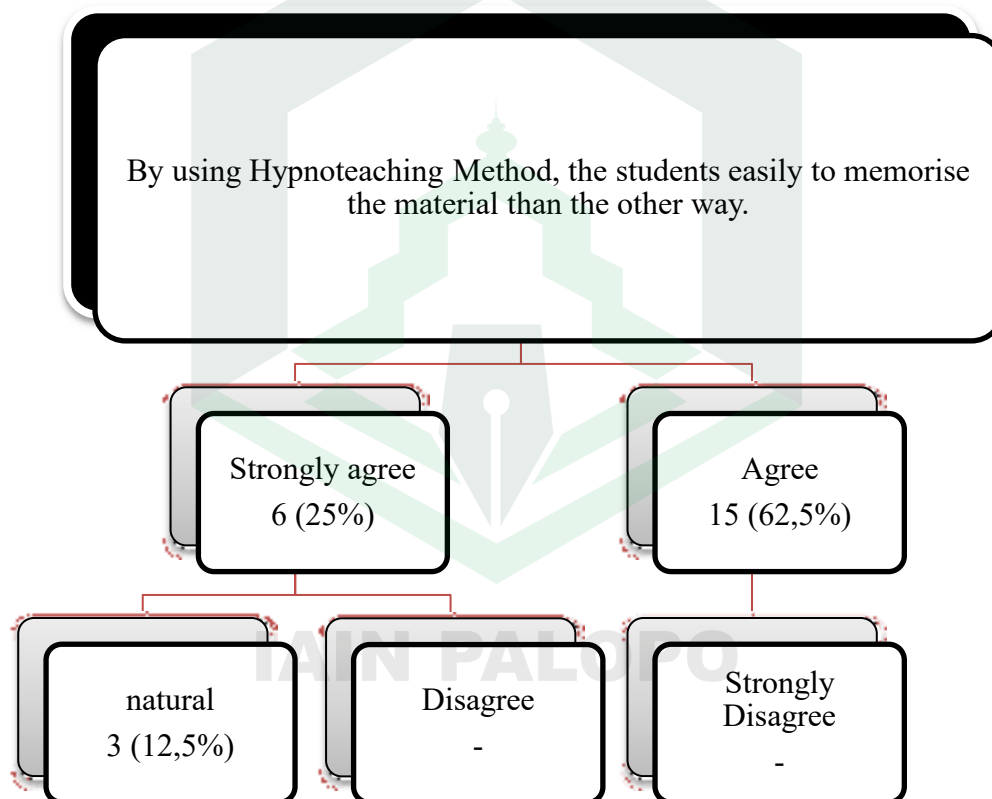


12 students or 50% choose agree, 2 student or 8,33% choose natural and there were no students choose disagree and strongly disagree.

It can be concluded that there were 91,67% students choosed strongly agree and agree.

**Table 21**

Questionnaire 9



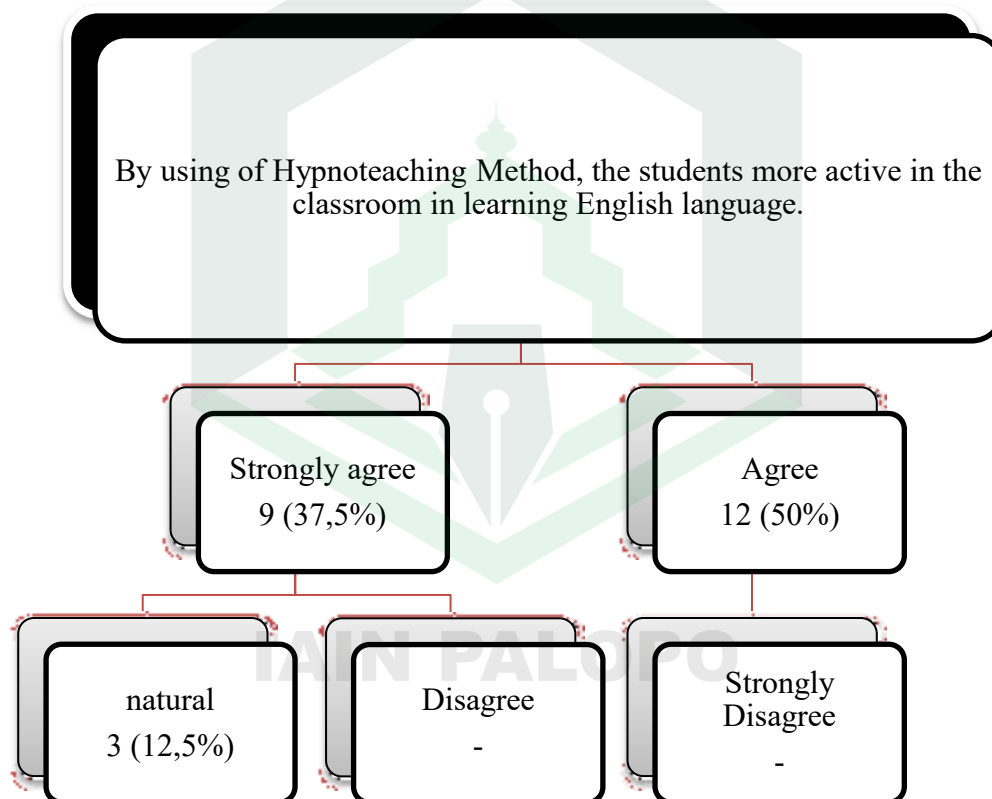
Based on the table 21, where learning English made the students easily to memorise the material than the other method by using of hypnoteaching method. This case is proven by the students answer. 6 students or 25% choose strongly agree, 15

students or 62,5% choose agree, 3 student or 12,5% choose natural and there were no students choose disagree and strongly disagree.

