

**IMPLEMENTING HYPNOTEACHING IN TEACHING
SPEAKING FOR YOUNG LEARNER**

THESIS

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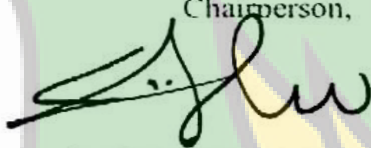
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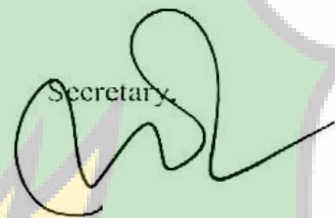
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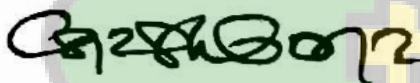
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adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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Saya yang membuat surat pernyataan,



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ABSTRACT

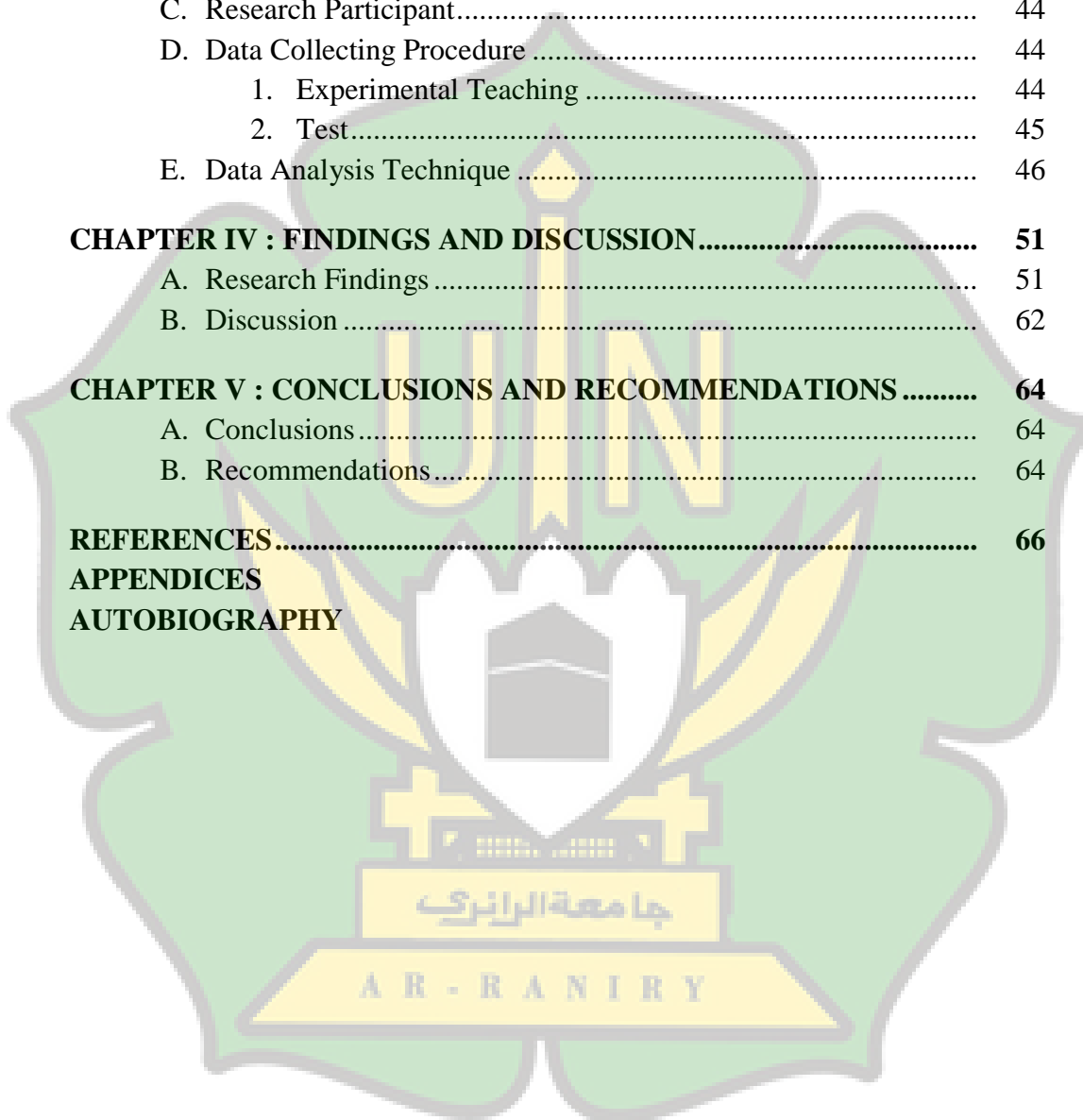
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In teaching language, the main challenges that EFL teachers of young learners face are to deal with the “students’ cognitive development, motivation, attention span, multi-level groups, and assessment” (Nunan, 2011, p. 6). The teachers are required to carefully consider the students’ cognitive stages when preparing learning materials and tasks. In Bimbel Alpha Learning Center Banda Aceh, there were difficulty to achieve the goals of speaking activities. It was found that they were hard to communicate using memorized words, short phrases, and basic expressions. They also tended to have low involvement and attention span for the learning activities. Regarding the issue, the writer felt need to investigate the implementation of hypnoteaching in teaching speaking for young learner. The aim of this study is to find out whether using hypnoteaching will improve young learners’ achievements in speaking English or not. The quantitative research was implemented to gain the data, by using one instrument; pre-experimental design, with one group pre-test and post-test design. The sample was 15 students who are twelve years old. The overall result demonstrated that the hynoteaching were highly improved students’ score in speaking. The overall results of experimental class demonstrated that students’ post-test score (83) is higher than pre-test (61), it indicates a significant improvement (22 points) of students’ ability in speaking.

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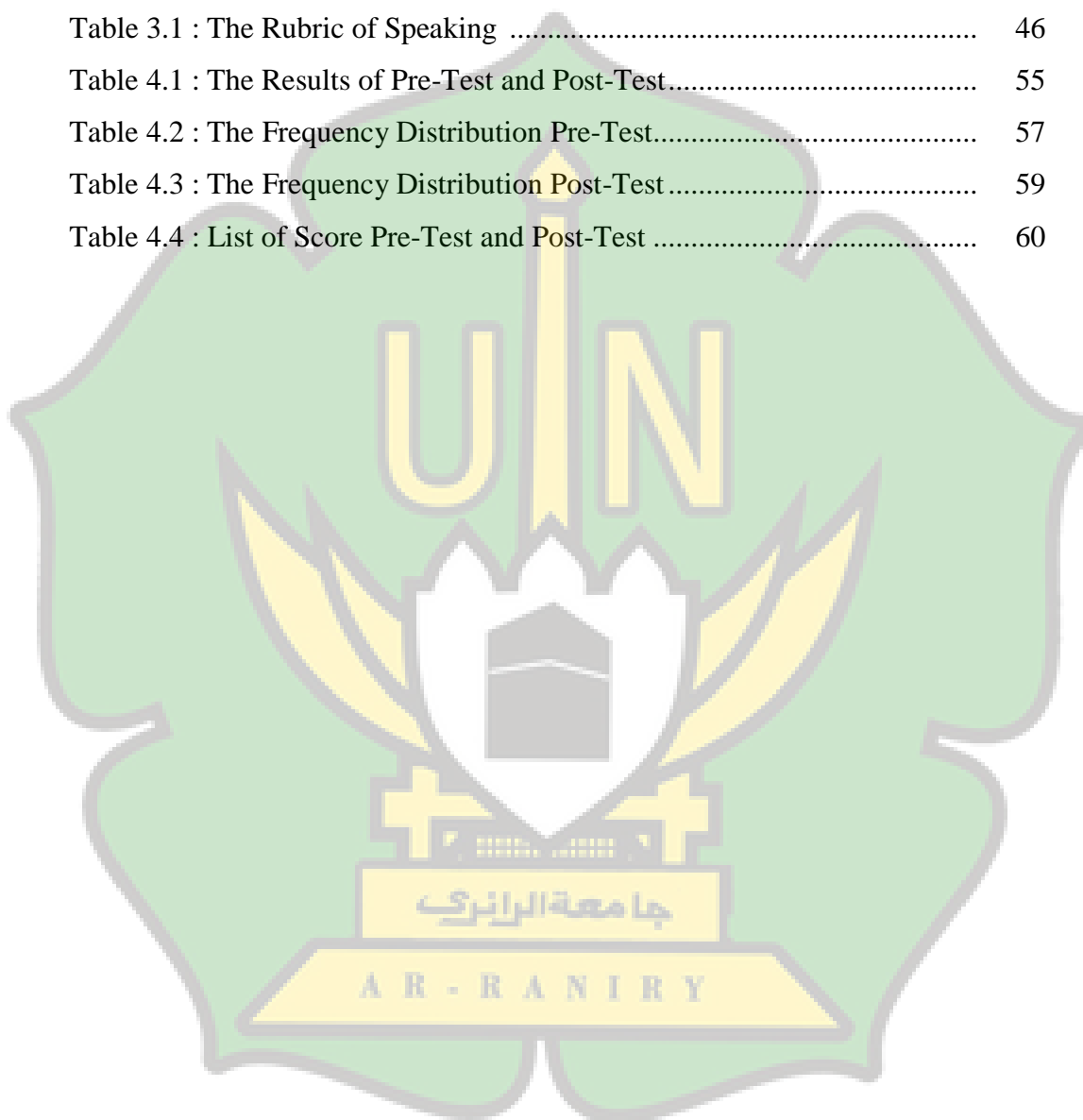
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CHAPTER I

INTRODUCTION

A. Background of Study

English has played a major role in many aspects of people's lives worldwide. As a tool of international communication in the globalized world, English speaking seems to be considered as the most important skills among the four language skills (listening, speaking, reading and writing) because people who use a language are usually referred as speakers of that language (Ur, 1996). Considering this, the age of compulsory English learning has been lowered in many countries around the globe as starting learning English as a foreign language before the age of 12 years old, known as the critical period, is widely believed to help EFL learners become more proficient speakers of English (Shin, 2006). This fact has significantly driven Teaching English to Young Learners (TEYL) as an important field of study.

English is a compulsory subject in secondary schools in Indonesia and has been taught since preschool and elementary education in many places around the country. However, the fact that Indonesian students spend considerable amount of time to learn English does not necessarily make them achieve satisfyingly good English skills, especially in English speaking (Astuti, 2015; Lamb, 2007; Marcellino, 2008). The factors that contribute to such a learning outcome mainly deal with, among others, students' low

motivation and self-confidence, speaking anxiety, and insufficient vocabulary size. Factors such as unsupportive classroom climate, lack of exposure to English outside the classroom and less interactive learning materials also have been believed to contribute to the students' low proficiency in English speaking (Astuti, 2015; Lamb, 2007; Marcellino, 2008).

Though it is common that many young learners find it easier to learn English and have a faster command of the language compared to adult learners, the above problems are also present at EYL teaching and learning. The main challenges that EFL teachers of young learners face are to deal with the students' "cognitive development, motivation, attention span, multi-level groups, and assessment" (Nunan, 2011, p. 6). To define young learners, Nunan (2011, p. 2) states that "the term of young learner covers a large chronological span: from around 3 years of age to 15". The EFL teachers of young learners are required to carefully consider the students' cognitive stages when preparing learning materials and tasks. Young language learners also have unstable motivation and limited attention span, which will be more crucial for EFL young learners. The teachers thus need to apply learning strategies, method, activities, and assessment that will maintain students' attention and motivation as well as consider their various learning styles.

In the light of the above background, the writer finds it important to conduct a research on teaching speaking to young learners. The present research involved 15 twelve-year-old students at English class of young learners of Bimbel Alpha Learning Center, Banda Aceh. Based on the

preliminary observations, the students at this learning center found it difficult to achieve the learning goals at their speaking activities such as to communicate using memorized words, short phrases, and basic expressions. They also tended to have low involvement and attention span for the learning activities. To deal with these problems, the present research aims at improving the students' achievements in speaking English by using hypnoteaching.

As suggested by Nunan (2011), the selection of an appropriate method that takes into account the observed problems is highly important for becoming a successful EFL teacher of young learners. Considering the problems noted from the observations, hypnoteaching is deemed to be suitable for this research because it combines hypnosis, communication, psychology, and related teaching method in the classroom. In a nutshell, hypnoteaching explores the subconsciousness of the students so that they become focused, relaxed, and suggestive before proceeding with the learning activities (Yustisia, 2012). It also proposes a sequence of learning principles and stages that are effective for improving students' English skills and learning involvement, as supported by numerous findings from a number of previous empirical studies (Primawati, 2013; Firman, 2013; Zuhri Dj, 2015; La ode, 2016; Subiyono & Hamim, 2013; Mustianah, 2012). By implementing hypnoteaching, it is expected that the young learners at Bimbel Alpha Learning Center, Banda Aceh, will improve their achievements in English speaking.

B. Research Question

This study is conducted to discuss the effect of hypnoteaching for students' speaking competency. To do so, the research question is formulated as follow: Does the implementation of hypnoteaching improve young learner's achievements in speaking English?

C. The Aim of Study

Based on the research question above, the aim of this study is to find out whether using hypnoteaching will improve young learners' achievements in speaking English or not.

D. Hypothesis

The hypothesis for this research is formulated as follow:

Ho: The use of hypnoteaching does not improve the young learners' achievements in speaking English.

Ha: The use of hypnoteaching improves the young learners' achievements in speaking English.

By implementing hypnoteaching in teaching speaking for young learners at Bimbel Alpha Learning Center Banda Aceh, it is expected that the students can improve their speaking skill.

