

CHAPTER I

INTRODUCTION

1.1. Background of The Research

Language is one of the elements of cultural in society. It means that language is one of the most important things in communication. Using English language in this global area is important to communicate with other it very well. In teaching, The hypnoteaching is very important especially in English, Because we have to master the technique to have a good teaching. English is not easy to be understand by everyone especially the beginner. Many problems that found in learning English accruing in speaking ability.

According to Robert and Paul (1997:1) in speaking classes, students must be exposed to three keys items: form-focused speaking, meaning-focused speaking, and opportunities to improve fluency. Speaking is one of tools of communication. In addition, speaking has an essential role in daily lives so that good grammatical is very important for communication.

Speaking is the action of conveying information or expressing one's feelings in speech, the activity of delivering speeches, and used for or engaged in speech, able to communicate in a specified language, conveying meaning as though in words, (of a portrait) so life like as to be capable of speech.

Based on preliminary observations of research at SMAN 26 Bandung through interviews with teacher of English subjects, that students' mastery of the subject matter of English is still low. It can be seen from the daily test class X students of the school year 2013/2014, of the value of the minimum completeness criteria (KKM) which is set of 70, as many as 25% of students received grades below the minimum completeness criteria (KKM) of the ability on speaking material, while

on grammar material 20% of students received grades below the minimum completeness criteria (KKM).

Interviews with several students of SMAN 26 Bandung shows that the majority of students still have the assumption that English subjects it is a complicated subject, identical to the analysis of the pronunciation of words in structure which is confusing to arrange together with words and less of confidence to apply to speaking, so that, the interests of students the English subjects is getting low, it can be seen when the teacher is giving an explanation of the English subjects most students do not even pay attention, lack of focus, not relaxed and not concentrating, and even some students chatting with friends. Evident in the learning process of students tend to be passive. This causes the mastery of concepts and willingness in learning is getting lower.

Based on the above problems, one alternative learning technique to improve the mastery of concepts and confident is to apply the learning technique of *hypnoteaching*. *Hypnoteaching* is a fusion of the concept of teaching and learning activities with the science of hypnosis. *Hypnoteaching* is a combination of two words "*hypnosis*" which mean is to stimulate and "*teaching*" which means is teaching, (Jaya 2010: 4.).

In addition, based on research results of Gunawan, (2010: 82,) *hypnoteaching* can improve the ability of lecturers in creating a fun learning and unleash student potential. Relevance technique of *hypnoteaching* with this study lies in the ability of the technique in changing the mindset of students, increasing student's focus and concentration as well as creating a fun learning environment that is expected to enhance the students' mastery of the concepts.

Based on the above statement, thus, the study of research will be entitled:

“The Influence of Hypnoteaching Technique on Student’s Speaking Ability”

1.2. Research Questions

In line with the purpose of the study, this study attempts to address the following question:

1. How is the students' speaking ability taught by using the hypnoteaching technique?
2. How is the students' speaking ability taught without using hypnoteaching technique?
3. How significant is the difference of students' ability in speaking between the students' which used the hypnoteaching and which is not used hypnoteaching?

1.3. The Purposes Of Research

Based on questions formulate above, the purposes of the study are:

1. How is the students' speaking ability taught by using the hypnoteaching technique.
2. How is the students' speaking ability taught without using hypnoteaching technique.
3. How significant is the difference of students' ability in speaking between the students' which used the hypnoteaching and which is not used hypnoteaching.

1.4. The Significantce Of Research

1. For teacher this technique can be used as an alternative technique speaking ability of the students and also some student big power to respect about learn and makes perfect.
2. For student, this research will give more effective way to help students get bin aspiration and long motivation.

1.5. Rational

Language is the most vital instrument for human life. Alwasilah (1993:8) said that "The most important function of language is as tool for human to communication and interact each other's in social activity; language helps people to live together". Speaking is an interactive process of constructing meaning that involves producing, reserving and processing information (Cohen, 1998:5).

The learning process provides experiences for students to have the knowledge developed by the students themselves, thus effective learning will give more impact to the students to master the material and concepts gained and the learned concept will be more meaningful. The shows that students' mastery of the subject matter of English is still low. It can be seen from the daily tests tenth grade students of state SMA 26 Bandung school year 2013/2014, and the value of the minimum completeness criteria (KKM) which is set of 70, as many as 25% received grades below the minimum completeness criteria (KKM) in the material of speaking.