From the explanation above, it appeared that many students were choosing strongly agree and agree .

**Table 22**

Questionnaire 10



The table 22, indicates that the students more active in learning English through the use of Hypnoteaching method. This case is proven by the students answer. 9 students or 37,5% choose strongly agree, 12 students or 50% choose agree,

3 student or 12,5% choose natural and there were no students choose disagree and strongly disagree.

Basically, the students at the twelfth year in SMA Muhammadiyah Palopo show positive response.

### ***B. Discussion***

Based on the result of the data analysis, the writer will explain that learning English language by using of Hypnoteaching Method are the one of good way in teaching. But to make clear the discussion, she would like to explain that Based on the observation students of SMA Muhammadiyah Palopo in teaching English in cycle 1 found that many of them had been confused, and do not have a good motivation in learning and also they have low ability in mastery the structure. So the students faced difficulty in forming passive voice.

The main points in this research was the appropriate way in order to develop students' ability in learning passive voice and the students' ability in practice and overcome the students' problem in learning passive voice by using of hypnoteaching Method, it was happened because the students' achievement and performance improved from the first cycle to the second cycle.

Based on the result of the data, it can be discussed that:

1. By using of Hypnoteaching Method in cycle 1, the students' active in classroom found that there were very active and active accumulated 74,99%. It was not successfully nominal percentage or not the expect nominal percentage. There were students not focus in learning process because some of them still had low motivation in learning English. They thought that English is very difficult to learn. Their basic in English lesson were very poor. Such as they still did not know the formula of the active of the sentences, it caused they confused learn passive sentence. In this cycle, it was based on the plan and action to improve the students' ability in learning structure.

The problem in the cycle 1 attracted the researcher and partner to continue to the next cycle. In the cycle 2, the researcher did new plan such as The researcher gave variation of motivation to the students. So not only the same motivation but also the story of great people in the world. She explained again about the material passive voice, the students could find out their own understanding to understand the formula of passive sentences. She played the instrument to activate the students' alpha condition. According to Milton Erickson that the use of multimedia or played soft music can relax the brain and it can be activated the students' alpha<sup>27</sup>. She gave chances to the students to express their difficulties in English learning process. She gave chances to the students to share what they have gotten about the material not in a small group but one by one. She guide the students that can not be active in English

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<sup>27</sup>Milton H. Erickson, M.D. *Patterns of the Hypnotic Techniques*. p. 67.

learning process and the researcher gave the students some motivation in order to be diligent in learning and the last the researcher gave tests to the students. She also got the students to be more comfortable.

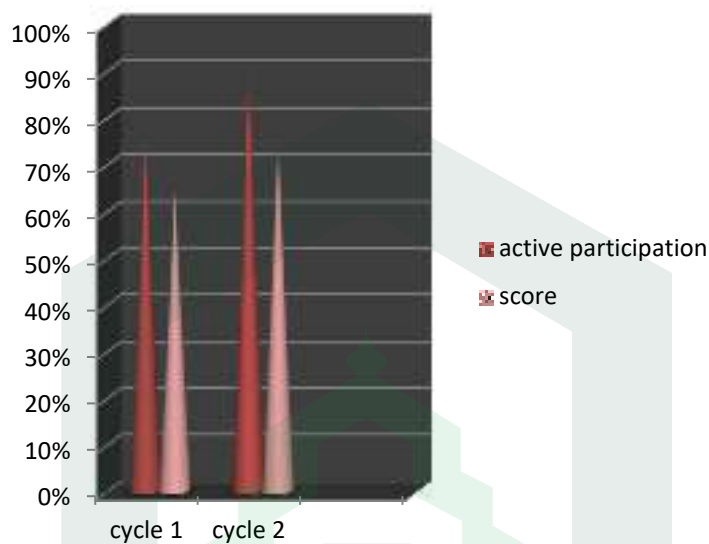
By doing the procedures above, the researcher found that there were The classification very active and active were accumulated 91,66%. To reach the requirement criteria of success which is determined 75%. It was successfully nominal percentage or the expect nominal percentage. So it can be discussed that the using of Hypnoteaching Method can overcome the students' ability in understanding the structure or the passive poice, it was proven by the findings of this research.

2. The students' achievement in the cycle 1, the grammatical skill was unsatisfactory. The student's reached score in learning was 64,16%. It means that the students' score in learning grammar still low, where the minimum mastery in learning English was 70.

The students' achievement in the cycle 2, the grammatical skill was satisfactory. The students' reached score in learning was 75%. It means that the students' score in learning grammar were high scores. Based on the students' active participation in cycle 2, the researcher was satisfied because the students can be more active than in the cycle 1. And the students' score was improving, where the students got 75. It means that learning process in cycle 2 successfull.