E. Significances of the Research

1. Theoretical significances

Theoretically, the findings of this research are expected to contribute to the field of Teaching English to Young Learners (TEYL), especially in

relation to how hypnoteaching can be beneficial for teaching speaking to young learners.

2. Practical significances

Practically, the findings of this research are expected to benefit EFL teachers of young learners. The findings will provide useful insights and procedures on how to use hypnoteaching to increase young learners' achievements in speaking English. For future researchers, they can use the findings of this research to explore the use of hypnoteaching for improving other language skills for young learners.

F. Terminology

1. Hypnoteaching

Hypnoteaching is one of teaching methods that have been found to help increase motivation, confidence, and the quality of students' learning process by connecting the conscious and subconscious mind (Jaya, 2010). According to Rahmawtiningrum (2012), the implementation of hypnoteaching method during the teaching learning process influences the results of learning and motivation of the students. Moreover, hypnoteaching method builds students' inner motivation to continue to enjoy the learning process and persuades students to be comfortable with the learning atmosphere (Jaya, 2010). In this research, hypnoteaching refers to six main elements of teaching speaking activities to young learners that include creating learning intention and motivation, pacing, leading, using positive words, giving verbal reinforcement, and modelling (Yustisia, 2012).

2. Young Learner

According to Nunan (2011, p. 2), “the term young learner covers a large chronological age span; from around 3 until 15 years old”. In addition, Linse (2005, p. 2) defines young learners as children between the age of 5-12 and they develop emotionally, morally, physically, and cognitively at different rates. In this research, the term ‘young learner’ specifically refers to 15 twelve-year-old students at English class of young learners of Bimbel Alpha Learning Center, Banda Aceh.

3. Teaching Speaking

Speaking is one of English skills that serves as a key in learning language. Speaking deals with producing, receiving, and processing information from an interactive process that shows the meaning (Bailey & Nunan, 2005). To improve students’ speaking skills, the students need to have sufficient communication practices. In this research, teaching speaking means guiding students to speak well and confirm them to receive and deliver the information appropriately to avoid misunderstanding. In this case, teaching speaking refers to guiding young learners to speak well by using hypnoteaching procedures at English class of young learners of Bimbel Alpha Learning Center, Banda Aceh.

CHAPTER II

LITERATURE REVIEW

A. An Overview of Hypnoteaching

Hypnosis is very widely used in various section in human life. We can see from the history of hypnosis has been found since prehistory. It be seen from the documents was found at the 3000-year-old Papyrus Ebrez document from Egypt which explains the procedure for treatment through hypnosis (Yustisia, 2012). Beside applied to the health sector, Yustisia (2012) said that hypnosis is also applied in psychological. In 1880, Charcot a neurologist in France performed hypnosis on 12 women who had hysteria, when they were under hypnosis, they could do the thing they feared.

Moreover, hypnosis also used in sport and education. Hypnosis is believed to change the way of the human brain works in applying brain waves and produce changes in perception and behaviour (Yustisia, 2012). The application of hypnosis aim to improvement is known as hypnotherapy. In Education, hypnosis also applied to improving learning process. It can increase memorization, concentration and creativity. Those points are very important in teaching learning process to achieve learning goals. Hypnosis in education is known as hypnoteaching.

1. Definition of Hypnoteaching

Hypnoteaching is combination of two words of hypno and teaching. Hypno means suggestion and teaching means sharing knowledge and experience. According to Hajar (2012) hypnoteaching is art of communication by giving suggestions so that

students become smarter. Jaya (2010) also said hypnoteaching is teaching that involves the conscious and subconscious mind. Applying the subconscious mind for students, it makes suggestions easily accepted. So students easy to understand the subject matter because they are enthusiastic and fascinated with the suggestion sentences expressed by the teacher. In other word, hypnoteaching is one of the teaching methods that processing of entering information into the conscious mind by suggestion to deliver the information in subconscious mind to be stored and functioned as needed for students in increase motivation, focus and quality of learning.

Hypnoteaching do not makes students sleeping because we cannot teach while them sleeping. Teacher only makes students ready for learning before starting it, this can do by changing the learning environment to be excited by using positive persuasive sentences as a communication tool. In that case, students ready to study in a fresh condition and ready to accept the subject matter. To apply hypnoteaching teachers are required to stable the mentally and physically because teacher was also asked to positive self-talk for herself. So the teacher is also ready in teaching their students.

2. *The Mechanism of Hypnosis*

Hypnosis very closely related to the subconscious mind. Conscious and subconscious mind work in parallel and influence each other. Subconscious mind does not mean there is no consciousness, that's where the high level of consciousness. According to Gunawan (2006) in human brain, conscious mind affects 12% while the subconscious mind affects 88%, both of them influence the behaviour, mind-set,

attitudes and habits of someone. Conscious mind functions as storing and reminding information of each individual event and feeling such as analytical, rational, short-term memory, willpower and critical factors.

Meanwhile, subconscious consists of modern area and primitive area. Modern area functions as storing trust, value, habits, long-term memory, personality, intuition, and perception. Primitive area functions as controlling autonomic body functions, such as heart rate, breathing, body's defence mechanism, produces emotions, immune system, and reflexes. According to Yustisia (2012) some of scientists speculate that hypnosis can stimulate the brain to release chemicals in the brain namely neurotransmitters, enkephalin and endorphin which function to improve someone's mood.

The mechanism hypnosis is closely related to someone's brain activity. Every brain activity has its own wave. There are four brain waves that will process the suggestions. Based on El Syakir (2014, as cited in Salami, 2017) description of brain waves are:

a. Beta (12-25 cps/normal)

In such conditions as cognitive, analytical, logical, left brain, concentration, prejudice, active, anxious, worried, stressed, and panic. In this condition someone is in full consciousness and able to do or think two ideas or more. For example, student in learning process but they think three ideas among of them are listening to the teacher explanation, thinking what to do

after school, and thinking of toys. So in this frequency, the mind very crowded, it is hard to received suggestion.

b. Alpha (7-12 cps/ base meditative)

In such conditions as relaxation, focus, meditative, super learning, access to the subconscious, sincere, comfortable, calm, relaxed, fresh, and happy. In this condition someone will learn and absorb information very well and also and reduce mental and emotional stress. This phase also called as base meditative because it connecting between beta and theta frequencies. So in this frequency, student can accepted the suggestion very well.

c. Tetha (4-7 cps/mediatif)

In such conditions as very khusyu', deep relaxation, intuition, dream, affirmation, visualization, subconscious mind, imaginative, sincere and creative. Usually, a hypnotherapist brings the patient's brain frequency to this wave. In this condition someone in a sleeping state dreams and sensory devices still receive stimulus from the outside and also the critical area be weakened and inactive. So in this frequency, every suggestion given is well received in the subconscious mind and sometimes someone can find a solution for a problem that is complicated and severe in this phase.

d. Delta (0.5-4 cps/sleep well)

In such conditions as sleep well without dream, there are no active minds and feelings. In this condition someone release of growth hormone and loss of physical awareness. At the time of coma someone will also be in this

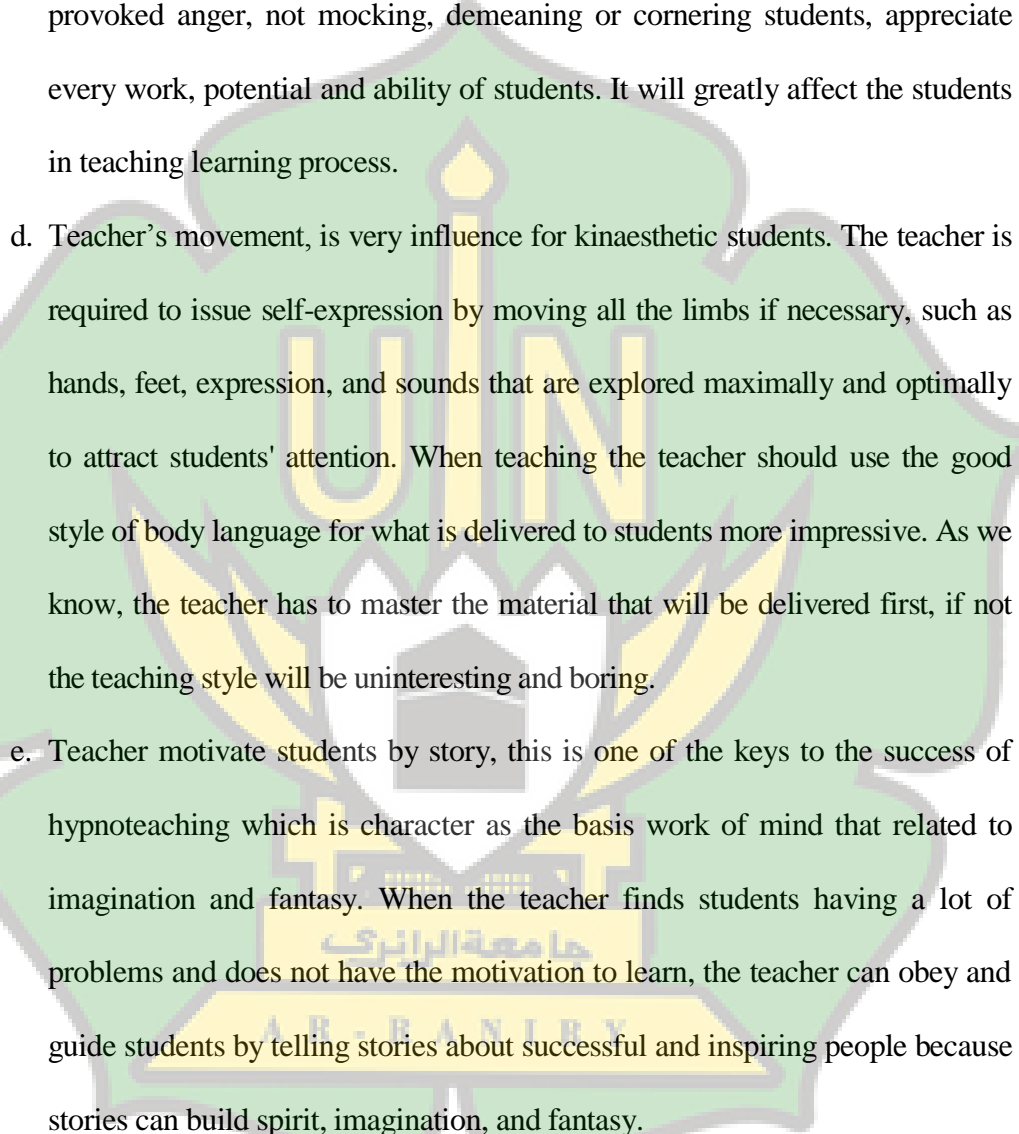
phase because it is the last and deepest brain wave. So in this frequency, suggestion cannot be heard and accepted.

From the description above, the teacher needs to understand each student's brain waves and the teacher can change the condition of students' brain waves from beta frequency to alpha by applying the principles of hypnoteaching. We know that hypnosis in learning goals to streamline the learning process itself, it makes more enjoyable and can focus students' attention so the learning goals are achieved optimally.

3. Elements of Hypnoteaching

Based on Noer (2010), a teacher has to pay attention to the elements of hypnoteaching during the teaching and learning process which are:

- a. Teacher's appearance, confidence depends on the appearance, the better the teacher's appearance it makes the more confident as a strong magnetic for students. Not only the level of confidence that can be obtained from good looking but also the level of positivity of the mind.
- b. Teacher's empathetic and sympatic, can create good relations of the teacher with students because the teacher does not underestimate all the problems of his students and always gives approach and respond consistently, this makes students comfortable. For example if there are students who are naughty and we treat them unkindly it make them disrespect the teacher gradually. On the contrary if the naughty students are given attention, approach and good motivation then slowly they will obey because they feel appreciated and loved.

- 
- c. Teacher's language, a teacher has to train herself for each speech uttered and language used to the students, so it is comfortable to hear. Not only a good vocabulary and language but also can hold back emotions, not easily provoked anger, not mocking, demeaning or cornering students, appreciate every work, potential and ability of students. It will greatly affect the students in teaching learning process.
 - d. Teacher's movement, is very influence for kinaesthetic students. The teacher is required to issue self-expression by moving all the limbs if necessary, such as hands, feet, expression, and sounds that are explored maximally and optimally to attract students' attention. When teaching the teacher should use the good style of body language for what is delivered to students more impressive. As we know, the teacher has to master the material that will be delivered first, if not the teaching style will be uninteresting and boring.
 - e. Teacher motivate students by story, this is one of the keys to the success of hypnoteaching which is character as the basis work of mind that related to imagination and fantasy. When the teacher finds students having a lot of problems and does not have the motivation to learn, the teacher can obey and guide students by telling stories about successful and inspiring people because stories can build spirit, imagination, and fantasy.

From all that element, it can be sum up that by creating a fun, interesting and comfortable learning process, it is easy for the teacher to master the hearts of students. As we know, to master the minds of our students, as the teachers, we have to master their heart first.

4. *The principle of hypnoteaching*

To apply the hypnoteaching method there are several principles that should be considered in order to make it effectively. According to Hajar (2012) the principle in implementing hypnoteaching is as follows:

- a. Understand what students need.
- b. Preparing learning and material using sounds, images, writing, movements, and symbols.
- c. Teach according to the learning plan.
- d. Doing affirmations which is positive words to replace negative values in the subconscious mind.
- e. Applying visualization as tools for students to exploring as many ideas as possible related to the topic of learning.
- f. Conduct evaluations to determine the extent to which students understand the material that has been learned.
- g. Before finishing learning process, makes reflection that student already passed during the learning process.

