

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter provides an overview the related theories of the hypnoteaching method and the previous studies that comprise the main focus of research described on this study.

#### **2.1 The Definition of Speaking**

Spoken language is easy to perform based on the context in which it occurs in their collective experiences and the purposes for speaking. Usually the evolving of spoken language is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. (Brown, 2001: 270)

The successful speaking must have some characteristics of successful speaking activity below:

- a. Learners talk a lot. When learner get occupied time to speak more than the teacher, it is possible they will get the best result.
- b. Motivation is high. Motivations push learners to speak because they are interested in the topic and have something new to say about it. They also want to contribute to achieve a task objective.
- c. Language is of an acceptable level. Student will express themselves in understandable utterances, comprehensible and acceptable level of language accuracy.

Speaking is producing, receiving, and processing information. This ability requires that learners not only know how to produce certain language points such as grammar, pronunciation, or vocabulary (linguistic competence), but also that they understand when, why, and how to produce language (sociolinguistic competence).

## **2.2 Teaching Speaking**

Chaney's (2006) described in a similar way saying that teaching speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.

With the aim of successful teaching goals, teachers need to plan and apply the appropriate method. Brown (2001: 16) said method is a generalized set of classroom specifications for accomplishing linguistic objectives. The teaching method's goal is supported by the condition of the learner's background and types of learners characteristic. The methods used by teacher in the teaching and learning process will be responsible about how big could be the improvement in students as part of the process. Methods provide teachers of instructions to develop activities and lessons. In addition, by decades, teachers have been working with different types of methods such as audio-lingual method, direct method, silent way or suggestopedia and the new one, hypnoteaching method.

## **2.3 Techniques of Teaching Speaking**

Nowadays, the learner's type is multilingual. On the Richard (2001: 16) words, approaches and method can be adapted to the teacher's need. It means that the teaching method is always developing by the time. One of the kinds of the method is hypnoteaching method. It adapted from the nature of hypnosis and teaching.

Teaching speaking lessons has some following steps. (1) Preparation step. It does to establish a context for the speaking task (where, when, why, and with whom it will occur) and to initiate awareness of the speaking skill to be targeted (asking for clarification, stressing key words, using reduced forms of words). (2) Presentation. Teacher can provide learners with a preproduction model that furthers learner comprehension and helps them become more attentive observers of language use. (3) Practice. It involves reproducing the targeted structure (usually in a controlled or highly supported manner). (4) Evaluation. To directing attention to the skill being examined and asking learners to monitor and assess

their own progress. For the continuously steps, the teacher can ask their students to use the strategy or skill in a different context or strategy with previously acquired ones (Brown: 2001).

In this study, teacher focused on the intermediate levels of students. At this level students tend to lose their initial enthusiasm for learning English. Maxom (2009; 52) explained that in this level, the students already know how to make sentences that refer to the past, present and future and they have a basic vocabulary for everyday situations. At this level the language that teacher teaches adds sophistication and fluency, instead of basic communication. It becomes harder for students to measure their progress so teacher needs to work hard at maintaining interest by using topics they really enjoy.

To check the students speaking progress of the intermediate level, teacher should add the following aspect;

- a. Grammar to cover includes; (1) More modal verbs: (should, may, might), (2) Zero conditional, example : If it rains, I use my umbrella, (3) First conditional, example: If it rains, I'll use my umbrella, (4) Second conditional, example: If it rained, I'd use my umbrella, (5) Non-defining relative clauses, example: The man, who I thought looked great, was at the office, (6) Gerunds and infinitives, example: going and to go, (7) The verb will for spontaneous decisions, example: I'll pay!, (8) Present perfect continuous tense, example: I have been singing, he has been dancing, (9) Past perfect tense, example: They had seen it, you had not watched it.
- b. Vocabulary to cover includes; (1) Comparing and contrasting: both, neither, whereas, (2) Polite forms, example: Would you mind? I'm afraid I can't, (3) Expressions for generalising, example: On the whole, in general, (4) Stages of life: infancy, childhood, (5) Reviewing films, books and so on: describing the plot, characters, strengths and weaknesses.