And below is the table of the students active participation and the score in cycle 1 and cycle 2:

**Table 23**



### **Student's Response Toward The Use of Hypnoteaching Method.**

In relation to the students' perception which is indicated through the result of questionnaire, most of the students gave positive perception toward the using Hypnoteaching Method in learning English. It is showed by the high percentage of positive statements of the each in the questionnaire.

The first questionnaire indicates that the use of Hypnoteaching Method can improve the students' English language. Most of the students choosed strongly agree and agree because with these strategy the students got a good motivation in learning process, the traditional way of teaching in which the teacher does a lot of talking and explaining and the learners do mostly listen. The researcher compare this way of

teaching to task-based teaching in which students and teachers work together to solve problems and tasks. Students must think on their own to find the answers the problems. The second questionnaire indicates that the students more relaxing learn English through the use of Hypnoteaching Method, because the students activated their alfa condition so they can enjoyed in learning process.

The third questionnaire indicates that the students more interesting learn English through the use of Hypnoteaching Method is very high, because they think it is important for some major events of life, when learning something it is crucial that what is learned is seen as important for the individual. The forth questionnaire indicates that the students more easier to understand the lesson in learning English through the use of Hypnoteaching Method, because the way in transferring the material is different with the other method, the students were given freedom by researcher to find out their own understanding. The fifth questionnaire indicates that the students' English language especially passive voice is better than before through the use of Hypnoteaching Method, because the students were relaxing in learning process so no stress can appeared.

The sixth questionnaire indicates that the students more comfortable in learning English through the use of Hypnoteaching Method, because in learning process the students modalities was cared by researcher. The seventh questionnaire indicates that the students in learning English through the use of Hypnoteaching Method are very helpful to figure out the material, because the students made the interesting media to figure out the formula of passive voice, they found their own

way to understand the lesson. The eight questionnaire indicates that the students in learning English through the use of Hypnoteaching can overcome the students' mental block to good mentality and self confidence, because the researcher gave the same chance to every students to tell what they thought about the lesson and the researcher tried to create a good situation so the students didn't have any pressure.

The ninth questionnaire indicates that the students easily to memorise the material than the other way in learning English through the use of Hypnoteaching, because the students got the key to figure out the lesson. And the last questionnaire indicates that by using of Hypnoteaching Method, the students more active in the classroom in learning English language, because the students were happy in learning process so they got a positive condition.

Based on the interview to the students that the students more interesting, made them more active and figure out about the material. They could feel different if compared the other method.



## CHAPTER V

### CONCLUSIONS AND SEGGESTIONS

This chapter presents conclusions and suggestions based on the data analysis and the findings in the previous chapter.

#### *a. Conclusions*

Based on the result of the data analysis, the findings and the discussion on the previous chapter, the conclusion that could be explained from this study are as follows:

1. Hypnoteaching method is effective because:
  - a. This method use language patterns subconciuos suggestion, so this method can be comprehended as suggesting the students to be smart.
  - b. In hynoteaching the student is given high motivation other than that the teachers also have to master the learning material as a whole.
  - c. Involving students actively interact informally to students. The researcher must always gave the students motivation, pacing, leading, positive words, praise and modeling in teaching process so they can be more comfortable and have a good condition in learning process.
  - d. Giving students authority over their learning, assuring students that they are

capable of achievement in every lesson and can increase the student's learning outcomes in cycle 1 and cycle 2 so a lot of students who were delighted with the learning process.

e. They are more concentrated in learning and easier to understand each lesson that is given to them.

f. Students get a greater value in learning English by using hypnoteaching method. In the cycle 1, the students' active in classroom found that there were very active and active accumulated 74,99%. In the cycle 2, the researcher found that there were The classification very active and active were accumulated 91,66%. It was successfully nominal percentage or the expect nominal percentage. The students' achievement in the cycle 1, the grammatical skill was unsatisfactory. The students' reached score in learning was 64,16%. The students' achievement in the cycle 2, the grammatical skill was satisfactory. The students' reached score in learning was 75%. It means that the students' score in learning grammar were high scores.

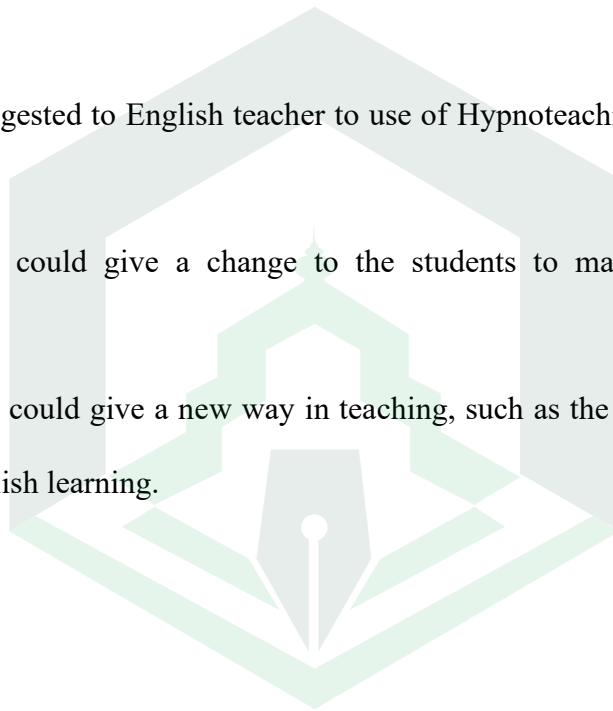
So it can be conclude that The Use of Hypnoteaching method is the effective way toward teaching English language.