As opposite Navis (2013) argued that the teacher can apply the principle of hypnoteaching as follows:

- a. Agreement, the students agree you as their teacher. It means you have to be someone who is attractive to students from attitude, communication and appearance. Building strong bonds with students, can help the teacher and students achieve success in teaching learning processes.

- b. Focus, to bring students into hypnosis conditions the teacher must guide them to concentrate on one side only such as the teacher's explanation. If the mind is focused so emotions are controlled.
- c. Relax, sometimes the teacher teaches and students learn from dawn until sunset surely they will be exhausted and difficult to concentrate. To deal with this, relaxation is needed. There are some relaxation that can be done such as:
 - i. Relaxation of body and mind by relaxation of body and mind by improving sitting, vision, singing, playing games, or ice breaking.
 - ii. Prayer is a communication with God so that it becomes dedicated and full of concentration. When they are praying the environment becomes peaceful.

Based on the explanations above, even though each expert explains the principle of hypnoteaching differently but basically has the same goal which is to improve the learning process to be more effective. So, as the teacher, should be able combine all the principles of hypnoteaching to optimize the quality of the teaching and learning process.

5. The Steps of Hypnoteaching

Basic steps that teacher have to do in implementing hypnoteaching has been stated by Yusittisia (2012) which consists of six stages;

- a. Intention and motivation in ourselves

The great intentions will lead to high motivation and commitment in pursuing something. Someone's success depends on the intention to try to

achieve that success. In teaching is much needed intention of the teacher to be serious because it will provide maximum results for students. It will be seen from the way of teacher teaches the learner.

b. Pacing

Pacing means equating position, gesture, language and brainwave, so that each message delivered can be accepted and well understood by students. Basically humans prefer to gather or interact with friends who have a lot of similarity, so teacher have to able to equate her world with the students' world. Students who hate the lessons that the teacher gives, it means that the teacher's brainwaves are not equivalent with students. Example of equating position is the teacher's position the same as the student who is sitting while discussing about the difficulties of material, because students will be more comfortable because there is a similarity with the teacher

c. Leading

Leading means lead or direct something. When students feel comfortable with the teacher (after pacing), then almost everything that the teacher says or assigns to students will be done happily. As difficult as any material and assignments given by the teacher, the subconscious mind of students will reach it easily.

d. Using positive word

The use of positive words is appropriate with the workings of the subconscious mind that does not want to accept negative words. The words given by the teacher both directly and indirectly, greatly affect the

psychological condition of students so that students are more confident and comfortable in the learning process. The words can be asking or appeals. If there are things that should not do by students the teacher should asking by replacing negative words with positive words. For example during the teaching process and the class is noisy, the teacher can ask them with “*can calm down*, later we continue to tell stories together” not using word “*Do not be noisy*”.

e. Giving compliment

The basic characteristics of students are happy of reward. Reward can increase someone's self-esteem and form self-concept. By reward students will be encouraged to do more than before. A punishment given teachers when students perform actions that are less good, but in giving punishment of teacher do it carefully so that the punishment does not make students feel inferior and do not get excited.

f. Modelling

Modelling is the process of giving examples both through speech and behaviour consistently. After students feel comfortable with the teacher, the teacher needs to streamline her behaviour so that it is consistent with her words and teachings, so that the teacher is always as a trusted person for students.

To achieve good results in implementing hypnoteaching, the steps described above need to be followed. The great intention of the teacher is very necessary to initiate this stage. Then the teacher must equalize the brain

wave with the students so that students easily understand. When students and teachers have equal frequency, students will easily absorb and understand what is said by the teacher. In this stage, giving rewards is important; and when the teacher gives punishment to the students it must be in a good way. When all steps have been achieved properly, the teacher must be consistent in applying them.

6. *The Procedure of Hypnoteaching*

After we know all of the concept of hypnoteaching, as teachers we need to implementing this method in detail and sequentially. Salami (2015) says that teachers who can applying hypnoteaching in the learning process is called hypnotic teacher. The following procedures for applying hypnoteaching should do by a hypnotic teacher:

a. Opening

The teacher can use the various variation of activities which their purpose to prepare students' minds and feelings so it can create an effectively learning state. In opening involves two steps of hypnoteaching, namely pacing and leading. For pacing, there are several activities that can be selected by teacher:

i. Pray or recite Al-Qur'an together

When pray and recite Al-Qur'an, it makes feeling calm and can decrease brain waves. So students feel relaxed and ready to accept moral messages and learning process.

ii. Brain exercise

The various variations of brain exercise can applying to train work balance between the left brain and right brain. The more harmonious it works, so students more focused in learning.

iii. Tell stories

The stories presented contains the right moral message for the age of the students. Starting learning process using stories, it will focus student attention and it can use to connecting the next material.

iv. Puzzles

Puzzles can be effective for attracting students' attention especially when they think of the answer. When someone can answer correctly, the teacher gives appreciation and all students are happy.

v. Humour

Starting lessons with humour is also effectively in equating teacher and student brain waves. When enjoying the humour, it can make them relax so that the learning state can be created.

After pacing, teacher can continue to leading. For leading, the teacher can show to students the benefits of learning the material, especially the benefits in everyday life and the benefits of later in the hereafter. By knowing the benefits, students will be motivated to learn even though there is no teacher beside them.

b. Main activities

As long as the main activities take place there are several things that the teacher can choose and do it, to support the effectiveness of this activity as follows:

i. A magic question

When would start the main activities, the teacher can provide a specific question that is adapted to the material being taught or to the condition of the students, which aim to build the learning process, increase the potential and direct students. That is why it called a magic question. This question attract student to answer the question by involving conscious and subconscious mind simultaneously. For example; what will you do to get a scholarship overseas? Students will think about how to get it with their conscious mind, while the subconscious mind will justify the way, so that the feeling to do that grows instantly and makes students become excited and motivated to learn and make achievements.

ii. Ice breaking

Because the duration of main activities is rather long, students feel bored and lose a lot of energy when receiving learning, the teacher can do ice breaking to recharge students' energy in learning. For example; teacher can invite students to play Simon says. It makes class full of the laughter and cheerfulness of the students, so it can refresh students' energy to continue learning process.

iii. Appreciation

Appreciation makes students become confident that they are able to accept the lessons that the teacher conveyed. The teacher can give verbal and non-verbal appreciation during learning process. For example; teacher said “The more days pass your pronunciation gets better”. It makes students feel comfortable and happy to study with the teacher. If students happy with the teacher automatically students like the subjects taught because the positive mental impression between the teacher and the lessons taught cannot be separated. The teacher can also give thumbs up and applause to students who dare to come in the front of the class. Students feel appreciated, so in this condition will have a good impact for the next learning process.

iv. Emotion o'clock

Emotion o'clock is the creativity of the teacher in managing the emotions of her students. Everyone's emotions can change every second. Here the teacher was asked to manage and train students to be able to control their emotions. This emotional clock can be the solution.

The emotion o'clock can divided into three or four consisting of:

a) Quiet o'clock

It can be marked with green colour and with the word “calm”.

This o'clock shows that students are asked to calm down and concentrate on important material to be conveyed.

b) Discussion o'clock

It can be mark with blue colour and with the word "discussion".

This o'clock shows that students are asked to discuss a topic just taught by the teacher.

c) Free o'clock

It can be marked with yellow colour and with the word "free". This o'clock shows that students are asked to release their emotions.

Students are allowed to laugh, talk briefly with friends, or sigh with a certain time limit. The teacher still has to control the students so as not to disturb other classes.

d) Button o'clock

It can be marked with red colour and with the word "start".

O'clock shows that students are asked to reactivate the learning conditions. The teacher can consult and coordinate with the leader of the class so he or she is also responsible for inviting his friends to follow these emotions o'clock.

v. Hypnotic language patterns

According to Salami (2015) there are three kinds of hypnotic language pattern as follows:

i. Double binds

The teacher would ask students to do something using the word "or".

For example; do you want to practice speaking in front of class today or tomorrow? Whatever the answer unconsciously students

agree to practice speaking because their conscious minds only think about today or tomorrow.

ii. Cause-Effect

The cause-effect pattern aims to creating the relationship between various conditions and to improve logical suggestion. For example; if you keep practice, so speaking English becomes easy. In this example teacher would install in subconscious mind of students that speaking English is easy so that the conscious mind of students would keep practice.

iii. Complex Equivalence

The complex equivalence aims to making students think further about what would happen if we did something good or bad. For example; diligence is the mother of good luck. Clever in kindness is commendable. Commendable brings us to heaven. When hearing this sentence students will be happy and diligent is something that should be applied in life.

c. Closing

When closing the learning session the hypnotic teacher can do the following steps (Salami, 2015) :

- i. Making the conclusions. In this case, the teacher need to considered student learning modalities.
- ii. Praying together sincerely.
- iii. Giving positive affirmation.

- iv. Greeting and smiling, so when students leave the class they feeling so happy and cannot wait to meet and study again with the teacher.

The closing step is very important for the next meeting. If the opening and main activities are running well, the closing must also be carried out properly in order to achieve a balance of steps in implementing hypnoteaching. Closing is useful for creating a classroom atmosphere that ends with fun so that children feel happy and comfortable with the atmosphere of learning on that day.

The procedure of hypnoteaching stated above effectively helps teacher in learning teaching process. The first and very important step to start is opening. It is important to apply some activities in opening to create students' good feelings and minds. In opening step the teacher is responsible to make student relax, focuses, and fun. To run the main activities the teacher needs to include several supported activities such as; giving a magic question, ice breaking, appreciation, emotion, and hypno language patterns. To close the activity the teacher can conclude the learning, praying together, giving positive affirmation, and greeting and smiling so they end up the class with feeling happy.

B. Young Learners in Brief

1. Definition of Young Learners

In order to get clear and accurate understanding about young learners, the writer took some definitions from the experts that define young learners in learning English. According to Cameron (2001) young learners are the kids who are still in their five until twelve years old. Young learners are those who studies in the kindergarten and

elementary. She added that in teaching young learners and adult were two different things which was contrast. Young learners seemed to be more active and enthusiast in learning so that she grouped young learners within five until twelve years.

Moreover Nunan (2011) stated that the kindergarten pupils and elementary pupils who are in their five to fifteen years old are considered as young learners. In other words, the ones who love non-fiction imagination and dreaming movement are exactly regarded as young learners. They still have low reading ability, writing skill, and even still have problem in learning their first language. Mostly, young learners have an explicable way in learning language, which means that they can easily understand the spoken language but they cannot apprehend the meaning of it deeply.

In a nutshell, from the definition stated above young learners are those kids who still in their five that study in kindergarten and those kids who are twelve years old that study in elementary level. Based on the experts mentioned above pointed out that each young learners learn the language different from the adults where they need classroom atmosphere to be more lively and fun. The experts distinguish the youngsters and adults because the way they achieved and learned the language are totally different. They should be taught through particular method that is appropriate for them.

2. Characteristics of Young Learners

Young learners are assumed to learn the language faster than adults, and the way they learn the language is different from adults learn the language. As a result, as

an educator, it is crucial to consider the method in teaching language for them.

According to Coltrane (2004), there are several characteristics of young learners:

- a. They have limited motor skill, it means that some of them may still learn how to use pen, rubber, and scissor.
- b. They have few language capabilities and they are unable to analyse language. At this age a learner's reading and writing skills will be very low, even some students will be moving ahead, others still induct grasping a pencil properly.
- c. They do not understand the importance to communicate in English.
- d. They learn the language to be entertained, as they may find conventional topics boring and will switch off.
- e. They are confident in learning language, young learners will ask everything they do not understand.
- f. They easily forget the topics that have been discussed for once.
- g. They are imaginative. Use realia or pictures to teach new vocabulary related to concrete meaning

Based on the explanation stated, it can be concluded that the young learners have several characteristics which are different from adults so that the teacher can choose the appropriate method a technique in teaching the language for them.

Furthermore, Harmer (2007) mentioned that all the educators have to be able to apprehend how the young learners learn, think and operate in learning process. The teacher has to create attractive and unique way in teaching in order to get their attention during the lesson. Thus, Linse (2005) pointed out that, The

Swiss developmental psychologist Jean Piaget identified the characteristics of young learners from their developmental stages as they progress from birth to adolescence, they are:

1. Sensory motor
2. Preoperational
3. Concrete Operational
4. Formal Operational

At the sensory motor stage the child learns to interact with the environment by manipulating object. This stage is characterized by the rapid growth of the vocabulary. Next the pre operational stage, in this stage learners consolidate their knowledge of the grammatical system. While the concrete operational stage is where the child begins developing the ability to separate the self from environment and think logically. The last stage is formal operational where the child has abstract thinking develops and the child is now able to generalize beyond her/his immediate context from specific to the general.

3. Teaching Young Learners

As the young learners have specific characteristics and they go through significant developmental changes in their journey from infancy to adolescence. Those things should be taken into consideration in teaching and learning process when designing lesson plan and creating tasks and materials for them.

Nunan (2011) suggested that there are several stages in teaching and learning language, they are:

1. Follows one step instructions
2. Follows two step instructions
3. Follow three steps instructions
4. Understands symbolic concept
5. Likes reading or being read to
6. Likes playing with words
7. Grasps abstract concept

In other words, before teaching the young learners, the teacher of young learners have to consider several process in teaching so that the goals of teaching can be achieved. The teacher could implement those stages to avoid difficulty in teaching the young learners.

