



umsurabaya

Muhammadiyah University of Surabaya

A THESIS

**THE IMPLEMENTATION OF HYPNOTEACHING IN EFL
CLASROOM OF JUNIOR HIGH SCHOOL STUDENTS IN
SMPN 1 SIDOARJO**

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2017

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**Diajukan untuk Memenuhi Salah Satu Syarat
Memperoleh Gelar Sarjana Pendidikan**

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2017

MOTTO

“Katakanlah, apakah sama antara orang yang mengetahui dengan orang yang tidak tahu” [Qs Az Zumar : 9]

“Your beliefs don’t make you a better person, your behavior does” ~Sukhraj S. Dhillon~

Accept the PAST, manage the PRESENT and work hard towards the FUTURE

DEDICATION

I dedicate my thesis to my lovely son, MOCH DIPTA ALIFIANSYAH.

And also;

- ❖ My mother, KUSTIYAH AGUSTINI and my father, SUMIARTONO who loved me being their first daughter
- ❖ My husband ARYA PRASETYA RAHWARDANA who supports me as always
- ❖ My sister, SHOVI RINDA ASTUTI. We always on fire to go to our dream, but we know that we are too strong to burn.
- ❖ My grandfather, Alm. MOKARYO and my grandmother, TUMIRAH. I always love you. I really thanks for all of your life for me.
- ❖ Ibu NANIK and family
- ❖ My BIG FAMILY of English Department 2013, lecturers, my college and my friends

HALAMAN PERSETUJUAN PEMBIMBING

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PERNYATAAN TIDAK MELAKUKAN PLAGIAT

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Surabaya, 4 Agustus 2017

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ABSTRACT

Nastiti, Suci, Yesi. 2017. *The Implementation of Hypnoteaching in EFL Classroom of Junior High School Students in SMPN 1 SIDOARJO*. Thesis. English Department. Faculty of Teacher Training and Education. Muhammadiyah University of Surabaya. Advisor I: Gusti Nur Hafifah, S.Pd, M.Pd., Advisor II: Armeria Wijaya, S.S., M.Pd.

This research studied about the implementation of hypnoteaching in EFL classroom of junior high school students in SMPN 1 SIDOARJO. The researcher interested in this study because learning method is always improved and hypnoteaching is the new method. The purposes are to describe how hypnoteaching applied and problems faced by the teacher. This research used qualitative design. The subjects are the teacher and students of SMPN 1 Sidoarjo. As supporting data, the researcher did the interview. The result of the study found five steps in applying hypnoteaching; these are pacing, leading, use positive statement, giving compliment and modeling. All of the steps were done by the teacher very well. The researcher also found some problems related of hypnoteaching in the classroom; there were limited time, steps were not organized, and double meeting. But then the teacher solves it by skip discussion section, adjust the activities time and gave a break time. Besides that, researcher found the problems in students; that were demotivated to learning speaking and not optimist. Teacher solves it by applied hypnoteaching method. Subsequently, the researcher concluded hypnoteaching method identified as a new method which suitable be applied and make the students enjoy and focus in learning speaking.

Keywords: *hypnoteaching, speaking, EFL*

ABSTRAK

Nastiti, Suci, Yeshi. 2017. *The Implementation of Hypnoteaching in EFL Classroom of Junior High School Students in SMPN 1 SIDOARJO*. Skripsi. English Department. Faculty of Teacher Training and Education. Muhammadiyah University of Surabaya. Advisor I: Gusti Nur Hafifah, S.Pd, M.Pd., Advisor II: Armeria Wijaya, S.S., M.Pd.

Penelitian ini mempelajari tentang bagaimana penerapan *hypnoteaching* di kelas EFL pada siswa sekolah menengah di SMPN 1 SIDOARJO. Peneliti tertarik pada penelitian ini karena metode pembelajaran selalu mengikuti perkembangan dan *hypnoteaching* merupakan metode baru. Tujuan penelitian ini adalah untuk menggambarkan bagaimana *hypnoteaching* diterapkan dan permasalahan apa yang dihadapi oleh guru. Penelitian ini menggunakan metode penelitian kualitatif. Subyeknya adalah guru dan siswa di SMPN 1 Sidoarjo. Sebagai data pendukung, peneliti melakukan wawancara. Hasil penelitian menemukan bahwa ada lima langkah dalam penerapan *hypnoteaching*; yaitu *pacing*, *leading*, *use positive statement*, *giving compliment* dan *modeling*. Semua langkah tersebut dilakukan oleh guru dengan sangat baik. Peneliti juga menemukan beberapa masalah terkait *hypnoteaching* di kelas, yaitu waktu yang terbatas, langkah-langkahnya tidak terurut dan pertemuan ganda. Kemudian guru menyelesaikannya dengan tidak melakukan kegiatan diskusi, menyesuaikan waktu kegiatan selanjutnya dan memberi waktu istirahat. Selain itu, peneliti menemukan masalah pada siswa; yakni siswa tidak termotivasi belajar berbicara Bahasa Inggris dan tidak optimis. Guru memecahkan masalah ini dengan menggunakan metode *hypnoteaching*. Selanjutnya, peneliti menyimpulkan bahwa metode *hypnoteaching* adalah metode baru yang sesuai untuk diterapkan di kelas EFL dan metode ini membuat siswa menikmati serta fokus dalam pembelajaran berbicara dalam Bahasa Inggris.

Kata Kunci: *hypnoteaching*, *speaking*, *EFL*

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Surabaya, July 26th 2017

Yeshi Suci Nastiti
NIM 20131111072

FIGURE LIST

1. Figure of Discussion section in lesson plan checklist

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1. Appendix 1 Lesson Plan of Hypnoteaching Method
2. Appendix 2 Slide Presentation of the Material
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