2. The students response toward Classroom Management and the use of Hpnoteaching Method that most of them have strongly agree in every statements at the questionnaire. It's means that the students are very excited with this method and the students think that the use of hypnoteaching method can overcome their problem in learning process.

***b. Suggestion***

Based on the conclusion above the researcher put some suggestion as follow:

1. To make the students like to learn the teacher must give some motivation to the students.
2. The teacher could play the media to activate the student's alpha condition in the classroom.
3. It is suggested to English teacher to use of Hypnoteaching Method in English learning.
4. Teacher could give a change to the students to make their own way in learning.
5. Teacher could give a new way in teaching, such as the use of Hypnoteaching Method in English learning.



**IAIN PALOPO**

### ***Bibliography***

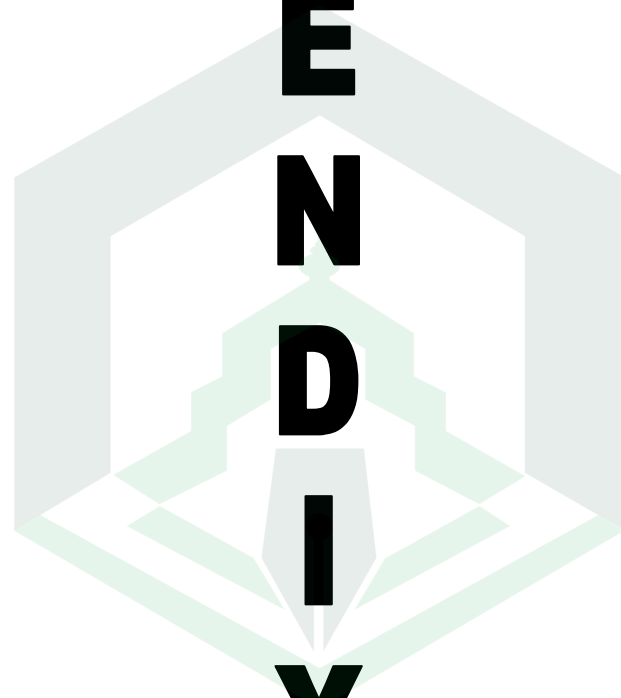
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## LIST OF OBSERVATION IN THE FIRST CYCLE

### *Check List Observation the first Cycle*

Mata Pelajaran : \_\_\_\_\_

Hari/tanggal : \_\_\_\_\_

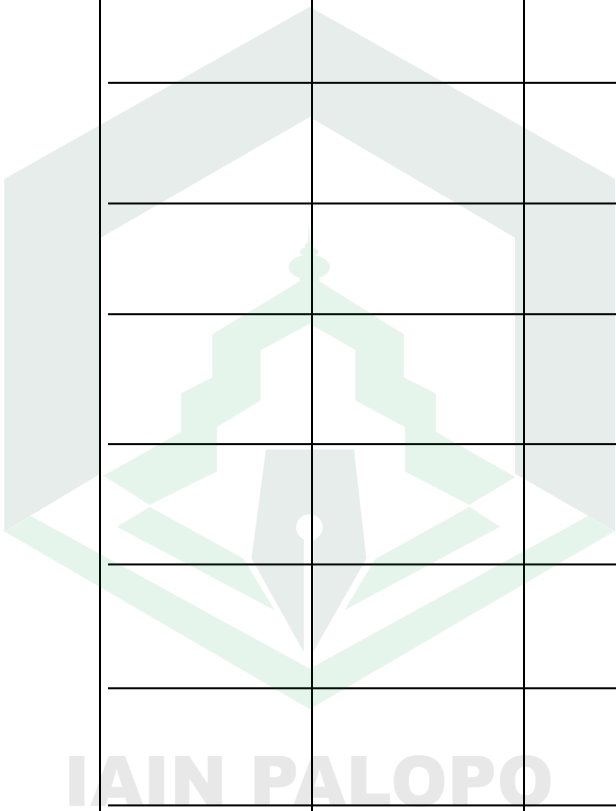
Materi : \_\_\_\_\_

Kelas/semester : \_\_\_\_\_

No.	Students' Name	Activeness			
		Very active	Active	Less active	Not active
1.	Respondent (1)				
2.	Respondent (2)				
3.	Respondent (3)				
4.	Respondent (4)				
5.	Respondent (5)				
6.	Respondent (6)				
7.	Respondent (7)				
8.	Respondent (8)				
9.	Respondent (9)				
10.	Respondent (10)				



11.	Respondent (11)				
12.	Respondent (12)				
13.	Respondent (13)				
14.	Respondent (14)				
15.	Respondent (15)				
16.	Respondent (16)				
17.	Respondent (17)				
18.	Respondent (18)				
19.	Respondent (19)				
20.	Respondent (20)				
21.	Respondent (21)				
22.	Respondent (22)				
23.	Respondent (23)				
24.	Respondent (24)				



Palopo, 22 November 2013

Partner,

Observer ,

Nim : \_\_\_\_\_

Nim : \_\_\_\_\_



**IAIN PALOPO**

**INTERVIEW**  
**RESEARCHER AND TEACHER**

Pedoman wawancara peneliti dan guru.

