

**THE EFFECT OF HYPNOTEACHING ON
STUDENTS' SPEAKING ABILITY
(A QUASI - EXPERIMENTAL RESEARCH AT THE SECOND GRADE
STUDENTS' OF SMPN 15 SELUMA IN ACADEMIC YEAR 2020/2021)**

THESIS

Submitted A Partial Requirements for the degree Of *Sarjana Pendidikan*
(*S.Pd*)
in English Education Education Study Program



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
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MOTTO

.....رَبَّنَا آتِنَا مِن لَّدُنكَ رَحْمَةً وَهَيِّئْ لَنَا مِنْ أَمْرِنَا رَشَدًا

“ O Our Lord, Give Us Mercy From Your Side and Complete Our Guidance
That Is Righteous For Us In Our Affairs”

(Q.S Al-Kahfi : 10)

Always Traying, Play To Begin and End a Goal”

(Mita Dwinta Sari)

DEDICATION

Bismillahirrohmanirohim

The thesis was dedicated to:

- Foremost, thanks to Allah SWT and prophet Muhammad SAW is still giving strength and perseverance as well as fortitude to finish this thesis.
- My everything parents, Ujang Masroni and Desniati, who never stop giving me love, thank you for your prayers, motivation, encouragement, love, compassion and sacrifice that has been given, thank you very much, it has become a prayer that is most potent and the most powerful force to evoke the spirit of my.
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- All of my classmates TBI C love you so bad hopefully we can keep our relation. No matter how, whenever and whenever we are.

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To state in truth that my thesis entitled "*The Effect of Hypnoteaching on Students' Speaking Ability (A Quasi - Experimental Research at the Second Grade Students' of SMPN 15 Seluma In Academic Year 2020/2021)*", is the original result of my own work or research and not plagiarism from other people's work. If in the future it is known that this thesis is the result of plagiarism, I am ready to be subject to academic sanctions.

Bengkulu, 2021

Stated by,



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ACKNOWLEDMENT

Alhamdulillah, we offer all praise and gratitude to the presence of Allah SWT because for the abundance of His grace and guidance, the author was able to complete the thesis with the title "The effect of hypnoteaching in reducing Students' speaking anxiety (a quasi - experimental research at the second grade students' of SMPN 15 Seluma in academic year 2020/2021)". Hopefully prayers and greetings will always be delegated to our lord and uswatun hasanah, Rasulullah Muhammad SAW. The author realizes that this thesis cannot be separated from the existence of guidance, motivation, and assistance from various parties, for which the author would like to thank:

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5. Dr. Syamsul Rizal, M.Pd as the main supervisor in writing this thesis, who has guided, provided input, suggestions and advice to the author so that the writing of this thesis can be completed;
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11. Compatriots in arms.

The author also realizes that the writing of this thesis still has many shortcomings, therefore the writer hopes for criticism and suggestions. Hopefully this thesis is useful for writers in particular and for readers in general.

Bengkulu, 2021
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ABSTRACT

Mita Dwinta Sari January 2021. The Effect of Hypnoteaching on Students' Speaking Ability (A Quasi- Experimental Research at the Second Grade Students' of SMPN 15 Seluma In Academic Year 2020/2021)

