CHAPTER IV
FINDINGS AND DISCUSSION

This chapter describes the analysis of the data followed by a discussion of the research findings. The finding related to the research questions that guided study. Data were analyzed to identify, describe and explore the hypnoteaching method and the problem in applied this method.

4.1 The Application of Hypnoteaching by English Teacher in EFL Classroom on Learning Speaking

The application of hypnoteaching on learning speaking by English Teacher of SMPN 1 Sidoarjo can be seen as the following steps:

4.1.1 Pacing

On the pacing phase, teacher tried to equalize his position, gesture, language, and brain wave with the student. It was seen in the following data:

> Note : Teacher, *"Teacher quiet for a second while **look at the student** and giving smile", "He walks around the students and look at their work", "He walks around from table to table, **look at the students** and once time asks for the student's activity".* Students do their acitivities

Teacher tried to clarify the student by looking their situation and condition. In this step, teacher could synchronize what the teacher did first. Wati and Kusuma (2016) said that everyone has a pleasure when they have similarities. Teacher clarified the student to quest the similarities. The next, teacher also made a gesture that showed in the note below:

> Note : Teacher make a joke, *"(smile and make **an amuse face**). Ayo coba tebak. Cindy? Bisa tebak? Kamu kan yang paling jago tebak-tebakan?!", Teacher does a gesture of asking, **raise his hand and shake his eyebrows up and down"**.*

Teacher equalized gesture by made a joke. He faced funny and made some expressions. Wati and Kusuma (2016) said that pleasure appeared when they feel happy. Teacher tried to make the students happy with a joke. Teacher made the students to think about social life which was popular at the time. It is proved by the following data:

The topic made the students think about social life between two candidates of Jakarta's governor. Students were improving their knowledge about the theme by using their smartphone in needed. Based on Wati and Kusuma (2016) teacher was able to connected the material with the recently theme. Teacher used Jakarta's governor election which was hot news topic in TV programs at the time. On explained the material, teacher used the easy simple language such as the data below:

Note   : Teacher's voice clearly heard until the back side. Students can hear his voice, *"Teacher: Alfa, is it clearly for you?, Alfa: Yes, Sir. **Very clear**"*

Teacher made sure that he spoke clearly and and easy to understand. Further, he chose the positive words like:

Note   : Teacher use a positive word, *"We make **an error** everytimes, but we will correct together and you will be **better** than before", "**I hope you** always be spirit and still…."*, use slank, *"Kamu kan yang paling **jago** tebak-tebakan?!".*

Teacher change the negative word into a positive word. He said sentences of hope. To clarify the words, teacher adjusted his intonation and speed. It seen on the following note:

Note   : *Teacher **speaks with rhythmic intonation**. Teacher speaks in the **medium speed**, but if needed he **turn the speed up or down**.*

Three latest notes showed that teacher used an appropriate language. Wati and Kusuma (2016) uttered it would be better to use trends language among the students to attract attention and active communication. Teacher tried to interest them by choices language.

In the Wati and Kusuma's (2016), pacing explained teacher imagined that they were as old as the student and followed the student's activity nowadays. I think that the first statement is suitable to do, but the second statement can be followed by teacher. Because on the Wati's statement concluded that when pacing

steps passed, teacher could continue to the next step. But teacher does the pacing in two times. Teacher did the pacing steps at the beginning and in the main activity. Teacher repeated the pacing steps when he wanted to continue the learning section. On the researcher viewpoint, the teacher does it because teacher wanted to keep the students comfortable. In the other view, teacher should be careful to make a gesture with students because it could be excessive.

4.1.2 Leading

In leading step, teacher was not only as a leader of the class, but he also as a guide who leads the activity. He gave the student instructions. Teacher made attention that proved based on the following data:

> Note : Teacher asks the students to pay attention to him, *"Pay **attention, please!"**. Students sit quietly

Teacher asked student to pay attention to him. Wati and Kusuma (2016) stated that teacher direct students to listen and focus to the material. Teacher used attention to make them listen and gave their attention. Teacher gave clear directions in the instructions of the role play. Start to make a group until what the members did in their group. In this phase, teacher made sure that the student got all the point. And they know what they would do. Below is the data showed the statement above :

> Note : Teacher says, *"We will **make groups consist of 6 or 7 members**. All of you will play as a different character. The topic is Jakarta's Governor Election with the candidates Ahok-Jarot and Anis-Sandy", "**Sekarang kalian boleh berlatih singkat. Dihayati, diresapi perannya. Come on!"**. Students follow the rules.