Moreover Nunan (2011) says that the young learners need some internal value in teaching language. First, the students demanded the motivation whether extrinsic motivation or intrinsic motivation from the teacher. Teachers not only design and create the up to date tasks but also have to know how to motivate the young learners in learning language in the classroom. Motivation can be one of the ways to support them during the lesson. Second, the young learners required attention from the teacher, the young learners can be bored easily because they have limited attention span. For this reason, the teacher has to provide various materials and learning activities which are fun and enjoyable so that the kids don't turn off their attention during the learning process. The young learners love to do physical actions, so the teacher can create learning activities that guide students to move and mingle around.

Next, whenever the teacher has more than one student in the classroom, the teacher has to think in diversity. The young learners are guided to work in multilevel groups where they have to discuss, talk, and study in the group or known as group study. Finally, what the students need is the assessment of learning in the classroom. Assessment refers to the techniques and procedures for collecting and analysing learners' language ability in order to find out what the learners can do and cannot do after several meetings in learning the language. Actually, this assessment can also identify how well the teacher performed in the classroom. Both the young learners and the teacher can see their performance all the time in the teaching and learning process.

4. Teaching Speaking for Young Learners

Brown (2001) mentions that speaking is evenly crucial for children's overall language improvement. It is the first output after the first input or known as listening before they can finally write. Teachers who work with young learners absolutely admit how crucial it is for children to improve their speaking skills.

Moreover, speaking is the process of how they communicate about what they feel or what they need, and also the way they talk to adults such as parents and teachers, to communicate what is good and what is bad for them. If a young learner tends to do something bad or has an aggressive behaviour, such as bullying his or her friends, may be that because she or he cannot communicate well enough to tell what she or he feels or needs. As a result, teaching speaking is seemed to be appropriate to teach at an early age.

Linse (2005) there are some reasons why teaching speaking for young learners is conducted at school. Children at an early age start to develop and to maintain some

advantages in some areas of language, it mostly benefits from this early start, pronunciation also benefits in longer term. It is believed that, the younger kids learn a language the more they become like a native of a language. However, the young learners have difficulty in learning grammar compare to older learners, so that although starting earlier with language learning they make slower progress, but the pronunciation only can be achieved smoothly during the early age.

Furthermore, Cameron (2001) believed that the young learners are easier to learn languages than older students. Though, it is compared to adult learners, these young learners face distinguish obstacles that adult learners do not in learning language. According to Graddol (2006) the young learners are still developing physically and intellectually, their emotional needs may be higher, and they are less able of take responsibility for their own learning. Both Cameron and Graddol agree with the fact that teaching speaking in English to young learner is more effective than to adult learner. Learning English several years earlier will increase the total number of years to spent learning the language. In other words, the young learners seem to have greater facility for understanding and imitating what they hear than adults can do in inducting the language.

In a nutshell, the teachers who are educators have to find suitable method to be implemented in teaching speaking of a language. It must be appropriate with the characteristics, the stages of learning, and the kids' need in learning the language so that the both the teacher and the young learners goal can be achieved as what had been planned before.

C. Speaking

1. *Definition of speaking*

There are many definitions of speaking according to experts and previous studies. According Channey and Burk (1998) stated that speaking is the way how to build and to share meanings about something through verbal or non-verbal methods in a variety of contexts. In other study Quianthy (1990) added that speaking not only sharing the meanings but also transmitting the ideas and information in oral action.

Additionally, in previous study done by Mulasari (2015), speaking is an ability to produce pronoun articulation of sounds for expressing, stating, delivering thoughts, and feeling. Meanwhile, Brown (2001) argues that speaking is a process to produce and to receive information. So, it can be concluded that speaking is an ability to produce language and to communicate orally to others with the aim to express their ideas and feelings.

2. *Basic Types of Speaking*

According to Brown (2004) there are two types of speaking generally, namely:

a. Monologue

Brown says that monologue is one speaker speaks language for any length of time, for example in speeches, lectures, news broadcasts, oral presentations, story-telling and then the listener have to receive the information without any interruption and the speech will go on whether or not listeners understand what the speaker mean. Another name for

monologue is extensive, but it is not really supposed to be taught by teacher to young learner.

b. Dialogue

Brown states that dialogue is speaking which is done by two or more speakers. The interruption may happen in speaking period when a collocutor does not understand what the speaker mean. Similarly, like Brown's statement, Harmer (2007) states that dialogue not only can be unplanned such as conversation (take place spontaneously) but also can be planned, such as discussion or interview. Brown (2004) argues that there are four categories include to dialogue as follows:

i. Imitative

The ability of imitate a word, phrase or sentence. It is more emphasis on pronunciation. The student only repeat what teacher said with the same pronunciation.

ii. Intensive

The ability of short stretches of oral language such as grammatical, phrasal, or phonological relationship (word stress, intonation, etc.). For example asking students to read aloud and teacher corrects student's error.

iii. Responsive

The ability of responding and test comprehension but simple level such as short conversation, simple request and comments, etc. In this

categories teacher ask to be more active and increase self-confidence in speaking.

iv. Interactive

The ability of complexity of interaction, it is different between responsive. There are multiple exchanges and participants such as interview, discussion, role play, debate, etc.

To sum up, based on the elaboration above we can draw conclusion that monologue and dialogue have major differences. Monologue requires the listener to receive the information without any interruption and the speech will go on whether or not listeners understand what the speaker means while dialogue is done by two or more speakers. The interruption may happen in speaking period when a collocutor does not understand what the speaker means.

3. Component Skill in Speaking

According to Syakur (2007) there are five components of speaking skill, namely, comprehension, fluency, grammar, vocabulary, and pronunciation.

a. Pronunciation

Pronunciation is the method for someone to produce language clearly. The process refers to the component of grammar and principles that determine how sound vary in a language Mulasari (2015). Syakur (2007) added that Pronunciation includes the vowels, consonants, stress, and intonation patterns. The speakers have to pronounce English word correctly and clearly.

b. Fluency

Fluency is the ability to speak fast and speakers speak without frequent pause because functionless repetitions and self-corrections. Fluency is the quality for someone being capable speaking without hesitation.

c. Comprehension

The most important factor in speaking is comprehension. Comprehension measures the understanding of conversation. According to Homby (1995) comprehension is the power of understanding the conversation aimed at testing one language in written or spoken. In sum, comprehension is the aim of many language learners.

d. Grammar

According to Syakur (2007) grammar is the method in which every words can change the forms and can be put into sentence. Grammar is important aspect because if the speaker uses incorrect meaning so the utterance can have different meaning.

e. Vocabulary

The vocabulary and language will never be separated; the students will be easier to express the idea if they have many vocabularies. Vocabulary is about the words, where come from, how they change, related to each word, and how to use them to view the world.

The five components above will help students to have good speaking skill. All of them are important; vocabulary is the most important because with vocabulary we can arrange the sentences and deliver the message to the listener by having good

pronunciation. In the speaking, comprehension is required to be mastered. After the message is delivered we need the comprehension to know whether we understand or not.

4. The Function of Speaking

According to Brown and Yule (1983), as quoted by Richards & Renandya (2002), “The function of speaking are classified into three; talk as interaction, talk as transaction, and talk as performance.” To make it easier to understand the three functions of speaking, below is the explanations:

a. Talk as interaction

The most important thing in speaking is the interaction to obtain and provide information, this refers to what we normally mean by conversation. The primary purpose is to maintain social relationship. The speakers tell to the others about everything the speakers want or need to say. The speakers also share the ideas that they want to share. Both the speakers and listeners can interrupt and react between each other.

b. Talk as transaction

This function focus on what is said or done. The speakers sometime use their communication to persuade the others to do something that the speakers want in a certain activity. The message is the central focus here and making oneself understood clearly and accurately by the participants.

The skill involve in using talk for transactional are explaining a need or attention, describing something, asking questioning, confirming information, justify an opinion, making suggestions, clarifying understanding, and making comparisons.

c. Talk as performance

This function refers to public talk that is talk that entertain and transmits information to the audiences, such as classroom presentations, public speaking, storytelling and speeches. Not only share speakers the ideas, but the speakers also express their senses and listeners can entertain each other by mutual communication. Examples of talk as a performance are giving a class report about a school trip, holiday, and experiences, conducting a class debate, making a presentation and giving a lecture.

According to statement stated before, speaking is a skill which is used in normal live or normal activity that have function briefly to interact, to persuade, to inform, and to entertain the other listeners.

5. The problems in speaking

According to the interview and observation conducted by Febriyanti (2012), there are four factors which determine the success of teaching and learning of speaking. There are as follows;

a. Related to the teacher

Some teachers did not use the interesting method in teaching and learning process. The reasons why the teachers do not use the interesting method because they do not know what method is appropriate to student. Another reason, some teachers may do not understand how to apply it. There are no variations of learning English speaking to be more involved to the

speaking activities, so the teaching and learning tends to be monotonous.

Consequently, the teaching and learning process seemed less interesting.

b. Related to the students

The students often are afraid to try speaking English and they are afraid of making mistakes. It happens because they have minimum chance in speaking English in the daily conversation with others and sometimes, they often make mistakes in adopting the structure or patterns which differ from their mother tongue.

c. Media

In some places, the media for teaching and learning process are unavailable, in other side, sometimes the media are available, but the teacher still got difficulties in using those media and the teacher is not creative. The teachers usually use textbook and students' worksheet as the main idea.

To conclude, some problems often occur in teaching speaking, which include lack of media, creative teacher and creative methods; thus, it leads students feeling bored.

6. Teaching speaking

Teaching is an activity and interaction between teacher and students which the teacher teaches and students study. Teaching speaking is a main part of second language learning. This statement is supported by Thornbury (2005) by speaking, a person can produce tens of thousand words a day, more than writing and other

skills. In other side, Jill and Charle (2008) added speaking requires the students to produce something that why speaking called a productive skill.

In teaching of speaking, the teacher must be creative in making the study material more interesting. The teacher should make the students to always speak-up and practice without to be afraid to make mistakes in speaking. Give the example of conversation to the students and give the chance to do something to actively use the language in any situation. According to Burkart (1998), the teacher should make the students to try and avoid confusion in the message due to faulty pronunciation, grammar and vocabulary. By applying the correct grammar and acceptable pronunciation, the students are able to deliver their mind accurately and fluently, so, the comprehension in speaking will increase.

There are many strategies which could be applied in teaching speaking to improve student speaking skill such as:

a. Mind mapping

Mind mapping is one of the strategies in teaching speaking where students are guided to easily remember what they had studied and able to recall it whenever they need it.

b. Discussion

This activity is one of the suggested strategy that can be implemented to increase the students to have the chance to speak in the classroom. This strategy also can reduce cheating that occurs among the students.

c. Role Play

In this strategy, the educators can motivate the students to speak by giving information to the students such as who they are, what they feel and think.

d. Simulation

This activity is almost likely to the role play activity, but in Simulations strategy students can bring their own property to do the role play.

e. Story completion

This strategy is one of the most attractive activity to do in the classroom, students are formed in a circle, and then each of them take turn to speak. Students will continuously think of how to complete the story.

f. Picture Narrating

This strategy, asked student to narrate a story based on picture arrangement. In telling the story, vocabulary and grammar as indicator given by teacher and student have to consider when use it.

g. Picture Describing

In this strategy, also using picture to practice speaking but only one picture. Students are asked to describe what is in the picture. This activity can be set in groups or individual and the picture described is different between each student and group with another.

h. Find the Difference

In this activity, students are asked to talk in pairs or group about the differences and similarities of two pictures. The students can discuss the pictures with their partner or group before talk about the pictures in front of the class.

Using creative methods will greatly help the teacher in realizing pleasant speaking so that it has a pleasant effect for the students. Creative teachers are teachers who are able to use the media and method well.

D. Previous Study

In this research, there are some review of related research finding from the previous researcher as follows:

First, the previous research from Primawati (2013) about *“a study on hypnoteaching method used by a teacher of English in teaching speaking at some eleven grades of MAN 3 Malang”* The aims of this study were to investigate hypnoteaching steps and problems that the teacher faced in her speaking class and describe the teacher’s strategies in solving those problems. This study used qualitative descriptive design to obtain and analyse the data. The subject of this study was one English teacher at MAN 3 Malang who applied Hypnoteaching method for teaching speaking in eleven classes. Interview and observation were used to collect the data. Structured interview was chosen to get information about the application of hypnoteaching method in her speaking class. Besides, the researcher used non participant observation. The aims of this observation were to verify the interview information and to get some information that was not covered

from the interview. Based on the data analysis, the researcher found five steps of hypnoteaching method that the teacher applied in her speaking class found that problems solving in teaching and learning process are applying building rapport and giving motivation, creating an interesting topic, and creating simple and fresh game. It showed that the use of hypnoteaching method identified the success of teaching speaking.

Second, the previous research from Firman (2013) about *“the implementation of hypnoteaching method in improving students’ English learning achievement at the first grade of SMPN 3 SATAP Biringbulu Kab. Gowa”* The researcher used Quasi Experimental Design, that incriminating two classes were experimental class and control class. In the experimental class the researcher applied hypnoteaching method, while in the controlled class the researcher applied conventional teaching method. The population of this research was the eleventh grade students of MA. Muhammadiyah Limbung that consisted of 62 students. To obtain the data the researcher distributed Questioner and interview. The questionnaires were distributed in pre-test and post-test. The questionnaires were used to get data about psychological research. The researcher used Likert Scale to measure the result of the questionnaires. The use of hypnoteaching of this research can reduce students’ speaking anxiety of the students. The result showed that hypnoteaching able to make students more active, learning process more effective and influence students’ achievement in learning process. It was proven by the students’ post-test is higher than pre-test.