Advisor : 1. Dr. Syamsul Rizal, M.Pd

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The problem of this research is on students' low speaking ability, students are afraid, nervous, they are ashamed to speak English, teachers use monoto techniques and teachers do not give much time for students to express their conversations. The purpose of this study was to find out the influence of hypnoteaching in reducing the anxiety of speaking students of quasi-experimental research in students. The study used an experimental quotation method. This research has been conducted at SMPN 15 Seluma. The population of this study was students of grade VIII SMPN 15 Seluma which consisted of 66 students into three classes, namely VIIIA-VIIIC. After confirming with purposive sampling, two classes were finally selected as samples of this research: VIII A as the experimental class and VIII B as the control class. Both classes consisted of 46 students with homogeneous hamper scores. Experimental classes are treated using hypnoteacing methods, while control classes use conventional methods. Pre-tests were given to both groups before providing treatment. Pre-test results showed the average test class score was 59.26 and the control class was 61.83. After giving treatment, a post-test is given. Post-test results showed the average test grade was 75.48 and the control class was 67.91. Also, independent T-calculated results (9,444) showed that the T-count was higher than the t-table (1,671). In other words, H₀ is rejected and H_a is accepted. In short, it can be stated that students who are taught the ability to speak by hypnoteaching methods are more effective than using conventional means. Thus, it can be concluded that hypnoteacing strategy has a positive effect on grade VIII students at SMPN 15 Seluma on speech ability.

Keywords: Hypnoteaching, Speaking Ability

ABSTRAK

Mita Dwinta Sari January 2021. The Effect Of Hypnoteaching on Students' Speaking Ability (A Quasi- Experimental Research At The Second Grade Students' of SMPN 15 Seluma In Academic Year 2020/2021)

Advisor : 1. Dr. Syamsul Rizal, M.Pd

2. Zelvya Liska Afriani, M.Pd

Masalah penelitian ini adalah pada kemampuan berbicara siswa rendah, siswa takut, gelisa, mereka malu berbicara bahasa Inggris, guru menggunakan teknik monoton dan guru tidak memberikan banyak waktu bagi siswa untuk mengekspresikan pembicaraannya. Tujuan dari penelitian ini adalah untuk mengetahui pengaruh hypnoteaching dalam mengurangi kecemasan berbicara siswa (penelitian kuasi-eksperimental pada siswa). Penelitian ini menggunakan metode kuasi eksperimental. Penelitian ini telah dilakukan di SMPN 15 Seluma. Populasi penelitian ini adalah siswa kelas VIII SMPN 15 Seluma yang terdiri dari 66 siswa menjadi tiga kelas, yaitu VIII A-VIII C. Setelah memastikan dengan purposive sampling, dua kelas akhirnya dipilih sebagai sampel penelitian ini: VIII A sebagai kelas eksperimen dan VIII B sebagai kelas kontrol. Kedua kelas terdiri dari 46 siswa dengan skor hampir homogen. Kelas eksperimen diperlakukan dengan menggunakan metode hypnoteaching, sedangkan kelas kontrol menggunakan cara konvensional. Pre-test diberikan kepada kedua kelompok sebelum memberikan treatment. Hasil pre-test menunjukkan skor rata-rata kelas eksperimen adalah 59,26 dan kelas kontrol adalah 61,83. Setelah memberikan treatment, post-test diberikan. Hasil post-test menunjukkan nilai rata-rata kelas eksperimen adalah 75,48 dan kelas kontrol adalah 67,91. Selain itu, hasil independent T-hitung (9,444) menunjukkan bahwa T-hitung lebih tinggi dari t-table (1,671). Dengan kata lain, H_0 ditolak dan H_a diterima. Singkatnya, dapat dinyatakan bahwa siswa yang diajari kemampuan berbicara dengan metode hypnoteaching lebih efektif dari pada menggunakan cara konvensional. Jadi, dapat disimpulkan bahwa strategi hypnoteaching berpengaruh positif terhadap siswa kelas VIII di SMPN 15 Seluma pada kemampuan berbicara.

Kata Kunci : Hypnoteaching, Kemampuan Berbicara

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CHAPTER I

INTRODUCTION

A. Background

Speaking is the verbal use of language to communicate. According to (Chaney, 1998: 48) speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. From the opinions above speaking is a tool used to communicate to achieve goals with the other person by using existing symbols. Speaking is a productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning.

Teaching speaking is sometimes considered a simple process. Commercial language schools around the world hire people with no training to teach conversation. Although speaking is natural, speaking in a language other than our own is anything but simple. Paradoxically, although many learners feel that being able to communicate effectively through speech is their main priority, speaking is sometimes lead to dissatisfaction. Some learners cannot see the point of doing something in the classroom that they could quite easily do over a coffee and teachers can feel a sense of guilt because they have not taught something with a clear learning outcome that can be held up as justification for the lesson.