## **2.4 Problem in Teaching Speaking**

On my study the problem is motivational perspective in teaching speaking using hypnoteaching. Park & Lee (2005) inspected the relationships between L2 learner's anxiety, self-confidence and oral performance. They reached a conclusion that self-confidence affected significantly on L2 learner's oral performance. They stated that if the learners were more confident, they would have better oral performance.

Lukitasari (2008) on her study, suggest that in speaking class, the students faced some speaking problems including inhibition, nothing to say, low or uneven participation and mother tongue use. The findings of the study also described that the student's speaking performance was not good because they did not master the three elements of speaking namely vocabulary, grammar and pronunciation.

A student who is demotivated will express their condition by their characteristic action. Nunan (2001) on his study stated the student needs communicative competence which includes not only linguistic competence but also a range of other sociolinguistic and conversational skills which help him/ her know how to say what to whom and when. Johnson (1995) increase claims that the second language students need communicative competence to participate in and learn from their classroom experience.

## **2.5 Hypnoteaching method**

### **2.5.1 Human Mind**

Wati and Kusuma (2016: 4) explained the human mind splits into three, conscious mind, critical mind and subconscious mind. Conscious mind is the mental process that we can handle deliberately. In the other part, there is subconscious mind which it dominant in our mind. Zuhri (2015) on his study state that influence and the role of conscious mind of us as much as 15%, while the subconscious mind reaches 85%. The stated proved that the subconscious mind is

more dominant and take very large influence on the formation of character, the way we think and act.

Hypnoteaching method involves the conscious and the unconscious mind in each function. Suggestion with hypnoteaching will across the critical mind which defenses the subconscious mind until change to be a belief. The functions of conscious mind are filtering the incoming information and determine whether the need is stored in the subconscious mind or not. In subconscious mind there are some very important elements. There are habits, emotion, memories, personality, intuition, creativity, perception, belief, values, creativity etc. But this does not mean that our conscious mind has no role at all. The conscious mind work to protect our subconscious mind (Jaya: 2010).

### **2.5.2 Alpha State**

Human mind has four phases; there are Beta, Alpha, Theta and Delta. Each phase has their functional characteristic. Hypnoteaching used the Alpha state to make itself success to apply. Alpha state is the meditative phase in frequency 8-12Hz. In this phase, the mind is in relaxing condition. It also influences the creativity, immunity and emotion. Wati and Kusuma (2016: 3) explained in this phase, someone will learn very well because they were in the meditation phase which is called alpha state.

Hypnoteaching method used alpha state to make the students relax and ready to study in their best condition. In alpha state, teachers are easier to make the student interest, focus and then motivate them. It also makes the teachers applied hypnoteaching by cultured or naturally look.

### **2.5.3 Subconscious Language and Behaviors**

Wati and Kusuma (2016: 5) mentioned hypnoteaching is the combination of five learning methods. There were some adopted principles of hypnoteaching from five learning method; (a) Teacher's performance; (b) Sympathy and empathy; (c) Diction; (d) Teacher's expression; (e) Technique of deliver. It means that each element has a role to build a successful of hypnoteaching by used the principles of them. It can't do at once time but need a routine or called teacher's

behavior. The teacher must be understood about the each character of the principles because when the process failed, they should repeat early.

## **2.6 The Steps of Hypnoteaching Method**

Hajar (2011: 99) mentioned in doing hypnoteaching method, it only needs simple steps. But the steps of hypnoteaching are not applied in systematic sequence. It does simultaneously by the teacher in the specific time. Therefore the teacher needs to know the students characteristic before they applied this method. Besides that, teacher must be perceptive in the student's response of each step.

Wati and Kusuma (2016: 62) explained the followings steps of hypnoteaching method.

### **2.6.1 Pacing**

On the phase of pacing, it means equalizing our position, gesture, language, and brain wave as the student. Students will be relaxed when they communicate with the other people which have similarities. There are some parts in pacing; equalize to the students, using appropriate language, custom the gesture to learning material, and update information. Those parts bring the teacher and students meet on the convenient point.