Third, the previous research from Zuhri Dj (2015) about *“using hypnoteaching strategy to improve students' writing ability”* The method used in this research was pre-experimental method by using one groups' pre-test ppost-test design. The group was given pre-test and post-tests. Pre-test was given to measure the students' basic writing ability. After giving the pre-test, taught to the students to apply hypnoteaching strategy. And the last, giving post-tests, post-tests was given to measure the treatments' effect. The improvement of students' writing ability is marked by the result of the post-tests. The result found that the use of hypnoteaching strategy is effective to improve the students' writing ability at the eleventh grade of SMAN 1 Dua Boccoe. It was shown by the data most students got good score with the mean score of post-test was 82.58

The fourth preview finding came from Hamid B La ode (2016) about *“using hypnoteaching technique to improve the student vocabulary mastery”* It was a mixed research with action research method in SMAN 5 Kendari. The research data were taken in the first semester of SMAN 5 Kendari with 28 students and analysed qualitatively and quantitatively. The data were collected through observation and vocabulary test. The finding of the research stated that the students' were actively involved in teaching and learning process. It concluded that teaching vocabulary by using hypnoteaching can improve the students' achievement in learning vocabulary.

Moreover, the preview finding came from Subiyono & Hamim (2013) about *“the influence hypnoteaching method on students' achievement in the subject of Islamic education in junior high school Bina Bangsa”* and from

Mustianah (2012) about *“the strategy implementation of hypnoteaching as effort in increasing students’ active and their learning achievement in Economic for the first grade student at SMP Al-Islam 1 Surakarta”*. Both of the preview research showed that hypnoteaching improve and influence students’ achievement and students’ active.

Most of previous research used qualitative and experimental methods to identify the used of hypnoteaching and also to investigate the problems experienced by teachers in application. The previous researchers also used different subjects such as writing, speaking, vocabulary mastery, Islamic education, and Economics. The sample of those researches is senior and junior high school. They used qualitative, mix method, and pre experimental method. Meanwhile in this research, the writer used pre experimental method with pre-test and post-test. The sample of this research is twelve-year-old students at English class of young learners of Bimbel Alpha Learning Center, Banda Aceh



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this study, writer applied quantitative approach to analyze young learner's achievement in speaking English by implementing hypnoteaching. One type of quantitative approach is experimental research. Experimental research in language learning deal with language learner aim to understand the aspects of students learning. The writer would like to see whether particular teaching method or activity could enhance students learning achievement. Creswell (2014) said that there are four main type of experimental research design as follows; true experimental, quasi experimental, pre-experimental and single subject design.

In conducting this study, the writer chooses pre-experimental design, with one group pre-test and post-test design. This study was conducted in one class of English as foreign language in Aceh. This research is an experimental teaching by implementing hypnoteaching for young learner in teaching speaking and by conducting the test as the method to collect data to find out whether hypnoteaching can improve students achievement.

B. Brief Description of Research Location

This research was conducted at course of Bimbel Alpha Learning Center Banda Aceh. It is located at St. Peurada Utama No. 1. This course was started on March 20, 2016; it has six programs of classes divided into Calistung, Elementary School, Junior High School, English, Mathematics, and Private. This course focuses on young learner

which ages range from five to fifteen years of age. For English class, they have own curriculum which are four levels; beginner, basic, intermediate, and advance. For each program of this course, all students have to recite Al-Qur'an for ten minutes that aim to increase concentration and memory. In addition, this course has some facilities that support teaching and learning process. It consists of classroom, administration room, mini library, mini canteen and toilet.

C. Research Participant

In this research, the writer selected the young learners which the ages twelve years old of Bimbel Alpha Learning Center as the population. There are two programs of young learner who learning English, which are Elementary class and English class. Both of classes are the same as learning English. The total number of population is 32 students. The writer chosen English class of young learners at Bimbel Alpha Learning Center Banda Aceh as the sample, because they are special English program which consists of 15 student. The sample was selected by purposive technique. It means the writer chosen the participant with specific characteristics, such as young learner in English Class who are twelve years old.

D. Data Collecting Procedure

In this study, the writer used several techniques in collecting the data, as follows:

1. *Experimental Teaching*

The writer performed experimental teaching (pre-experimental design) in the class using hypnoteaching. The type of experimental teaching that writer used one-group pre-test and post-test. The application of hypnoteaching is aimed to see the

improvement of young learner's achievement in English. The writer conducted the research for four meetings and the allocation time for each meeting is 2 x 45 minutes.

The writer introduced and explained briefly about material during learning process at the first meeting. The writer gave student 15 minutes to prepare the topic about students' identities. Then students will talk about the topic given in front of the class. For the second and third meeting the writer gave treatment using hypnoteaching method in teaching speaking for students. Before starting learning process for each meeting, the writer and student recite Al-qur'an for ten minutes, after that applying the other activities of pacing and leading for opening. In main activities and closing, the writer implementing hypnoteaching method for the treatment. At the end of meeting, the students were asked to perform and speak in front of the class for post-test. The topic was provided by the writer.

2. Test

Tes was one of the instruments used to collected the data in this research. It was to find out the students' ability before and after the treatment was carried out. Especially, the test were used to find out the students' achievement in terms of fluency, comprehension, pronunciation, and confidence. The test was conducted twice; after and before implementing hypnoteaching method in teaching speaking. There were two kinds of test provided, those were pre-test and post-test.

a. Pre-test

In the first meeting, the writer gave students pre-test in order to obtain the data of student's ability before giving the treatment. The writer asked students to speak about their identities in front of the class for two minutes.

The writer analyzed the ability of students speaking skill accordance with the rubric.

b. Post-test

Post-test was given in the last meeting to see whether that method can improve the students' achievement in English or not after giving the treatment. Writer also asked students to speak about "*Procedure Text (How to Make Something)*". The writer would do same steps as in pre-test to see whether there were the improvement after treatment.

The assesment system and scoring for the tests are used based on Brown & Yule (2000) :

Table 3.1
The rubric of speaking

Component	Scoring	Quality	Assesment
Fluency	1-25	Poor	Speak unclearly.
	26-50	Fair	Speak diffluent, too many pause.
	51-75	Good	Speak well enough, pause here and there.
	76-100	Excellent	Speak fluently, no significant pause.
Comprehension	1-25	Poor	Understand too little about the topic.
	26-50	Fair	Understand only a little about the topic, there are many repetitions.
	51-75	Good	Understand most of topic, there are some repetitions.
	76-100	Excellent	Understand the topic with out any difficulties.
Pronunciation	1-25	Poor	The pronunciation is not clear .
	26-50	Fair	The pronunciation is not really clear, but listener can be understood.
	51-75	Good	The pronunciation well enough, despite, the influence of mother tongue can be detected.
	76-100	Excellent	The pronunciation is very clear and easily understood.
Confidence	1-25	Poor	Speak with little or no enthusiasm, poise and assurance.
	26-50	Fair	Speak with some enthusiasm, poise and assurance.
	51-75	Good	Mostly speak with enthusiasm, poise and assurance.
	76-100	Excellent	Speak with enthusiasm, poise and assurance.

E. Data Analysis Technique

In analyzing the data, the writer used several formulae to interpret the result of students improvement in speaking. The formulae for analyzing data follows Sudjana's statistical calculation (2005) as follows :

1. Test

In order to analyze the result of test, the writer used statistical formulae. The aim of the test is to find the range of data, interval class, tabel of frequency distribution, and mean. The writer explained them one by one to avoid misunderstanding.

a. Range

The function of the range is to find out the gap between the highest score and the lowest score. The range of pre-test and post-test scores would be determined by using formula below :

$$R = H - L$$

Where :

R : the range of the score

H : the higher score

L : the lowest score

b. Interval Class

The number of interval class can be determined by using this formula:

$$CN = 1 + 3,3 \log n$$

Where :

I : the amount of interval class

n : total sample

- c. Then after the writer calculates the number of interval class, the writer should determined the range of interval class by using the following formula :

$$I = \frac{R}{CN}$$

Where :

CN : Interval Space

R : the range of the score

I : the amount of interval class

d. Tabel of Frequency Distribution

Data/Score	Fi	xi	Fixi
Total			

Where :

fi : refers to frequency

xi : refers to the middle score interval class

fixi : the amount of multiplication between the frequencies and the middle scores of interval class

e. Mean

The function of mean is to find average score of student. The formula is as follow :

$$X = \frac{\sum fixi}{\sum fi}$$

Where :

X : mean

$\sum fixi$: total result the amount of multiplication between the frequencies and the middle scores of interval class

$\sum fi$: total frequency

f. Standard Deviation

The function of standard deviation is to investigate the variability that most often report in the research. The formula is as follow:

$$SD = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}$$

Where :

SD : standard deviation

$\sum D^2$: Deviation

N : total students

g. Mean of Difference

Therefore, the Mean of Difference (MD) was counted by using the following formula:

$$M_D = \frac{\sum D}{N}$$

h. Standard Error of Mean difference (SEMD)

After getting the score of Standard Deviation Difference, the writer calculated the Standard Error of Mean difference (SEMD) between two variables: X and Y:

$$SEM_D = \frac{SD}{\sqrt{N-1}}$$

i. T-test

The function of t-test is to investigating the significant differences between two mean for statistical significance. The following formula is used in calculating t-test :

$$t_0 = \frac{MD}{SEMD}$$

where :

t_0 : T score

MD : Mean difference

SEMD : Standard Error of Mean difference

The last step was to examine the t_0 by determining degree of freedom (df) by using the following formula:

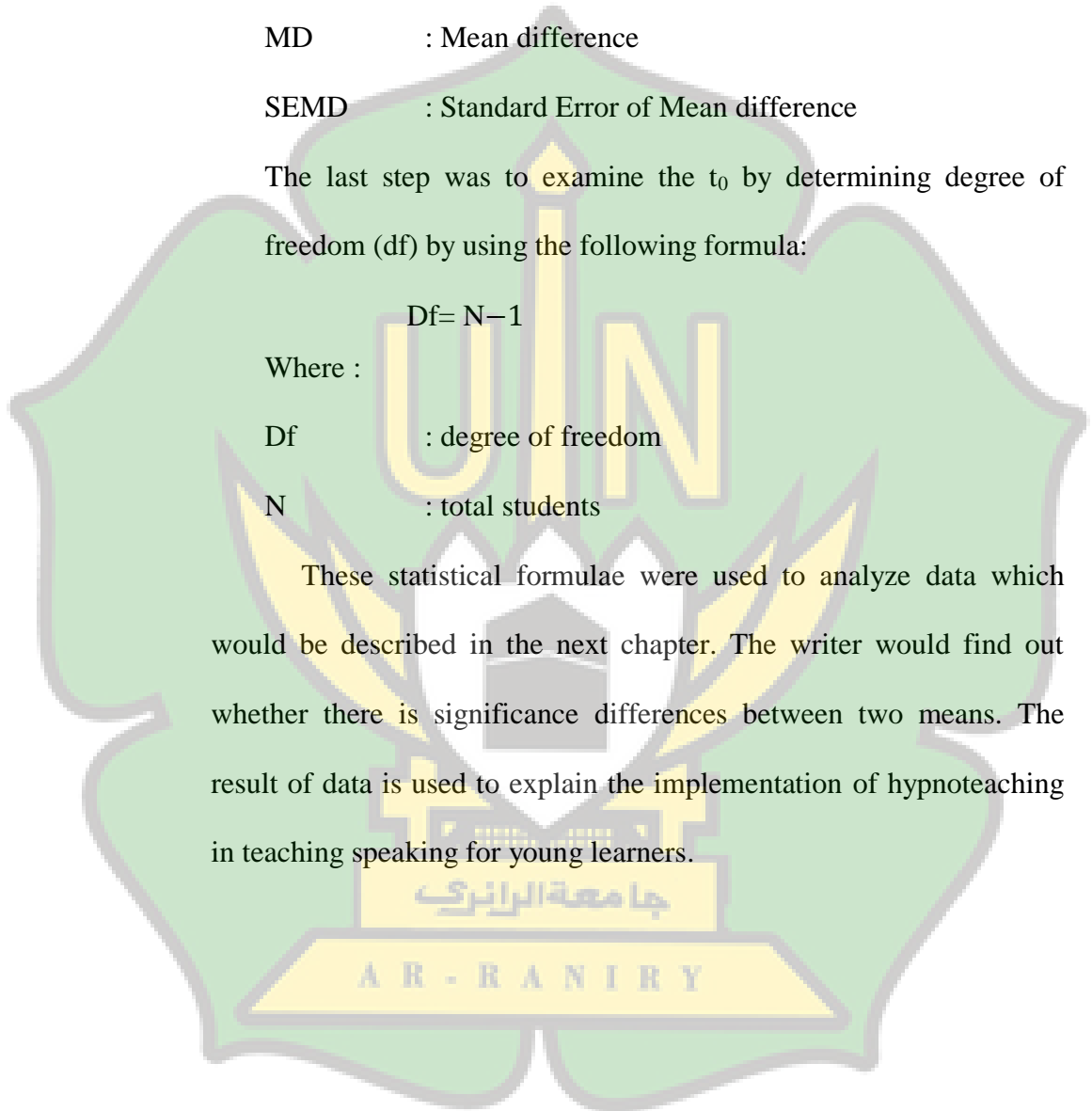
$$Df = N - 1$$

Where :

Df : degree of freedom

N : total students

These statistical formulae were used to analyze data which would be described in the next chapter. The writer would find out whether there is significance differences between two means. The result of data is used to explain the implementation of hypnoteaching in teaching speaking for young learners.