Nama guru :

Hari/tanggal :

R : Metode apa yang sering Ibu gunakan dalam pembelajaran bahasa Inggris selama ini?

T :

R : Menurut Ibu bagaimana respon siswa terhadap metode pembelajaran yang sering diterapkan ?

T :

R : Bagaimana menurut Ibu dengan Classroom Management and Hypnoteaching Method yang saya terapkan dalam pembelajaran bahasa Inggris?

T :

R : Berdasarkan hasil pengamatan Ibu terhadap Classroom Management and Hypnoteaching Method yang saya gunakan seberapa besarkah pengaruhnya terhadap peningkatan hasil belajar siswa ?

T :

R : Menurut Ibu apa yang menarik dari pembelajaran bahasa Inggris dengan menggunakan Classroom Management and Hypnoteaching Method ?

T :

R : Menurut Ibu apa kelebihan dan kekurangan dari Classroom Management and Hypnoteaching Method yang diterapkan selama pembelajaran ?

T :

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**INTERVIEW**  
**RESEARCHER AND STUDENTS**

Pedoman wawancara peneliti dan siswa.

Nama siswa :

Hari/tanggal :

R : Apakah menurut anda pembelajaran bahasa Inggris dengan menggunakan Classroom Management and Hypnoteaching Method menyenangkan ?

S :

R : Apakah pembelajaran bahasa Inggris dengan menggunakan Classroom Management and Hypnoteaching Method dapat membuat anda lebih aktif di kelas ?

S :

R : Apakah dengan menggunakan Classroom Management and Hypnoteaching Method dapat membuat anda lebih menguasai materi yang diberikan ?

S :

**IAIN PALOPO**

## QUESTIONNAIRE

The aim of the Questionnaire is to collect data about the students' perception toward classroom management and the use of hypnoteaching method in English language which is used by teacher. For the participation and contribution, thank you very much.

*Direction :*

1. Read the listed direction carefully before answering the questions.
2. Marking (×) for the choice.
3. Write down your identity in the provided space.
4. Thank you very much for your participation to answer this Questionnaire.

### *Identity of Respondent*

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Gender :

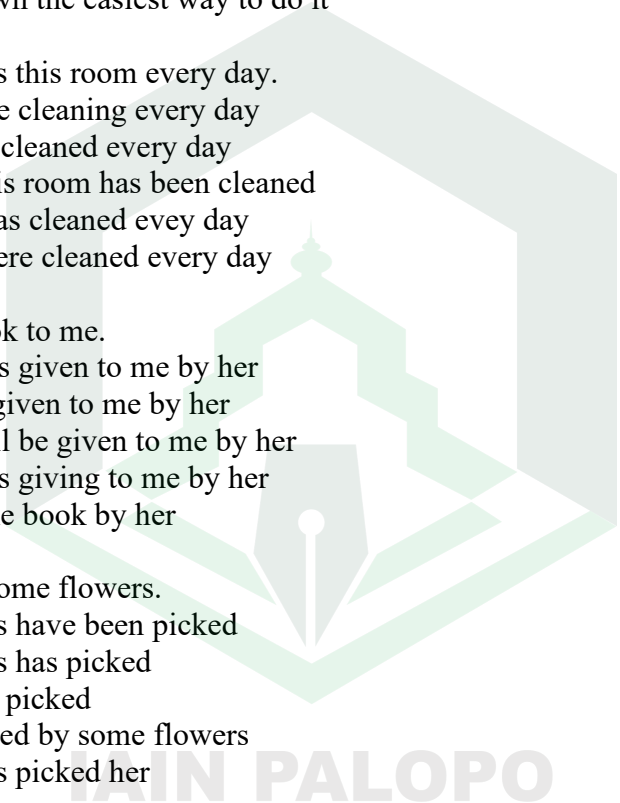
Male	1
Female	2

No.	Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1.	Studying in English language by using Classroom Management and Hypnoteaching Method can improve their English language especially Passive Voice compared with other way					
2.	Studying by using Classroom Management and Hypnoteaching Method are done by way of relaxing than the other method .					
3.	Studying English language by using Classroom Management and Hypnoteaching Method are more interesting than the other methods.					
4.	Studying English language by using Classroom					

	Management and Hypnoteaching Method are more easier than use other methods.					
5.	During using Classroom Management and Hypnoteaching Method, the students' English language especially passive voice is better than before.					
6.	The students interest in English language class is getting well if the English language materials are transferred by using Classroom Management and Hypnoteaching Method.					
7.	Using Classroom Management and Hypnoteaching Method can stimulate the students' sense organ to work actively so that the use of Classroom Management and Hypnoteaching Method are very helpful to understand the material.					
8.	Studying by using Classroom Management and Hypnoteaching Method can overcome the students' mental block to good mentality and self confidence in learning English language.					
9.	By using Classroom Management and Hypnoteaching Method, the students easily to memorise the material than the other way.					
10.	By using Classroom Management and Hypnoteaching Method, the students more active in the classroom in learning English language.					