In this study, leading applied as a role play activity. It was main activity that consists of the implementation of the material; agreement and disagreement. The following data is shown it:

> Note : The next step is the main activity. I start to inspire them by showing the picture on slide while telling the picture. Then I use some kinds of hat as a media to bring them in unconscious mind. I give the instruction to do a role play with the hats. The students allow to practice before perform in front of the class. The next activity is doing a role play. Students in a group perform in the class and the others

pay attention. In the end of the role play, I give them appreciations. I give them a conclusion of the activity.

Based on the data, role play did as the main activity. Teacher used some instructions to leads the students.

Wati said one of the ways to reach the student's subconscious was who the instructor was. Teacher as the leader has strong position. Teacher used this position to determine the activity. The other things did by the teacher were gave order shown by the following data:

Note : Teacher, *"Now look at the slide", "Now, stab the bag, now!".* Student do the orders

Teacher got the clear instruction before to do something immediately. And marked the common instruction with the strong word like, "Now,….". And he was exemplifying the materials before explained the slides. For certain time, teacher limiting the time of students activity. The following data support the statement:

Note : Teacher gives a limit to do the activity, "…, hanya 15 butir saja….. The time is fifteen minutes..", "Okay. Each group will be performing about ten minutes"

As the continuously, teacher repeated the positive words such the following note:

Note : Teacher repeats the positive word, such as *"believe, thank you, good"*, attention such as, *"pay attention, look at.."*, thanks, *"thank you".* Student smile or nod as a response

Wati and Kusuma (2016) spoke teacher could repeat a suggestive word. Teacher repeated the words that make a suggestion to raise the student's confidence. As the general responsible of the leader, teacher needs to deliver the point of the learning activities. He required to conveying the conclusion. As seen by following data:

Note : Teacher explains the summary of the learning activity at the day*, "I think all of you will be an actor or actress. There were some errors in your grammar and pronunciation. But it was no problem. Kalian sudah bisa expressed the agreement*

and disagreement dengan mengaitkan fungsi sosialnya. Serta memilih ungkapan yang tepat untuk mengekspresikannya."

Wati told that subconscious instruction could be a positive statement. Teacher gave positive statements as a motivation in this step. Teacher used the positive avowal to the student's ability.

Based on the data above, teacher kept the student's to stay feels happy. The researcher lookout the teacher made sure that student still on their subconscious and they followed the teacher's instruction.

The data from interview was proved that the teacher didn't do the discussion section because teacher predicted the time was not enough. It means that there were some sections overtime than the time predicted.

On the researcher view, the leading step depends on the student's activities. Teacher was able to adjust the learning activities.

4.1.3 Use Positive Statement

Positive statement used by the teacher in each step. He opened the class with the nice greeting by the following data:

Note : Teacher uses positive statement to students, *"**I am very well and always being happy. It's a nice day to meet you**".* Student believe theirself

The positive statement on the beginning was make a student feel relax and comfortable with the English class. The positive statement could changes the mindset of the students about English. It was necessary because in applying hypnoteaching, teacher plays on subconscious mind. Teacher used the appealed shown by the data below:

Note : Teacher uses positive statement to students, *"**I believe that you can** play this game"*, *"**You will be okay**. Believe in yourself", "Yakinlah pada kemampuan kalian",*

On the data above, positive statement used to affect the students mind and psyche. Wati said that the sentences were very influential to made the students confidence better. Besides that, the teacher used a positive statement to give motivation before and after the student perform. The selective word used by the teacher. It is refer on the following data:

> Note : Teacher parabling the story with the progress of learning, *"Pisau kalau **diasah setiap hari pasti akan tajam**. Nah, sama dengan **speaking. Kalau tidak dilatih, tidak akan lancar***". Student listen quietly, look at the teacher. Student keep pay attention while preparing

> Note : Teacher gives folded hand after get help, (Give applause) Okay. **Thank you**, Ana. Please, have a sit. (**folded hand**)). Students smile and smilling with heart eyes….“Okay. Thank you. **Give a big applause for the first group**”. Student smile and feel happy

The teacher motivated the students to be confidence and optimist. Teacher kept the students spirit by always saying or doing positive statement. It did frequently before and after the student's activities. Teacher suggested student to believe in themselves. It is refer on the following data:

> Note : Teacher asks to students not only about the material, *"He sit on the students chair and sometime asks the students feeling) Guru: "Are you nervous?", Siswa:"No. Emmm, abit. Hehehehe…",Guru: Don't worry. Take a deep breathe. Try for several times. You will be okay. Believe in yourself. Okay?", Siswa:" Okay Sir."*

Based on the data, teacher minimized the student's inner problem that is confidence. Teacher used the positive statement by talked to the student before role play.