CHAPTER IV

FINDINGS AND DISCUSSION

A. Research Findings

The experimental teaching research was conducted in four meetings with two meetings for treatment and two meetings for pre-test and post-test. Based on the experimental teaching process in the class by using implementing hypnoteaching in teaching speaking, it was found that the hypnoteaching was effective to increase students' speaking ability. From the data it showed that there was improvement after the implementation of hypnoteaching in the classroom. The post-test score is higher than the pre-test score; thus, the hypnoteaching helped the students in increasing their speaking ability.

1. The Implementation of Hypnoteaching in the Class

a. First meeting

In the first meeting, the writer gave the pre-test. Before conducting the pre-test, the writer greeted the students and then they prayed and recited Al-Qur'an together. The writer introduced herself to the students and explained the purposes of learning process in the classroom for several next meetings. Before beginning the class the writer checked the attendance list of students. On the research process, the writer explained about how to introduce themselves in English and also gave the example by introducing herself. After explanation, the writer gave the time for them to prepare the presentation around in 5 minutes.

Then the writer asked the students to introduce themselves in front of the class. After each presentation the writer gave the appreciation for their performances. At the close activities, the writer concluded the lesson of that day and closed with praying together.

b. Second Meeting

In the second meeting, the writer applied the hypnoteaching method on learning process. The writer greeted the students. Pray and recite Al-Qur'an were the compulsory activities at that course. After checking the attendance list of students, the writer and the students did brain exercise; singing while playing finger. Before starting the material, the writer introduced emotion o'clock to students. Then asked the magic question "do you know how to make slime or cupcake?" The writer explained the theory about how to make something (procedure text) and mentioned the related vocabulary. After that the writer and students did ice breaking by playing Simon says. The students read aloud the example of procedure text about how to make orange juice and the writer gave the appreciation to end the main activities. During main activities, the writer also applied hypnotic language patterns which are double binds and cause-effect when the writer asked the students to do something. The writer concluded the lesson of that day and prayed together to close the lesson. Before the class ended the writer gave positive affirmation to the students and closed with greeting and smiling.

c. Third Meeting

In the third meeting, the writer greeted the students. Pray and recite Al-Qur'an were the compulsory activities at that course. After checking the attendance list of students, the writer told about the story that was related to the material which would be taught. Before starting the material, the writer remembered the emotion o'clock to students then asked the magic question about "do you know how to make fresh de coco drink?" After brief explanation about the material the writer gave the ice breaking named guess words. When the writer asked the students to do something, the writer applied hypnotic language patterns which are double binds and cause-effect to make students always agree with the writer's statement. The writer divided the students into pairs and helped them to discuss and prepare the performances. After that, each pairs has to complete short conversation which is appropriate to the material about procedure text. Then the students performed their conversation in front of the class and the writer gave the appreciation after that.

Before ending the class, the writer explained about the material that would be taught tomorrow. At the end of the class, the writer asked the students to prepare themselves for the post test in the next meeting. The students were asked to prepare about how to make coffee or tea. The writer concluded the lesson and suggested the students to do review at home. The class was ended with praying together and also greeting.

d. Fourth meeting

In the last meeting the writer gave the post-test to the students about procedure text; how to make coffee or tea. In this meeting the students performed their task. Before starting the class, the writer greeted the students, prayed, and recited Al-Qur'an. The attendance list of students was also checked. To make the students relax, the writer made some humor by telling them story. Afterward the writer explained the evaluation points and gave them time for preparation. The students started to present their test in front of the class and each performances had the appreciation from the writer. The class was ended with concluded the lesson and prayed together. The writer also gave the farewell speech.

2. The Result of Pre-test and Post-test

In the first meeting, the writer gave the pre-test to students to find out how students' ability in speaking class are. In the pre-test the writer asked the students to describe about their identities in front of class. The performance was assessed based on the rubric that was compiled before. From the assessment the lowest score was 30 and the highest score was 87. There were three students with the lowest score. Three of students got the score under 50, one of them got 50. There were six students who got the score with 60 and 68. Otherwise, there were five students who got the score up to 70.

In the fourth meeting, the writer gave the post-test to the students to present about how to make something; tea or coffee. After introducing the hypnoteaching in the treatment session, the student's lowest score was 70 and

the highest score was 96. The lowest score was obtained by two students. Two students got 76, four students 80, there were three students who got score upper eighty; 82 85 86, and four students got the highest score; 90, 90, 92, 96.

Table 4.1

The results of the pre-test and post-test is as in the following table:

No	Students' Initial Name	Pre-test	Pre-test	Total
1	AYR	60	82	142
2	FND	60	80	140
3	KN	50	80	130
4	MF	37	76	113
5	MR	75	90	165
6	MIA	37	70	107
7	MS	72	86	158
8	MZ	80	90	170
9	NZ	60	80	140
10	NH	68	85	153
11	NI	87	96	183
12	QM	30	70	100
13	SH	87	92	179
14	ZAM	60	80	140
15	ZI	60	76	136
TOTAL		923	1233	2156

The pre-test data were analyzed by calculating the score to find out Range (R), Interval (I), Class Number (CN), and Mean (X) by using statistical formula, which are:

- a. Range is the difference of the highest score with the lowest score. To find out the range this research used the following formula:

$$\begin{aligned} R &= H - L \\ &= 87 - 30 \\ &= 57 \end{aligned}$$

- b. Class Number is the number of score that has been grouped based on the expected interval, The class interval was identified by using following formula:

$$\begin{aligned} CN &= 1 + 3.3 \log n \text{ (total sample)} \\ &= 1 + 3.3 \log 15 \\ &= 1 + 3.3 (1.17) \\ &= 1 + 3.88 \\ &= 4.88 \text{ (It can be taken 5)} \end{aligned}$$

- c. Interval is amount of class and to find the score, the writer used the following formula:

$$\begin{aligned} I &= \frac{R}{CN} \\ &= \frac{57}{5} \\ &= 11.4 \text{ (It can be taken 11)} \end{aligned}$$

d. Table of Frequency

Table 4.2

The frequency distribution can be calculated as the following table:

Interval Class	Fi	Xi	FiXi
30-40	3	35	105
41-51	1	46	46
52-62	5	57	285
63-73	2	68	136
74-84	2	80	160
85-95	2	91	182
TOTAL	15	377	914

Note:

Fi : frequency

Xi : middle score of interval

FiXi : to the amount of multiplication between frequency and middle class

Based on the Table 4.2., the mean is identified by using the formula below:

$$Mean = \frac{\sum FiXi}{\sum Fi}$$

$$= \frac{914}{15}$$

$$= 60,93$$

$$= 61$$

The data from, post-test were also analyzed by determining the Range (R), Interval (I), Class Number (CN), and Mean (X) by using statistical formula, which are:

- a. Range is the difference of the highest score with the lowest score. To find out the range the writer used the following formula:

$$\begin{aligned} R &= H - L \\ &= 96 - 70 \\ &= 26 \end{aligned}$$

- b. Class Number is the number of score that has been grouped based on the expected interval, The class interval was identified by using following formula:

$$\begin{aligned} CN &= 1 + 3.3 \log n \text{ (total sample)} \\ &= 1 + 3.3 \log 15 \\ &= 1 + 3.3 (1.17) \\ &= 1 + 3.88 \\ &= 4.88 \text{ (It can be taken 5)} \end{aligned}$$

- c. Interval is amount of class and to find the score, the writer used the following formula:

$$\begin{aligned} I &= \frac{R}{CN} \\ &= \frac{26}{5} \\ &= 5.2 \text{ (It can be taken 5)} \end{aligned}$$

d. Table of Frequency

Tabel 4.3

The frequency distribution can be calculated as the following table:

Interval Class	Fi	Xi	FiXi
70-74	2	72	144
75-79	2	77	154
80-84	5	82	410
85-89	2	87	174
90-94	4	92	368
TOTAL	15	410	1250

Based on the Table 4.2., the mean is identified by using the formula below:

$$\begin{aligned}
 \text{Mean} &= \frac{\sum FiXi}{\sum Fi} \\
 &= \frac{1250}{15} \\
 &= 83.33 \\
 &= 83
 \end{aligned}$$

Based on the analysis of the data, the results indicate that the lowest score in pre-test is 30 and the highest score is 87. Therefore, the range is 57 and the interval is 11. In the post test, the lowest score is 70 and the highest 96. Then the range is 26 and the interval is 5. The aim to figure out the mean was to find out the average ability of students in pre-test and post-test. The average score in the pre-test is 61. Meanwhile the average score in the post-test is 83. The writer found that the mean score between the two tests is

different. The score of the post-test is higher than the pre-test. It can be concluded that the implementing hypnoteaching could increase students' speaking ability.

e. Examining the Hypothesis

In examining hypothesis, the writer used 't' test (t_0) to determine the significant difference in examining the students' pre-test and post-test scores. The hypothesis was examined as implementing hypnoteaching

Table 4.4
List of score pre-test and post-test

No	Students' Initial Name	Pre-Test	Post-test	D	D ²
1	AYR	60	82	22	484
2	FND	60	80	20	400
3	KN	50	80	30	900
4	MF	37	76	39	1521
5	MR	75	90	15	225
6	MIA	37	70	33	1089
7	MS	72	86	14	196
8	MZ	80	90	10	100
9	NZ	60	80	20	400
10	NH	68	85	17	289
11	NI	87	96	9	81
12	QM	30	70	40	1600
13	SH	87	92	5	25
14	ZAM	60	80	20	400
15	ZI	60	76	16	256
TOTAL		923	1233	310	7966

After finding the difference score of pre-test and post-test, the writer has to find Standard Deviation of two variables, X and Y, by using the following formula:

$$SD = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}$$

$$SD = \sqrt{\frac{7966}{15} - \left(\frac{310}{15}\right)^2}$$

$$SD = \sqrt{531.06 - (20.66)^2}$$

$$SD = \sqrt{531.06 - 427.11}$$

$$SD = \sqrt{103.95}$$

$$SD = 10.19$$

Therefore, the Mean of Difference (MD) was counted by using the following formula:

$$M_D = \frac{\sum D}{N}$$

$$M_D = \frac{310}{15}$$

$$M_D = 20.66$$

After getting the score of Standard Deviation Difference, the writer calculated the Standard Error of Mean difference (SEMD) between two variables: X and Y:

$$SEM_D = \frac{SD}{\sqrt{N-1}}$$

$$SEM_D = \frac{SD}{\sqrt{N-1}}$$

$$SEM_D = \frac{10.19}{\sqrt{15-1}}$$

$$SEM_D = \frac{10.19}{\sqrt{14}}$$

$$SEM_D = \frac{10.19}{3.74}$$

$$SEM_D = 2.72$$

Then, the score of t_0 could be calculated with this formula:

$$t_0 = \frac{MD}{SEMD}$$

$$t_0 = \frac{20.66}{2.72}$$

$$t_0 = 7.59$$

The last step was to examine the t_0 by determining degree of freedom (df) by using the following formula:

$$Df = N - 1$$

$$Df = 15 - 1$$

$$Df = 14$$

Based on the steps completed above, then obtained results of $t_0 = 7.59$. Hypothesis of this study used t_{table} at significant level of $\alpha = 0.05$ comparing the t_{table} with value of degree significant, the result is 1.761. Because of $t_0 > t_{table}$ ($7.59 > 1.761$) it was indicate that there was significant score differences between them. Thus H_a accepted and H_0 rejected so it can be concluded that the implementing hypnoteaching in teaching speaking for young learner can improve the speaking ability for students at Bimbel Alpha Learning Centre.

B. Discussion

The purpose of this research conducted at Bimbel Alpha Learning Centre is to see whether using hypnoteaching improve young learners' achievements in speaking English or not. The sample in this study was 15 twelve-year-old students at English class of young learners. Hypnoteaching method is a teaching method where the teacher gives positive suggestions to students which involve a combination of the conscious and subconscious mind in order to bring students in a comfortable, relaxed and

controlled body and mind condition so that they easily understand the lesson and will remember the lesson in long term.

In this study, the result shows that there is an increased in speaking learning with post test score is higher than the pre-test score. On the pre-test, the average value of student learning is 61. On the post-test, the average value of student learning is 83. The increasing is 22. Based on these data, it can be concluded that there is an increase in the average learning speaking score of students after using the hypnoteaching method. This is in line with previous research conducted by Primawati (2013) about “*a study on hypnoteaching method used by a teacher of English in teaching speaking at some eleven grades of MAN 3 Malang*”

In the class that have been taught by applying the hypnoteaching method it can be seen descriptively on the results of the study that the speaking learning scores of students are in the very high score. This is caused by several factors; there was a good interaction between the teacher and students; students can develop themselves according to their talents and interests; students can easily master the material because they were more motivated to learn and can imagine and think creatively; the students do not just memorize the materials of speaking but students can apply it in daily life.

CHAPTER V

CONCLUSION AND RECOMMENDATIONS

A. Conclusion

The aim of this study is to figure out whether using hypnoteaching will improve young learners' achievements in speaking English or not. The participants of this study was 15 twelve-year-old students at English class of young learners at Bimbel Alpha Learning Center.

The result of this study showed that hypnoteaching can improve young learners' achievements in speaking English. This is showed by the scores from the pre-test and post-test. The mean score in speaking classroom before using hynoteaching method is 61 while after applying the hypnoteaching method is 83. There is significant differences scores between pre-test and post-test. To sum up the pre-experimental research which was conducted at Bimbel Alpha Learning Center about the implementing hypnoteaching in teaching speaking for young learner can improve students' ability in speaking English.