### **2.6.2 Leading**

Leading step is directing the students to the activity. To do this part, teacher measure that students is ready to get the teacher's instruction. After that, teacher use the selecting word or short sentences to bring them in alpha condition. The selecting word here means some imagining word or persuades word to place the students on the mind of teacher wanted. In this part, the main material is starting do.

### **2.6.3 Use Positive Statement**

After the three steps, teacher arrived in the main of learning activity. It's time to deliver the material. In delivering the material, use positive statement such as persuasive or appeal. Remember that hypnoteaching always use the alpha state

on each steps, so avoid the nWative sentences or motion. Check their attention periodically, if it needed to do for.

#### **2.6.4 Giving Compliment**

Giving the students compliment is the one of important thing at class. A compliment seems like a reward to give the recognition of student's effort. This aim of the compliments are to give them confidence and persuade them to positive thinking. Students with the real recognition will get their confidence by themselves. In this study, recognition is not only by the real thing (medals, certificate, gift, etc) but also by the abstract (gesture or language).

#### **2.6.5 Modeling**

In hypnoteaching, teacher gives the students positive statement through speech or behavior. It means a positive pattern, model, or example by teacher self. Every speech influence the student's physical response, everything in their mind inclining to happened, their imagination is stronger than their conscious mind, their idea became habit and their suggestion has powerful affect. Those factors are real happened at the class. Teacher is not only the teacher but also their guidelines on their learning process, progress and result.

### **2.7 Review of Previous Study**

On the first previous study of hypnoteaching, *Improving Students' Translation Mastery by Hypnoteaching Implementation*, written by Sinaga (2016), there was a problem that students feel nervous and lack of confidence in speaking. Her research purposed to improve students' translation mastery by hypnoteaching implementation. She used a quantitative research to classify into a true experimental design. She used t-test formula to find out a significant difference between the both classes after being treated. The findings on her research showed that the implementation of Hypnoteaching method effective to improve the second year students' translation ability at SMA Negeri 6 Padangsidempuan, Bone.

Another researcher, Arumsari (2015) used a qualitative research that uses 15 second semester students of Bandar Lampung University as samples on her study

about Teaching Vocabulary by Using Hypnoteaching. She used hypnoteaching method to observe the influences of hypnoteaching method in learning English vocabulary and she wanted to know how this method influences students in vocabulary teaching learning process. The finding is hypnoteaching influences the teaching learning process and it can create happy, relaxed and enthusiastic condition in vocabulary class. It also improves student's vocabulary mastery.

The next study is about Using Hypnoteaching Strategy to Improve Students' Writing Ability. Zuhri (2015) wanted to find out the influence of hypnoteaching strategy in improving students' writing ability. The research method that he used is quantitative: pre-experimental method by using one groups' pretest-posttest design and compared by t-table. He took sample in MIA 1 class consist of 31 students in SMA Negeri 1 Dua Boccoe. The result of his study is there was a significant writing achievement of the students after the treatment of hypnoteaching. It means hypnoteaching strategy is helpful to improve the students' writing ability.

The first previous study focused on the hypnoteaching in improving student's translation at senior high school and she used quantitative design methodology. In this study, the researcher focused in the implementation of hypnoteaching at junior high school. On this study, the researcher also uses qualitative design. The similarity of the first study is the implementation of hypnoteaching. The second previous study focused on the influence of hypnoteaching in teaching vocabulary at university. In this study, the researcher concentrated in implementation of hypnoteaching method. The similarity is the research design which uses qualitative design and the hypnoteaching method. The next previous study focused on hypnoteaching on students writing ability. He used quantitative design on his research. In this study the researcher intense to the implementation of hypnoteaching in learning speaking. The similarity of this study with the third previous study is the hypnoteaching method.

After the three previous studies, the researcher clarifies the differences and similarities of this study. Based on the differences and similarities the researcher is focus on the implementation of hypnoteaching during the lesson on learning speaking.