It can be concluded that the teacher feels guilty for not being able to provide good material when the learning process. Many English language teachers are accustomed to problems being faced by their students in classes. The ability to speak well is the impact of mastering speaking. Mostly the teachers only focused on the active students. They seldom stimulate students to speak up.

Teacher generally dominates the speaking in the teaching-learning process. The complexity of speaking may influence many students in pessimist perception which brings students to get anxious to speak. The students are inclined anxious to speak and, explore their speaking in the class. This phenomenon essentially points to the psychological construct termed as “anxiety”.

Speaking anxiety is something felt, an unpleasant affective state or condition. The issues of anxiety have been discovered by some researchers around the world. Some methods had been learned, studied, and discussed by many experts. Some therapies had also been developed intensively to face anxiety problems

Anxiety which may give a negative impact on the learning process should be treated seriously. Horwitz et al. conceptualized a situation-specific anxiety construct that they called foreign language anxiety, stemming from the inherent linguistics the deficit of L2 learners. McIntyre defines language anxiety as involving the worry and negative emotional reaction aroused when leaning or using second language.

(Gardner and McIntyre, 2002: 199) concluded, “The anxious students will have lower levels of verbal production, and will be reluctant to express in a second-language conversation”. Students’ speaking anxiety is a common phenomenon that students commonly face. Generally, students face many problems in language acquisition effort.

Commonly there are some mistakes made by teachers in a method that makes students assume that English is difficult and it causes anxiety to apply the language in the classroom to interact with each other. In general, anxiety can be defined as a complex concept dependent upon not only on one’s feelings of self-efficacy but also appraisals concerning the potential and perceived threats inherent in certain situations.

Consistent negative correlations have been found between foreign language anxiety and foreign language achievement. The study of high-anxious American students studying French were found to receive lower exam grades than their low-anxious classmates.

Also, the high-anxious students demonstrated a negative attitude toward the oral exam. The finding of Horwitz’s study indicates that anxiety is a serious problem in EFL classrooms and can be attributed to a complex set of reasons.

Despite its significant impact on language learning, EFL teachers have failed to identify students suffering from anxiety in speaking classes, even worse, instead of taking steps. Hence, anxiety is one of the well-documented psychological phenomena. Speaking has

some segments and functions itself. Numerous attempts have been made to classify the functions of speaking in human interaction.

(Richard and Renandra, 2002: 21) mention three parts of speaking, such as talking as the interaction, talk as transaction, talking as performance. Each of these speech activities are quite distinct in terms of form and function and requires different teaching approaches.

Talking as performance refers to public talking, that is, talking that transmits information before an audience, such as classroom presentations, public announcements, and speeches. The classroom presentation itself has an important role in the teaching and learning process.

Teacher can transfer knowledge to students, and also, students can share knowledge on each other through a presentation. The presentation is very important because it needs a skill to make someone or a group understand what we are talking about. It also needs a confident speaker to speak in front of a group to make them understand.

Giving presentation in front of the class will be a problem for some students who have lack of confidence. Speaking anxiety gives an essential problem on speaking as performance. The teacher needs to space the source of their anxiety to cope with the students and encourage them to do a better presentation in front of the class. Thus, speaking

anxiety takes a significant effect on students' speaking performance especially in presentation.

The researcher was conducted at SMPN 15 Seluma because this school has been surveyed beforehand and it was found that there are many problems. So, the researcher was interested in choosing this school. Based on preliminary observations of research at SMPN 15 Seluma through interviews with the teacher of English subjects, students' mastery of the subject matter of English is still low. It can be seen from the daily test class VIII students of the school year 2020/2021.