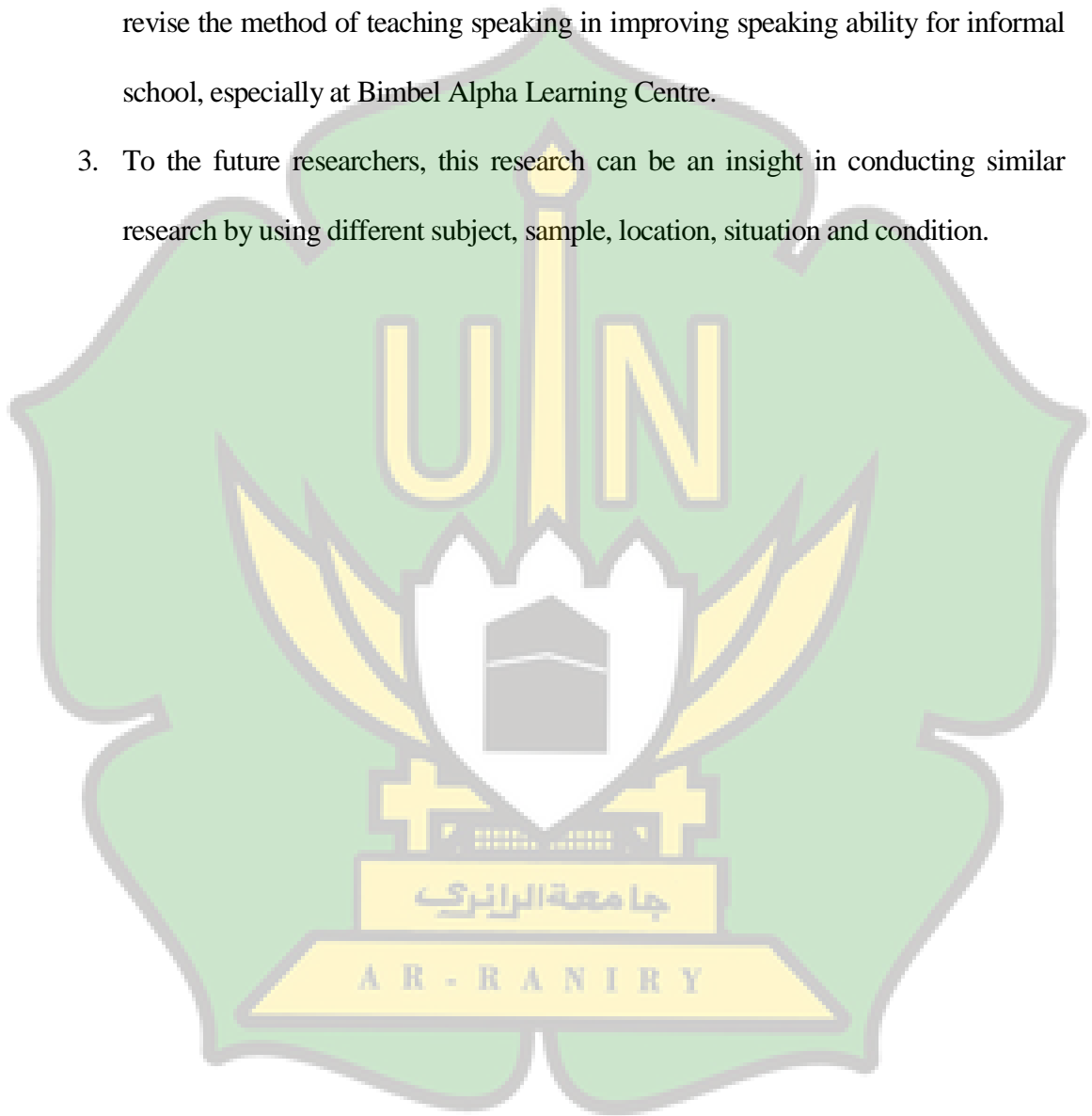
B. Recommendations

Based on the findings, the writer has several possible suggestions that can be implemented to improve students' speaking learning score:

1. To the English teachers, it is recommended to teach by applying various learning methods that can make students active and more focused in learning such as

applying the hypnoteaching method and trying to create creative learning so that students do not feel bored and happy in taking speaking lessons.

2. To informal institutions, the results of this study may be used as a reference to revise the method of teaching speaking in improving speaking ability for informal school, especially at Bimbel Alpha Learning Centre.
3. To the future researchers, this research can be an insight in conducting similar research by using different subject, sample, location, situation and condition.



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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B- 1608/UN.08/FTK/KP.07.6/02/2019

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-
RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: **B-4038/UN.08/FTK/KP.07.6/04/2018** tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 29 Maret 2018
- MEMUTUSKAN**
- Menetapkan : **PERTAMA** : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: **B-4038/UN.08/FTK/KP.07.6/04/2018** tanggal 31 Mei 2018
- KEDUA** : Menunjuk Saudara:
1. Dr. Salami Mahmud, MA Sebagai Pembimbing Pertama
2. Syarifah Dahliana, M.Ag., M.Ed., Ph.D Sebagai Pembimbing Kedua
- Untuk membimbing Skripsi :
- Nama : Siti Rismadilla
- NIM : 140203181
- Program Studi : Pendidikan Bahasa Inggris
- Judul Skripsi : Implementing Hypnoteaching in Teaching Speaking for Young Learner
- KETIGA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2019 dengan Nomor: 025.04.2.423925/2019 tanggal 5 Desember 2018;
- KEEMPAT** : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2018/2019
- KELIMA** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 18 Februari 2019
An. Rektor

Dekan,

Muslim Razali

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telp: (0651) 7551423 - Fax: (0651) 7553020 Situs : www.tarbiyah.ar-raniry.ac.id

Nomor : B-9132 /Un.08/FTK.1/TL.00/06/2019

20 Juni 2019

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

Kepada Yth.

Di -

Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a : Siti Rismadilla
N I M : 140 203 181
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester : X
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t : Jl.Peurada Utama Lr.Flamboyan No.15 Banda Aceh

Untuk mengumpulkan data pada:


Bimbel Alpha Learning Center (ALC)

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

Implementing Hypnoteaching In Teaching Speaking for Young Learning

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Wakil Dekan Bidang Akademik
dan Kelembagaan,


Mustafa

SURAT KETERANGAN PENELITIAN

Sehubungan dengan surat Kementerian Agama Universitas Islam Negeri Ar-Raniry Banda Aceh Fakultas Tarbiyah dan Keguruan, Nomor : B-9132/Un.08/FTK.1/TL.00/06/2019 tanggal 20 Juni 2019, perihal Mohon Izin Untuk Menggumpulkan Data Menyusun Skripsi. Menyikapi surat tersebut maka direktur bimbingan belajar Alpha Learning Center (Bimbel ALC) Banda Aceh, dengan ini menerangkan bahwa :

Nama : SITI RISMADILLA
Nim : 140203181
Jurusan/Prodi : Pendidikan Bahasa Inggris

Benar yang namanya tersebut diatas telah melakukan penelitian dan mengumpulkan data pada bimbingan belajar Alpha Learning Center (Bimbel ALC) Banda Aceh, mulai tanggal 21 Juni 2019 sampai dengan 28 Juni 2019. Dalam rangka penyusunan Skripsi yang berjudul :

Implementing Hypnoteaching in Teaching Speaking for Young Learner

Demikianlah surat keterangan ini dibuat untuk dapat dipergunakan seperlunya.

Banda Aceh, 28 Juni 2019

Direktur

Bimbingan Belajar



ALC

Afri Wanda, SE

Alpha Learning Center

Appendix IV

LESSON PLAN

Tuition Center : Alpha Learning Center (ALC)

Class : English Class

Time Allocation : 2 x 45 minute (four meeting)

A. Lesson Overview :

Subject : English

Aspect: Procedure Text

Lesson Name : How to Make Something

Skill Focus : Speaking

Teacher Name : Siti Rismadilla

Target Student : Twelve-year-old students (young learner)

Standard Competencies : Able to communicate in English on procedure text in daily life context to interact with the social environment and access knowledge.

Basic Competencies : Able to understand, express, and respond the meaning in simple monologue text of procedure text formally and informally by using spoken language accurately and meaningfully in daily life context.

Indicator : Understanding the meaning of procedure text.
Identifying the steps of rhetoric in the text of the procedure through reading aloud texts.
Practicing, expressing and acting monologue how to make something accurately.

Materials :

A. Printed Material

Knowledge Card

The cards to tell the students all about procedure text for example definition, generic structure, language feature and the example of procedure text. There are 4 four colour card :

Procedure text is a text that **explains how to do something on a regular basis or guidelines to follow instructions.**

Generic Structure :

- Goal
- Material
- Step

Language Feature :

- Simple present
- Conjunction or Numbering

HOW TO MAKE ORANGE JUICE

MATERIALS :

- ✓ 10 oranges
- ✓ 100 ml of water
- ✓ 1 tablespoon of sugar
- ✓ Ice cube

STEPS :

1. First, peel the oranges and dispose the seeds.
2. Second, put all ingredients into a blender.
3. Then, blend it for about 3 minutes until smooth.
4. Now, orange Juice is ready to serve.



Pictures

Teacher will gives picture that explain the example material of procedure text.

HOW TO MAKE ORANGE JUICE

MATERIALS :



B. Audio Visual Material

Teacher will presents combination of audio and visual for the example of the step of procedure text to make student more interest in teaching learning process, if student interest to learn so easy to them to understand the material. Such as video on youtube.



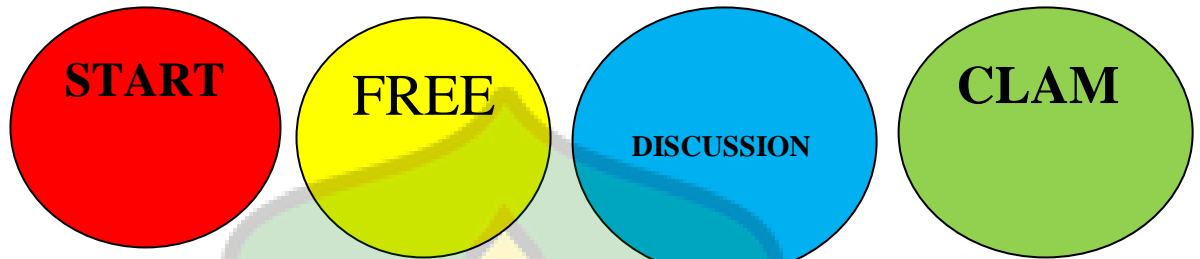
C. Real Material

Teacher brings all ingredients how to make fresh nata de coco drink, tea, and coffee. Then practice it in front of the class with the students.



D. Hypnoteaching Material

Emotional O'clock, use the different colour card to show emotional time in the class during teaching learning process.



Tools and Resources :

1. Tool: Laptop
2. Learning resources: textbook and internet

B. Lesson Objectives

1. Students be able to understand the meaning of procedure text.
2. Students be able to identify the steps of rhetoric in the text of the procedure through reading aloud texts.
3. Students be able to practice, express and act monologue how to make something in front of the class accurately.

C. Lesson Activities

First Meeting (2 X 45)

- Opening (20 minutes)
 1. Greeting the students (Asslamulaikum, Good afternoon everybody, how are you?)
 2. Praying and reciting Al-Qur'an together.
 3. Introducing myself to the student.
 4. Checking attendance list of students.
- Main Activities (60 minutes)
 1. Teacher explains about how to introduce self.
 2. Teacher asks students to prepare about introduce self around 5 minutes.
 3. Teacher asks students to introduce themselves in front of the class.
 4. Teacher gives appreciation to students.
- Close Activities(10 minutes)
 1. Teacher concludes the lesson.
 2. Praying together.

3. Teacher closes with greeting and smiling (see u my lovely students).

Second Meeting (2x45)

- Opening (20 minutes)
 1. Greeting the students (Asslamulaikum, Good afternoon everybody, how are you?)
 2. Praying and reciting Al-Qur'an together.
 3. Checking attendance list of students.
 4. Doing brain exercise (singing and playing finger).
- Main Activities (60 minutes)
 1. Teacher introduces emotion o'clock to students.
 2. Teacher asks some magic questions.
 3. Teacher explains about how to make something (procedure text).
 4. Teacher and students do ice breaking (simon says about part of body).
 5. Teacher asks students to reading aloud the example of procedure text (how to make orange juice).
 6. Teacher gives appreciation to students.
- Close Activities (10 minutes)
 1. Teacher concludes the lesson.
 2. Praying Together.
 3. Giving positif affirmation.
 4. Teacher closes with greeting and smiling (see u my lovely students).

Third Meeting (2 x 45)

- Opening (20 minutes)
 1. Greeting the students (Asslamulaikum, Good afternoon everybody, how are you?)
 2. Praying and reciting Al-Qur'an together.
 3. Checking attendance list of students.
 4. Telling story that relate to the topic today.
- Main Activities (60 minutes)
 1. Teacher reminds students about emotion o'clock.
 2. Teacher asks some magic questions.
 3. Teacher and students practice about how to make fresh de coco drink (procedure text).
 4. Teacher and students do ice breaking (guess the word).
 5. Teacher asks students to discuss and practice how to make something in pairs.
 6. Teacher gives appreciation to students.
 7. Teacher gives a brief explanation of how to make tea and coffee.
- Close Activities (10 minutes)
 1. Teacher concludes the lesson.

2. Teacher asks student to review it at home.
3. Praying together.
4. Giving positif affirmation.
5. Teacher closes with greeting and smiling (see u my lovely students).