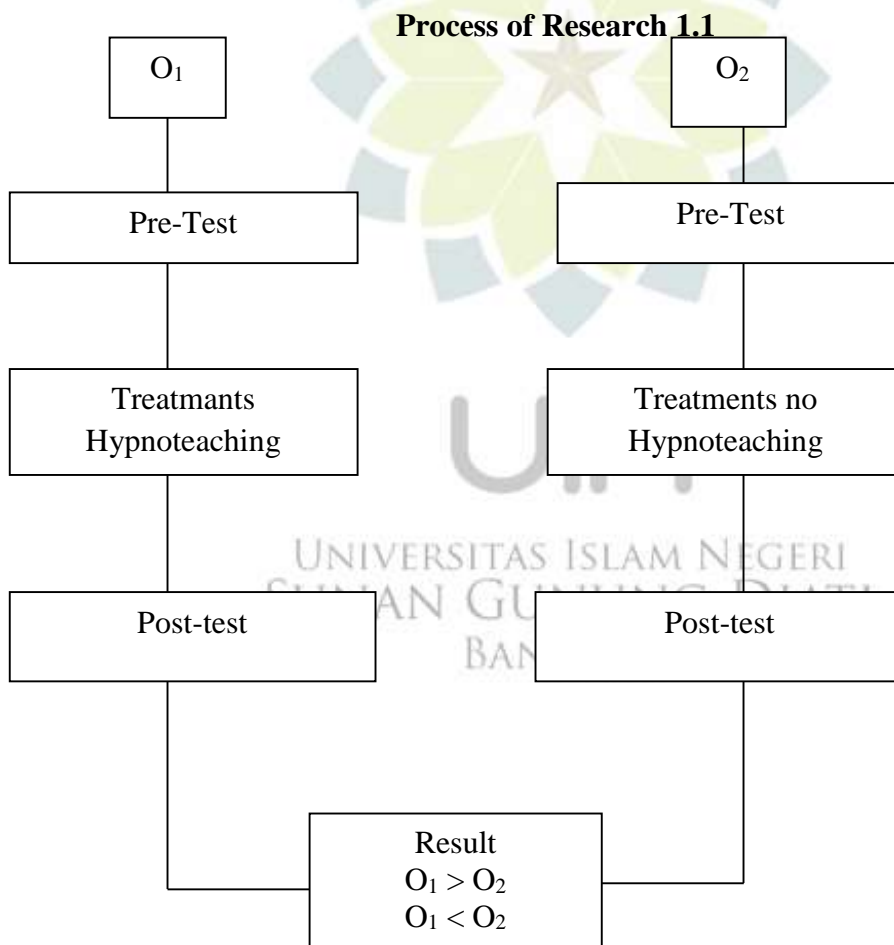
The results of observations through interviews with students show that most of them still have the mindset that English subjects is as a subjects that complicated, confusing and difficult. This result gives less interest in learning English, so that; the mastery of concepts is low. One alternative learning technique which students can follow to make learning fun, comfortable, focus, concentration, and active in the material being studied, so that, the students can have a good mastery of the concept is to apply the technique *hypnoteaching*.

Hypnoteaching is how to conjure uncomfortable class atmosphere become more relaxed and calm. From the learning patterns which is poor laughter and smiles to the learning exciting. Of the learning process which tense, serious and drain mental energy to the teaching and learning which is serious but relaxed, enjoy and arouse interest (Noer, 2010;15).

According to Handoko (2011: 12) *hypnoteaching* is basically a way of teaching which is unique, creative as well as imaginative, the learning process takes place before are conditioned to be ready to learn. Emotional psychological does not escape from attention, learning is made fugato sphere and not less important, teachers are required stable both emotionally and psychologically. In addition, According Gratitude (2010: 43) in doing *hypnoteaching*, a teacher should begin by doing self hypnosis suggestion through self-affirmation. Learning technique of *hypnoteaching*

focuses into 7 stages: identifying the needs of students, the learning by linking media do hypnosis, start teaching with students stick to the plan are made by induction that enter into a trance / focus conditions, at this stage *hypnoteaching* advantage which is can be used to become solution to the problem of un-attention of students, doing affirmations, visualize, evaluate, reflect on which is experienced. Learning with students use the stages *hypnoteaching* above technique is expected to improve mastery of speaking ability.

To more clearly, here is the following schema for rational.



1.6 Hypothesis

Hypothesis is the interim answer for the questions of the research, where the research questions have been explained in the questions from (Sugiono 2010: 96).

H_a : Accepted if t counted $>$ t table: it means there is significant influence of hypnoteaching technique on students speaking ability.

H_o : Accepted if t counted $<$ t table: it means there is no significant influence of hypnoteaching technique on students speaking ability.

1.7 Research Methodology

1.7.1 Method of Research

The type of data taken this research is quantitative. Meanwhile this research is using qualitative method. According to Creswell, (2009) Quantitative method is a means for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures. The final written report has a set structure consisting of introduction, literature and theory, methods, results, and discussion (Creswell, 2009). Like qualitative researchers, those who engage in this form of inquiry have assumptions about testing theories deductively, building in protections against bias, controlling for alternative explanations, and being able to generalize and replicate the findings.