On the use positive statement step, the researcher look up for the teachers attitude who always avoid the nWatitive word and changed by positive word such as, *"erro*r". Teacher didn't use *"failed"* or *"mistake"* in his sentence. It means the teacher use the positive statement as Wati's theory.

4.1.4 Giving Compliment

Teacher gave the compliment to the students after their performance. The compliment can be seen in the following data:

Note : Teacher gives folded hand after get help, (Give applause) *,"Okay. **Thank you**, Ana. Please, have a sit",* (**folded hand**)). Students smile and smilling with heart eyes

Note : Teacher says, *"**Thank you** so much for your help", "Okay. **Thank you. Give a big applause** for the first group".* Student smile and feel happy.

The teacher showed his appreciate to the students by spoken and gesture. Wati and Kusuma stated that compliment gave to increase self-esteem. Other ways to appreciate his students were by giving two thumbs up, big smile and big applause. He also invited other students to claps hand. Teacher also gave the compliment to appreciate. It proven by the following note :

Note : Teacher gives a point for the students who do the instruction orally*, "Ana, **can you help** me to do the eksperiment, please?", "Ana: Of course, Sir."……," (**give applause) Okay. Thank you**, Ana. Please, have a sit. (folded hand)".*

Teacher gave a gesture and spoken compliment to express appreciation besides gave them a point. It also built the students self-conception.

Wati's viewed on the giving compliment step there were compliment and punishment. But in my stance, teacher didn't use punishment in this step. Teacher changed the punishment by other ways. For example :

Note : Teacher asks the student to do something, , *"When the times up, teacher **asks some students to read their result**", "Next, **please? Gustav**, come on", "**Gustav: I disagree** with your statement about that.", Once more" come on Dinda".* Students do immediately.

Teacher changed the punishment into activity. Teacher chose the purposed object as a target. The target is the lower score student in the class.

The researcher viewpoint on this step was teacher wanted to eliminate punishment and changed it into a multifunction task. By changed it, teacher gave rise to treat the purposed object at once. It means teacher did the positive statement with avoid the punishment for its own purpose.

4.1.5 Modelling

In modeling, teacher was a model who exemplary by the students. The performance and his attitude may copied by the students.

Teacher showed the confidence by his outlook performance shown by the data below:

Note : Teacher, *"Orderly, use school-teacher uniform, black shoes, formal trousers, identity, distinct, masculine, authorities, walk by fast , always smile, look at the students, stand up when explain, get closer with the students, walking around the class, easy to talk, nice"*

Teacher showed the way to delivered learning material by the following note:

Note : Teacher tells about the real thing, *"Pisau kalau diasah setiap hari pasti akan tajam. Nah, sama dengan speaking. Kalau tidak dilatih, tidak akan lancar"*. Teacher explain about the material, how to express agreement and disagreement. Choose theme about general election, Jakarta's governor election. Do a role play with a certain character based on the hats colors.

Teacher showed his behavior by the following note:

Note : Confidence : Teacher walks fast, stand up in front of class, speak loudly, speak fluently; Positive response : He gives a reactions for the student's answer immediately; Enthusiasm : Speak continuously; Innovative : Use hats as a role play media; Perceptive : Choose a student to answer the question; Respective : Teacher quiet during the role play; Appreciative : Giving applause, nod, thumbs up and point to the student; Inspiring : Always says positive; Motivate : Giving motivational story; Sympathy : Asking for news; Emphaty : Asking for students feeling; Ekspressive : Giving a mimic for each situations of learning; Care : Confirming the situation to the students, asking for the student's feeling

The teacher walked fast when entered the class and stand up to give instructions. He spoke loudly and fluently to the students. It reflected that he was confidence. When the students asked to him, he answer immediately and gave a clearly information. It means that he has positive response. He also spoke continuously; it means he was enthusiast to the learning activities. At the meeting, he used hat as a media to do a role play. It showed that he was innovative. Teacher asked to the choosy students. It means that he had a perception to the student's

character. When the students did a role play, teacher didn't do anything and quietly. It reflected that he respective to the student. After the student performed or participated, teacher gave applause, nod, compliment, thumbs up, or point to them. It showed that he was appreciative. Furthermore, teacher inspired the student by said positive word such as, "You can do", "Believe in yourself", ect. Teacher told a motivational story before main activities. It means he wanted to motivated students. At the beginning, teacher asked for news to the students. It indicated that teacher had sympathy. He also asked about the students feeling when saw the student who looked nervous. It reflected that he was emphatic. When teacher delivered the materials, he gave mimics for each situation. Sometimes, he made joke. It reflected that he was expressive and attractive. In the middle of learning time, he gave students a break time because the schedule of English lesson at the class was double meeting. In this step, teacher conditioned himself become a greatest figures.