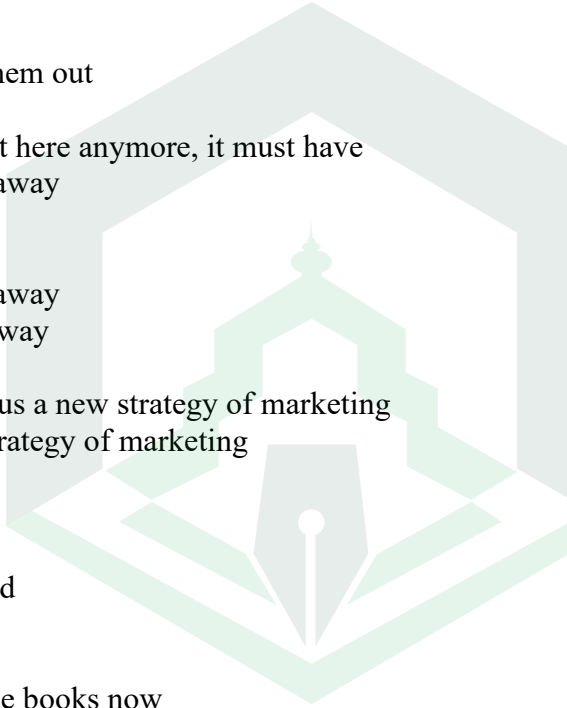
*Thank you for your co-operation in completing this questionnaire.*

A. Please choose the right answer below!

1. This is a very popular TV program. Every week it .... by a million people.
    - a. Watches
    - b. Being watched
    - c. Is watched
    - d. Has watched
    - e. To be watched
  
  2. They showed her the easiest way to do it. The passive voice of this sentences is \_\_\_\_
    - a. She showed the easiest way to do it
    - b. She was shown them the easiest way to do it
    - c. She showed them the easiest way to do it
    - d. She showed the easiest way to do it to them
    - e. She was shown the easiest way to do it
  
  3. Somebody cleans this room every day.
    - a. This room are cleaning every day
    - b. This room is cleaned every day
    - c. Every day this room has been cleaned
    - d. This room was cleaned every day
    - e. This room were cleaned every day
  
  4. She gave the book to me.
    - a. The book was given to me by her
    - b. The book is given to me by her
    - c. The book will be given to me by her
    - d. The book was giving to me by her
    - e. I am given the book by her
  
  5. She has picked some flowers.
    - a. Some flowers have been picked
    - b. Some flowers has picked
    - c. She has been picked
    - d. She was picked by some flowers
    - e. Some flowers picked her
  
  6. Which of these sentences is in the “passive voice”?
    - a. People speak English all over the world
    - b. Some one has broken two of my dinner plates
    - c. It will be forgotten in a few years time
    - d. We shall discuss the matter tomorrow
    - e. He wrote the book beautifully
  
  7. Find the passive form of “someone is following us”.
    - a. We are followed by someone
    - b. We are following someone
    - c. We are being followed by someone
- 



- d. We being followed by someone  
e. We have been following someone
8. Pair of scissors.....in the classroom yesterday.  
a. Founded  
b. Had found  
c. Was found  
d. Were found  
e. Are been found
9. All the cakes have been eaten by the cats.  
From this sentences we know that .....
- a. The cats eat all the cakes  
b. The cats have eaten all the cakes  
c. There are still some cakes left  
d. A cake ate all the cakes  
e. A cat has eaten all the cakes
10. Most scientific books ..... in English  
a. Are painting  
b. Are printed  
c. Have printed  
d. Will print  
e. Will have been printing
11. The exhibition ..... by Minister of Art.  
a. Opens  
b. Opened  
c. Has opened  
d. Will open  
e. Will be opened
12. Many letters are ..... by air mail nowadays.  
a. Sending  
b. Send  
c. Sends  
d. Sent  
e. Been sending
13. Most of our library books ..... in Bandung  
a. Were buy  
b. Were bought  
c. Are buying  
d. Are buys  
e. Are bought

14. Mrs. Budi didn't write this article  
This article ..... by Mrs. Budi
- Was not being done
  - Was not being written
  - Was not written
  - Was written
  - Was not done
15. Can we get tickets for the second show of the jurrasick park?  
I think they .....
- Are sold out
  - Are to be sold out
  - Sold out
  - Be sold out
  - Are selling them out
16. The picture is not here anymore, it must have
- Being taken away
  - Took away
  - Taken away
  - Been taking away
  - Been taken away
17. The director tell us a new strategy of marketing  
We ..... a new strategy of marketing
- Is told
  - Are told
  - To be told
  - Are being told
  - Had told
18. He is giving some books now  
Some books ..... now
- Are being given
  - Is being giving
  - To be giving
  - Will be given
  - Are been given
19. I buy many books yesterday  
Many books ..... by me yesterday
- Were bought
  - Are bought
  - Was bought
  - Have been bought
  - To be buying
- 
- IAIN PALOPO

20. Ani wrote the letter last night  
The letter ..... by ani last night
- Are written
  - To be written
  - Be written
  - Was written
  - Was being written

B. Please choose the right answer below!

21. He will paint the doors  
The doors ..... painted
- Will be painted
  - To be will
  - Will being
  - Are being
  - Will been

22. Bambang looks very happy today  
He ..... to be a manager
- Has promoted
  - To be promoted
  - Being promoted
  - Has to promoted
  - Has been promoted

23. Why does the baby next door keep crying?  
As usual, it ..... by the baby sitter
- Is neglecting
  - Is neglecting
  - Neglects
  - Is to neglect
  - Is to be neglected