1.7.2 Population and Sample

According to Creswell, (2009) methodologists have written excellent discussions about the underlying logic of sampling theory (e.g., Babbie, 1990, 2007). Here are essential aspects of the population and sample to describe in a research plan:

- a. Identify the population in the study. Also state the size of this population, if size can be determined, and the means of identifying individuals in the population. Questions of access arise here, and the researcher might refer to availability of sampling frames—mail or published lists—of potential respondents in the population.
- b. Identify whether the sampling design for this population is single stage or multistage (called clustering). Cluster sampling is ideal when it is impossible or impractical to compile a list of the elements composing the population (Babbie, 2007). A single-stage sampling procedure is one in which the researcher has access to names in the population and can sample the people (or other elements) directly. In a multistage or clustering procedure, the researcher first identifies clusters (groups or organizations), obtains names of individuals within those clusters, and then samples within them.
- c. Identify the selection process for individuals. I recommend selecting a *random* sample, in which each individual in the population has an equal probability of being selected (a systematic or probabilistic sample). Less desirable is a nonprobability sample (or convenience sample), in which respondents are chosen based on their convenience and availability (Babbie, 1990). With randomization, a representative sample from a population provides the ability to generalize to a population.

- d. Identify whether the study will involve stratification of the population before selecting the sample. *Stratification* means that specific characteristics of individuals (e.g., both females and males) are represented in the sample and the sample reflects the true proportion in the population of individuals with certain characteristics (Fowler, 2002). When randomly selecting people from a population, these characteristics may or may not be present in the sample in the same proportions as in the population; stratification ensures their representation. Also identify the characteristics used in stratifying the population (e.g., gender, income levels, education). Within each stratum, identify whether the sample contains individuals with the characteristic in the same proportion as the characteristic appears in the entire population (Babbie, 1990; Miller, 1991).
- e. Discuss the procedures for selecting the sample from available lists. The most rigorous method for selecting the sample is to choose individuals using a random numbers table, a table available in many introductory statistics texts (e.g., Gravetter & Wallnau, 2000).
- f. Indicate the number of people in the sample and the procedures used to compute this number. In survey research, I recommend that one use a sample size formula available in many survey texts (e.g., see Babbie, 1990; Fowler, 2002).

Based on the definition above, the population for this research is the first grade social and science student of SMAN 26 Bandung. There are eight classes and the researcher only will take two classes as the sample. One class from first grade science students and one class from first grade

social student. They are divided into two classes; X IPS 1 as control class and X IPS 2 as experimental class.

1.8 Technique of Collection Data

1.8.1 Observation

It is used to get the real fact such as the physical condition of the school and teaching learning process in senior high school 26 Bandung. The researcher wants to know about the teaching and learning process of English lesson in the class.

1.8.2 Pre-Test

Pre-Test is intended to know students speaking ability before the students are given treatment. The Pre-Test is a form of question about speaking ability.

1.8.3 Treatments

It is given to experimental class by technique hypnoteaching method in process of teaching learning speaking ability.

1.8.4 Post-Test

Post-Test is used to know the influence of hypnoteaching technique in improving students speaking ability.

1.9 Data Analysis Steps

According to Creswell, (2009) Discussion of the plan for analyzing the data might have several components. The process of data analysis involves making sense out of text and image data. It involves preparing the data for analysis, conducting different analyses, moving deeper and deeper into understanding the data (some qualitative researchers like to think of this as peeling

back the layers of an onion), representing the data, and making an interpretation of the larger meaning of the data. Several generic processes might be stated in the proposal that convey a sense of the overall activities of qualitative data analysis, such as the following drawn from my own thoughts Creswell, (2009) and those of Rossman and Rallis (1998).

1.9.1 Determining the normality of data conducting by the step as follows:

1.9.1.1 Normality test

1) *Statistic test*

a. *Variansi* (S^2) data pre – test = $\frac{\sum(X-\bar{x})^2}{n-1}$

b. *Variansi* (S^2) data post – test = $\frac{\sum(Y-\bar{y})^2}{n-1}$

(Sudjana 2002 ;273)

2) *Criteria hypnosis test*

By taking obvious standard $\alpha = 1\%$ atau = 5% so deny H_0 if, $t_{count} > t_{table}$, it was obtained that t_{count} and t_{table} so that H_0 is rejected.

(Sudjana 2002 ;273)

3) *Conclusion*

The interpretation from H_0 is accepted and denied

1.9.1.2 Homogeneity two variants test

a. It is used if the data is a normal

$$F_{count} = \frac{\text{The Bigges Variance}}{\text{The Smalles Variance}}$$

b. Determining Degree of Freedom

$$db_x = n - 1$$

$$db_y = n - 1$$

(Sudjana 2002 ;250)

1.9.1.3 The criteria

By taking obvious $\alpha = 1\%$ or $\alpha = 5\%$ so deny H_0 if deny H_0 if, $t_{count} > t_{table}$, it was obtained that t_{count} and t_{table} so that H_0 is rejected the value from the list of F with $db_{pembilang} = db = n_1 - 1$ and $db_{penghitung} = db = n - 1$

(Sudjana 2002 ;250)

1.9.1.4 Conclusions

The interpretations from H_0 is accept and denied

1.9.1.5 T Test

2. Mean $D = \frac{\sum D}{N}$

3. Standard Deviation = $\sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}$

4. Standard Error = $SE_{MD} = \frac{SD}{\sqrt{N-1}}$

(Sudjana 2002 ;239-241)

1.9.1.6 Conclusion

The interpretation from H_0 is accepted and denied.