Wati and Kusuma explained that teacher gave a model through spoken and act. It was a key in the successful of hypnoteaching method. In the modeling steps, teacher act as a perfect person but not perforce. Teacher tried to keep his behavior persisted.

In the researcher point of view, teacher did the modeling to build credibility toward the student. When the students believe in the teacher, they were in subconscious so that easy to receive the materials.

Based on the reasearcher overview, the all steps of hypnoteaching start from pacing, leading, use positive statement, giving compliment and modeling were done by teacher of SMPN 1 Sidoarjo well.

Teacher done the pacing at the time needed and be careful to conditioned it. It was agree with Wati's explanation. But the researcher found that teacher did pacing step in two times. It was a precise because the students at the time looked bored. The next step was leading. Teachet done it well and organized time. After that, in use positive statement, teacher chose a good diction and gesture into his statement. It was clearly and understandable. On giving compliment, teacher didn't use the real thing or gift as reward. It was conditionable and generally well

organized. The last step was modeling. It was done by well and completely performed in natural gesture.

Although there were some steps repeated by the teacher, all of the steps were done very well and purposed. The implementation of hypnoteaching by the teacher of EFL classroom at SMPN 1 Sidoarjo in learning speaking is well and exemplary to do.

4.2 The Problems Faced by the Teacher in Applying Hypnoteaching Method

In applied hypnoteaching, there were some problems. The researcher focused on the problem during the implementation. Based on the observation and interview result, the researcher found some problems faced by the teacher.

The first problem was not enough time to do the entire lesson plan. The lesson plan checklist noted as below:

Figure 1 Teble of Discussion Section in Lesson Plan

In the lesson plan, there was a discussion section before role play. But at the realization, there were some activities which overtimes so the teacher skip the section.

The second problem was the steps of hypnoteaching were not done by organized. During the lesson, pacing did for several times. The data below showed the teacher act:

Note :
Guru : Helloo….. Helloo…
Siswa : Hi….. Hi…..

> *Guru   : Pay attention, please! If I say yellow, claps your hand for once and if I say green, claps your hands twice. Attention! Yelloww…Greeen….Yellow… Green…. Green green yellow… (claps twice)*
> *Siswa : (laughing…)…..*
> *Guru   : Very good. **I hope you always be spirit and still has a good concentration for this activity***

Teacher did the same thing that was use positive statement step. Pacing did for twice to keep the students attention and intention between the first meetings to the second meeting. Teacher said the motivational sentences to students with the spirited gesture and mimics. On this repetition, teacher did ice breaking and use positive statement to recalled students attention and desire.

Third problem faced by teacher was the time of meeting that is double meeting on the day. It caused students feel tired and their spirit decreased. To handle the problem, teacher gave them a break time to drink. The problem showed and handled by the following data:

> Note   : (***Teacher gives a break time for a minute.***)
> *Guru   : Silahkan, boleh minum dulu ya. Supaya tidak dehidrasi.*
> *Siswa   : Ada aqua?... Hehehehehe…. Adanya ponari sweet nih…*

In this problem student looked tired they felt bored. As the solution, teacher gave them a break time for a several minutes.

Besides teacher, researcher found the problems on the students. They were demotivated to learning speaking. It showed by the following data:

> Note   : *He sit on the students chair and sometime asks the students feeling)*
> *Guru   : Are you nervous?*
> *Siswa   : **No. Emmm, abit. Hehehehe…***
> *Guru   : Don't worry. Take a deep breathe. Try for several times. You will be okay. **Believe in yourself. Okay?***

Teacher observed the students individually and found there were students who had low confidence.

Another result of interview indicated the highest problems were the students not optimist to the speaking activity. They were not believed in themselves to speaking English.

To solve the two student's problem, teacher applied the hypnoteaching method and treats them periodically.