24. The president director agreed that the performance of the company has not been good these past few years. In fact, it's organization ..... now for improvements.
- Restructured
  - Is restructuring
  - Is to restructure
  - Is being restructured
  - Restructuring

25. Tenants ..... no to turn their radio after midnight
- Are requested



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- b. Requested
- c. Request
- d. Are requesting
- e. Being requested

26. I became quite nervous when i knew that my speech .....

- a. To be recorded
- b. Being recorded
- c. Was being recorded
- d. To be recording
- e. Was to be recorded

27. When did the accident happen ?

- a. Were unloading
- b. Were being unloaded
- c. Being unloaded
- d. They were unloading
- e. Unloaded

28. Last night a thief broke into my brother's house  
Really? What ..... from the house

- a. He took
- b. It was taken
- c. Was being taken
- d. Was taking
- e. Was taken

29. I am sure you love the dog offered to you by the veterinarian yesterday  
Yes, I regret I refused it, but i went back to him, it .....

- a. Had been taken
- b. Had taken
- c. Had to have taken
- d. Had to be taken
- e. Had to take

30. 1. All the books in the library \_\_\_\_\_ by the minister of Finance last year.

- a. Were given
- b. has given
- c. gave
- d. give
- e. are given

31. I became quite nervous when I knew that I would be \_\_\_\_\_ by  
Mr. Kusman Aji.

- a. Was interviewing

- b. interviewed
- c. Interview
- d. Interviewing

32 They are building new ring road round city. The passive form of the above sentence is...

‘A new ring road \_\_\_\_\_’

- a. is built
- b. be building
- c. is being built
- d. builds
- e. was building

33. The editor edits the article.

The passive form of the above sentence is ‘The article \_\_\_\_\_ by the editor.’

- a. edits
- b. be editing
- c. is edited
- d. edited
- e. is being edited

34. Why is he so happy today?

- a. he has been given an increase just in salary
- b. he has just been given an increase in slary
- c. he has been just given an increase in salary
- d. he has been given just an increase in salary
- e. just he has been given an increase in salary

35. When we go to work, the baby sitter will look after our baby.

We can also say that when we go to work, \_\_\_\_\_ by the baby sitter.

- a. Our baby will be looking after
- b. Our baby will be looked after
- c. Our baby look after
- d. Our baby looked after

- e. Our baby is looking after
36. We have delivered the packages.  
The passive form of the above sentence is 'the packages \_\_\_\_\_ by us.'
- a. delivered
  - b. have been delivered
  - c. have to be delivered
  - d. have been delivering
  - e. to be delivered
37. The teacher always asks the homework \_\_\_\_\_ by the students at home.
- a. is made
  - b. to make
  - c. being made
  - d. is making
  - e. to be made
38. An economic crisis followed the war
- a. the war is followed by an economic crisis
  - b. the war been followed by an economic crisis
  - c. the war were followed by an economic crisis
  - d. the war are following by an economic crisis
  - e. the war is following by an economic crisis
39. Which one is the correct choice!
- a. Jogging is done by many people for exercise
  - b. jogging are by many people
  - c. jogging it is do by many people for exercise
  - d. jogging done many people for exercise
  - e. jogging being done by many people for exercise
40. Why aren't you driving your own car?

It .....

- a. Has sold
- b. Has to sell
- c. Has been selling
- d. Has been sold
- e. Has to be sold



**IAIN PALOPO**

# LESSON PLAN

School : SMA Muhammadiyah Palopo  
Lesson : English  
Material : Passive Voice  
Time Allocation : 2x45 munit

## A. Standard Competence

Using the meaning of the text of the essay form of report, narrative and analytical exposition in the context of daily life.

## B. Basic competence

Expressing meaning and rhetorical steps in essay writing using a variety of language accurately, fluently and acceptable in the context of daily life in text form: report, narrative and analytical exposition.

## C. Indicators

### 1. Cognitive

#### Product

- a. Students make a sentences about passive voice sentences.
- b. Students change the sentences of active sentences to passive sentences

#### Process

- a. Students identify a sentences about passive sentence
- b. Students give respons about material of passive voice
- c. Students make a sentences about passive voice sentences
- d. Students change the sentences active to passive sentences
- e. Students discuss the sentences about passive voice sentences



## 2. Affective

- a. Characters : honest, creative, critical and logical, responsible
- b. Social skill : asking question, giving idea and opinion, communicating in a good manner.

## 3. Psychomotor

Students make a sentence passive voice

### Teaching and learning objectives

#### 1. Cognitive

##### Product

- a. Students are able to make a sentences about passive voice sentences.
- b. Students are able to change the sentences of active sentences to passive sentences

##### Process

- a. Students are able to identify a sentences about passive sentence
- b. Students are able to give respons about material of passive voice
- c. Students are able to make a sentences about passive voice sentences
- d. Students are able to change the sentences active to passive sentences
- e. Students are able to discuss the sentences about passive voice sentences

#### 2. Affective

- a. Students are actively involved in teaching and learning activities showing the particular characters (honest, creative, critical and logical and responsible)
- b. Students can work cooperatively in teaching and learning actuateby asking questions, giving idea and opinion and communicates in a good manner.

#### 3. Psychomotor

Students are able to make sentences passive voice.