Fourth Meeting (2 x 45)

- Opening (20 minutes)
 1. Greeting the students (Asslamulaikum, Good afternoon everybody, how are you?)
 2. Praying and reciting Al-Qur'an together.
 3. Checking attendance list of students.
 4. Making some humour.
- Main Activities (60 minutes)
 1. Teacher explains the evaluation points.
 2. Teacher gives 5 minutes to prepare performance.
 3. Teacher and students do ice breaking (simon says about movements).
 4. Teacher asks each student to do presentation about how to make tea or coffee in front of the class
 5. Teacher gives appreciation to students.
- Close Activities (10 minutes)
 1. Teacher concludes the lesson.
 2. Praying Together.
 3. Giving farewell words.
 4. Teacher closes with greeting and smiling (see u next time my lovely students).

D. Lesson Assessment

Evaluation Technique : Oral Test

Instrument Form : Performance

Authentic Evaluation (Rubric)

Component	Scoring	Quality	Assesment
Fluency	1-25	Poor	Speak unclearly.
	26-50	Fair	Speak diffluent, too many pause.
	51-75	Good	Speak well enough, pause here and there.
	76-100	Excellent	Speak fluently, no significant pause.
Comprehension	1-25	Poor	Understand too little about the topic.
	26-50	Fair	Understand only a little about the topic, there are many repetitions.
	51-75	Good	Understand most of topic, there are some repetitions.
	76-100	Excellent	Understand the topic with out any difficulties.
Promunciation	1-25	Poor	The pronunciation is not clear .
	26-50	Fair	The pronunciation is not really clear, but listener can be understood.
	51-75	Good	The pronunciation well enough, despite, the influence of mother tongue can be detected.
	76-100	Excellent	The pronunciation is very clear and easily understood.
Confidence	1-25	Poor	Speak with little or no enthusiasm, poise and assurance.
	26-50	Fair	Speak with some enthusiasm, poise and assurance.
	51-75	Good	Mostly speak with enthusiasm, poise and assurance.
	76-100	Excellent	Speak with enthusiasm, poise and assurance.

Number	Student's Name	Pre- test				Total Pre-test
		Fluency	Comprehension	Pronunciation	Confidence	
1						
2						
etc						
Number	Student's Name	Post-Test				Total Post-Test
		Fluency	Comprehension	Pronunciation	Confidence	
1						
2						
etc						

Assessment criteria:

$$\text{Value} = \frac{\text{Total Points (Earned)}}{\text{Maximum Score}} \times 100$$

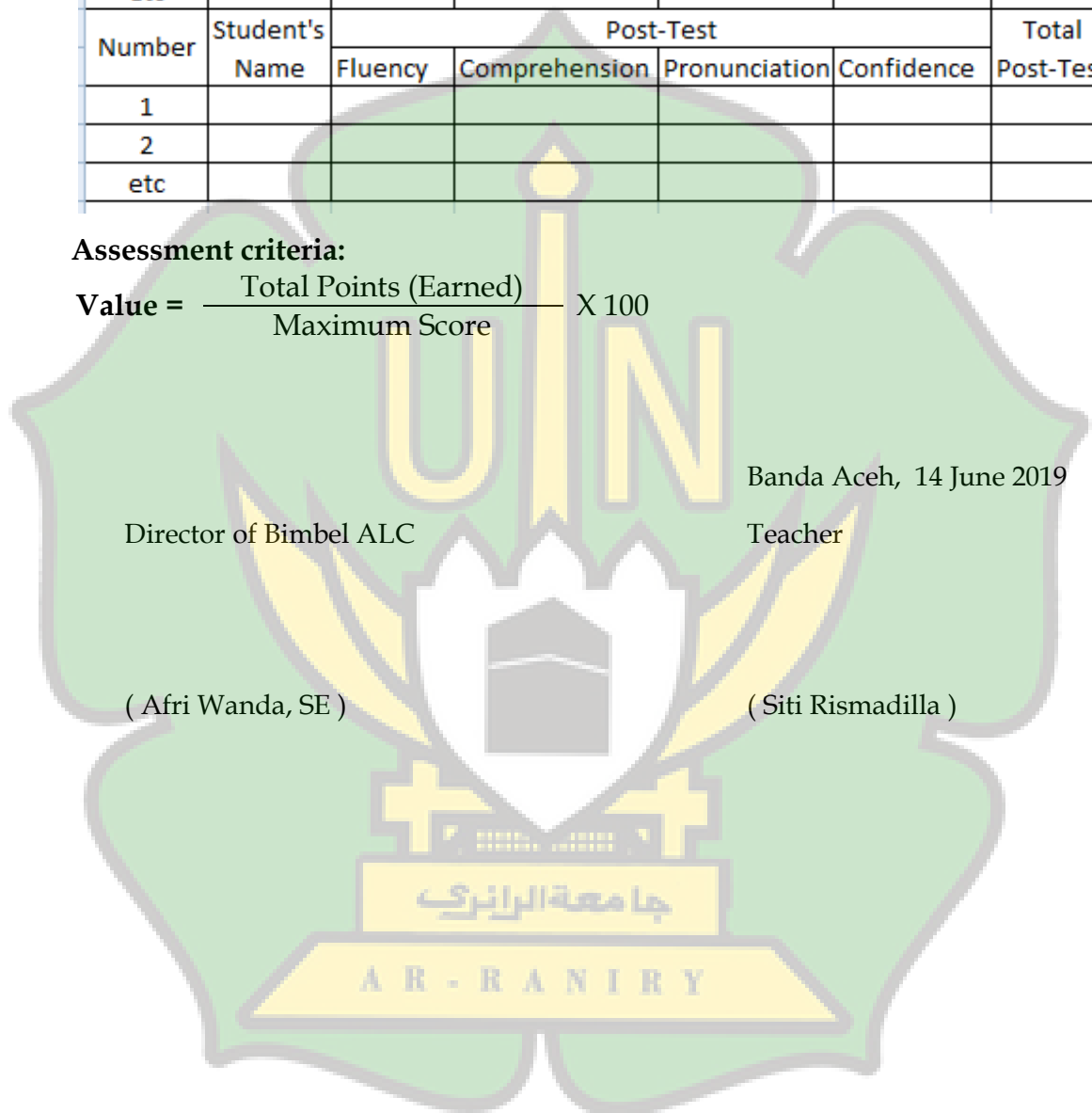
Banda Aceh, 14 June 2019

Director of Bimbel ALC

Teacher

(Afri Wanda, SE)

(Siti Rismadilla)



Appendix V

PRE-TEST

Self Introduction

Hello my friends, now I want to introduce myself (opening)

My name is

My nickname.....

I am.....years old

I was born on.....

I live at.....

I study at.....

I am.....of.....siblings

My father's name is.....

My father is.....(occupation)

My mother's name is.....

My mother is.....(occupation)

My sister or brother name is.....

My hobby is....

My ambition is.....

My favorite subject....

My favorite food is....

My daily activities with my family are.....

My daily activities with my friends are.....

My social media is....

Ok, I think enough for my introduction. Thank you so much for your attention.
(Closing)

POST-TEST

How to Make Sweet Tea

Today I will show how to make sweet tea. (opening)

Material :

- ✓ Tea Bags
- ✓ Water
- ✓ Sugar
- ✓ A Cup
- ✓ A Spoon

Steps :

1. First, boil the water until boiling
2. Second, take a cup and put tea bags
3. Then, add two teaspoon of sugar
4. Next, pour warm water into it.
5. After that, dowse and pull the tea bags until the colour of the water become brown.
6. The last, stir the tea slowly to make the sugar and the water mixed.
7. Now, sweet tea is ready to serve.

Thank you for your attention. I hope it useful for all of you (Closing).



How to Make Black Coffee

Today, I want to explain about how to make black coffee. (Opening)

Material :

- ✓ Water
- ✓ Black Coffee Powder
- ✓ Sugar
- ✓ A Glass
- ✓ A Cup
- ✓ A Spoon
- ✓ A Soft Cloth

Step :

1. First, heat the water
2. Second, mix warm water and black coffee powder into a glass
3. After that, filter it to a cup using a soft cloth
4. Next, add two teaspoon of sugar into a cup
5. The last, stir it slowly to make the sugar and the water mixed.
6. Now, black coffee is ready to serve.

Thank you for your attention. I hope it useful for all of you (Closing).



TABLE B: *t*-DISTRIBUTION CRITICAL VALUES

	Tail probability p											
df	.25	.20	.15	.10	.05	.025	.02	.01	.005	.0025	.001	.0005
1	1.000	1.376	1.963	3.078	6.314	12.71	15.89	31.82	63.66	127.3	318.3	636.6
2	.816	1.061	1.386	1.886	2.920	4.303	4.849	6.965	9.925	14.09	22.33	31.60
3	.765	.978	1.250	1.638	2.353	3.182	3.482	4.541	5.841	7.453	10.21	12.92
4	.741	.941	1.190	1.533	2.132	2.776	2.999	3.747	4.604	5.598	7.173	8.610
5	.727	.920	1.156	1.476	2.015	2.571	2.757	3.365	4.032	4.773	5.893	6.869
6	.718	.906	1.134	1.440	1.943	2.447	2.612	3.143	3.707	4.317	5.208	5.959
7	.711	.896	1.119	1.415	1.895	2.365	2.517	2.998	3.499	4.029	4.785	5.408
8	.706	.889	1.108	1.397	1.860	2.306	2.449	2.896	3.355	3.833	4.501	5.041
9	.703	.883	1.100	1.383	1.833	2.262	2.398	2.821	3.250	3.690	4.297	4.781
10	.700	.879	1.093	1.372	1.812	2.228	2.359	2.764	3.169	3.581	4.144	4.587
11	.697	.876	1.088	1.363	1.796	2.201	2.328	2.718	3.106	3.497	4.025	4.437
12	.695	.873	1.083	1.356	1.782	2.179	2.303	2.681	3.055	3.428	3.930	4.318
13	.694	.870	1.079	1.350	1.771	2.160	2.282	2.650	3.012	3.372	3.852	4.221
14	.692	.868	1.076	1.345	1.761	2.145	2.264	2.624	2.977	3.326	3.787	4.140
15	.691	.866	1.074	1.341	1.753	2.131	2.249	2.602	2.947	3.286	3.733	4.073
16	.690	.865	1.071	1.337	1.746	2.120	2.235	2.583	2.921	3.252	3.686	4.015
17	.689	.863	1.069	1.333	1.740	2.110	2.224	2.567	2.898	3.222	3.646	3.965
18	.688	.862	1.067	1.330	1.734	2.101	2.214	2.552	2.878	3.197	3.611	3.922
19	.688	.861	1.066	1.328	1.729	2.093	2.205	2.539	2.861	3.174	3.579	3.883
20	.687	.860	1.064	1.325	1.725	2.086	2.197	2.528	2.845	3.153	3.552	3.850
21	.686	.859	1.063	1.323	1.721	2.080	2.189	2.518	2.831	3.135	3.527	3.819
22	.686	.858	1.061	1.321	1.717	2.074	2.183	2.508	2.819	3.119	3.505	3.792
23	.685	.858	1.060	1.319	1.714	2.069	2.177	2.500	2.807	3.104	3.485	3.768
24	.685	.857	1.059	1.318	1.711	2.064	2.172	2.492	2.797	3.091	3.467	3.745
25	.684	.856	1.058	1.316	1.708	2.060	2.167	2.485	2.787	3.078	3.450	3.725
26	.684	.856	1.058	1.315	1.706	2.056	2.162	2.479	2.779	3.067	3.435	3.707
27	.684	.855	1.057	1.314	1.703	2.052	2.158	2.473	2.771	3.057	3.421	3.690
28	.683	.855	1.056	1.313	1.701	2.048	2.154	2.467	2.763	3.047	3.408	3.674
29	.683	.854	1.055	1.311	1.699	2.045	2.150	2.462	2.756	3.038	3.396	3.659
30	.683	.854	1.055	1.310	1.697	2.042	2.147	2.457	2.750	3.030	3.385	3.646
40	.681	.851	1.050	1.303	1.684	2.021	2.123	2.423	2.704	2.971	3.307	3.551
50	.679	.849	1.047	1.299	1.676	2.009	2.109	2.403	2.678	2.937	3.261	3.496
60	.679	.848	1.045	1.296	1.671	2.000	2.099	2.390	2.660	2.915	3.232	3.460
80	.678	.846	1.043	1.292	1.664	1.990	2.088	2.374	2.639	2.887	3.195	3.416
100	.677	.845	1.042	1.290	1.660	1.984	2.081	2.364	2.626	2.871	3.174	3.390
1000	.675	.842	1.037	1.282	1.646	1.962	2.056	2.330	2.581	2.813	3.098	3.300
∞	.674	.841	1.036	1.282	1.645	1.960	2.054	2.326	2.576	2.807	3.091	3.291
	50%	60%	70%	80%	90%	95%	96%	98%	99%	99.5%	99.8%	99.9%
	Confidence level C											

AUTOBIOGRAPHY

1. Name : Siti Rismadilla
2. Place/Date of Birth : Banda Aceh/ December 25th 1996
3. Sex : Female
4. Religion : Islam
5. National/Ethnic : Indonesia/ Acehnese
6. Marital Status : Single
7. Address : Jln. Peurada Utama, Lr. Flamboyan, Kec. Syiah Kuala,
Banda Aceh
8. Email : sitirismadillasrd@gmail.com
9. Phone Number : 085261217071
10. Parents
 - a. Father's Name : Drs. Masri
 - b. Occupation : PNS
 - c. Mother's Name : Rahmatullah
 - d. Occupation : IRT
11. Education Background
 - a. SD : SD Negeri 54 Banda Aceh (2008)
 - b. SMP : SMP Negeri 6 Banda Aceh (2011)
 - c. SMA : SMA Negeri 4 Banda Aceh (2014)
 - d. University : UIN Ar-Raniry (2019)

Banda Aceh, July 9th 2019

Siti Rismadilla