#### **D. Material**

*Passive Voice*

#### **E. Activities Plan**

##### 1. Opening Activities (10 minutes)

- a. Teacher give motivation to the students
- b. Teacher make the students relax
- c. Students guest a sentences in white board about passive voice

##### 2. Main Activities (70 minutes)

- a. Students identify a sentences about passive sentence
- b. Students give respons about material of passive voice
- c. Students make a sentences about passive voice sentences
- d. Students change the sentences active to passive sentences
- e. Students discuss the sentences about passive voice sentences

##### 3. closing activities (10 minutes)

- a. Summarizing the lesson
- b. Giving chances for student to ask questions dealing with the material
- c. Giving motivation
- d. Closing the lesson

#### **F. Learning Sources**

1. Internet
2. English zone book year XII
3. Handbook
4. Book

## **G. Media and Tools**

1. Laptop
2. speakers



**IAIN PALOPO**

## LESSON PLAN

School : SMA Muhammadiyah Palopo  
Lesson : English  
Material : Passive Voice  
Time Allocation : 2x45 munit

### A. Standard Competence

Understanding the meaning of short functional text and essay form report, narrative and analytical exposition in the context of daily life and to access knowledge.

### B. Basic competence

Responding the meaning and rhetorical steps in essay writing using a variety of language accurately, fluently and acceptable in the context of everyday life and to access knowledge in text form: report, narrative and exposition analytical.

### C. Indicators

#### 1. Cognitive

##### Product

- a. Students read the text about analytical exposition
- b. Students find the generic structure of text about generic structure

##### Process

- a. Students identify the material about analytical exposition
- b. Students give the response of the material about analytical exposition
- d. Students read the text about analytical exposition
- e. Students identify the structure of the text about analytical exposition
- f. Students discuss of the text about analytical exposition

## 2. Affective

- a. Characters : honest, creative, critical and logical, responsible
- b. Social skill : asking question, giving idea and opinion, communicating in a good manner.

## 3. Psychomotor

Reading a text analytical exposition and determining a generic structure of the text about analytical exposition

Teaching and learning objectives

### 1. Cognitive

#### Product

- a. Students are able to read the text about analytical exposition
- b. Students are able to find the structure of text about structure

#### Process

- a. Students are able to identify the material about analytical exposition
- b. Students student are able give the respon of the material about analytical exposition
- d. Students are able to read the text about analytical exposition
- e. Students are able to identify the structure of the text about analytical exposition
- f. Students are able to discuss of the text about analytical exposition

### 2. Affective

- a. Characters : students are able honest, creative, critical and logical, responsible
- b. Social skill : students are able asking question, giving idea and opinion, communicating in a good manner.

### 3. Psychomotor

Students are able to reading a text analytical exposition and to determining a structure of the text about analytical exposition

#### **D. Material**

*Passive voice/Analytical expositions*

#### **E. Activities Plan**

##### 1. Opening Activities (10 minutes)

- a. Teacher give motivation to the students
- b. Teacher make the students relax
- c. Students guest a sentences in white board about passive voice/ analytical exposition

##### 2. Main Activities (70 minutes)

- a. Students give the respon of the material about analytical exposition
- b. Students read the text about analytical exposition
- c. Students identify the structure of the text about analytical exposition
- d. Students discuss of the text about analytical exposition

##### 3. closing activities (10 minutes)

- a. Summarizing the lesson
- b. Giving chances for student to ask questions dealing with the material
- c. Giving motivation
- d. Closing the lesson

#### **F. Learning Sources**

1. Internet
2. English zone book year XII
3. Handbook
4. Book

#### **G. Media and Tools**

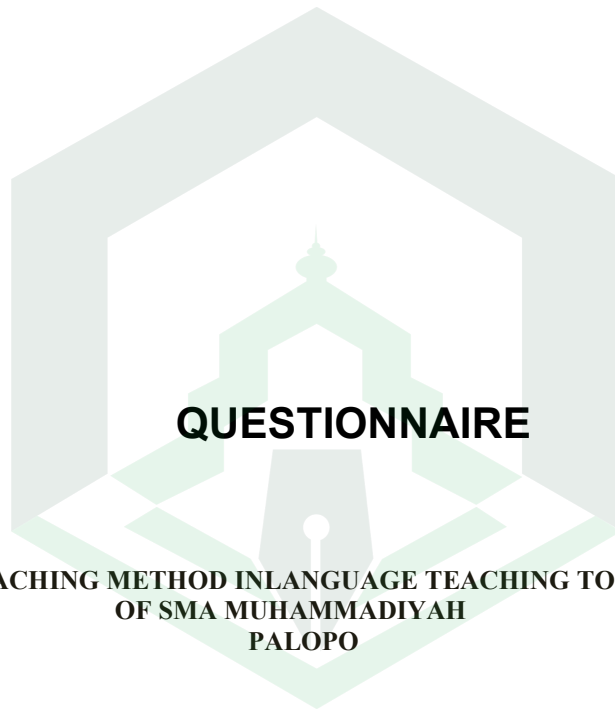
1. Laptop
2. speakers



**IAIN PALOPO**



**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT**  
**THE STATE COLLEGE FOR ISLAMIC STUDIES (STAIN)**



## **QUESTIONNAIRE**

**THE USE OF HYPNOTEACHING METHOD IN LANGUAGE TEACHING TO THE THIRD YEAR STUDENTS  
OF SMA MUHAMMADIYAH  
PALOPO**

# **IAIN PALOPO**

November 2013