Based on an interview with several students of SMPN 15 Seluma shows that the majority of students still have the assumption that English subjects are a complicated subject, identical to the analysis of the pronunciation of words in a structure which is confusing to arrange together with words and less of confidence to apply to speak, so that, the interests of students in English subjects is getting low. It can be seen when the teacher was giving an explanation of the English subjects most students did not even pay attention, lack of focus, un relaxed in concentrating, and cheating.

In the classroom presentation activity, the classroom atmosphere can change spontaneously. The classroom environment becomes more formal and stressful for the students when the presentation begins. When the students cannot answer the question from other students in question and answer activity, they tend to avoid classroom participation and lost

confidence. It can give a bad impact on learning a foreign language when students could not present the materials well.

These kinds of problems could cause a lot of disadvantages to EFL students. Many students feel anxious when they are speaking and some are likely to keep silent, because they lack self-confidence, lack prior knowledge about the topic and because of poor teacher-learner relationships.

Concerning the anxiety in a classroom presentation, the students need strategies to minimize them. The most appropriate strategies would help them in minimizing their anxiety in a classroom presentation. If the students did not have the most appropriate strategies to minimize their anxiety, it will give bad impacts on them in the classroom oral presentation activity.

After doing the observation, it can be seen that in the learning process, students tend to be passive. This causes the mastery of concepts and willingness in learning is getting lower. Based on the above problems, one alternative learning technique to improve the mastery of concepts and confidence is to apply the learning technique of hypnoteaching. Hypnoteaching comes from two words, namely hypnosis which means suggesting, and teaching which means teaching. The process of learning to use hypnosis is different than the process of learning in general, so some things should be distinguished in its implementation.

(Hajar, 2011: 14) mentioned seven steps that need to be done by the teacher so that learning objectives can be achieved by either, the seven steps are as follows :(1) Identify the needs of students. Identifying the needs of students is an early stage before learning the process is implicated. Identifying the needs of the students to determine what forms of learning exciting for the students, so that students are motivated to learn; Plan learning by linking hypnotic media, such as sound, images, text, motion, and symbols. (2) Start teaching according to the lesson plans that have been made. (3) Do affirmations or state something positive about themselves as a material to raise the idea of students. For example, the teacher proudly told to the students that, my curiosity for knowledge is kept private and will continue to learn with anyone, anytime, and anywhere with motivation. (4) perform visualization as a means for students to create ideas related to the topic of learning. (5) to evaluate, the evaluations are performed to evaluate how teachers are motivated, active, creative students during the learning process. In addition, teachers also evaluate students' understanding of the provided material; To reflect on what happened to the students before the lesson ended. Reflection of the impression made by asking students during the learning process.

Based on the above statement, the researcher conducted research entitled “the effect of hypnoteaching in on students’ speaking ability at the

second-grade students of SMPN 15 Seluma in the Academic year 2020/2021”.

B. Identifications of Problems

Based on the background of the problems above, the identifications of the problem in this research:

- a. The students' mastery of the subject matter of English is still low.
- b. The students of SMPN 15 Selumashows that the majority of students still have the assumption that English subjects are a complicated subject
- c. The identical to the analysis of the pronunciation of words in a structure which is confusing to arrange together with words and less of confidence to apply to speak
- d. The interests of students the English subjects is getting low,
- e. Most students do not pay attention to fight, lack focus, are not relaxed and not concentrate, and even some students chat with friends.
- f. Many students feel anxious when talking and keeping quiet when presenting in front of the class

C. Limitation of Problems

Based on the identification of the problems above, the limitations of the problem in this research, the researchers limited the effect of

hypnoteaching in on students' speaking ability at the second grade students of SMPN 15 Selumain Academic year 2020/2021.

D. Research Questions

Based on the limitations of the problems above, the research question in this research as follows: Is there any significant the effect of hypnoteaching in on students' speaking ability at the second grade students of SMPN 15 the Seluma and that of those who were not?

E. Research Objectives

Based on the research question above, the research objectives of this research are :

1. To find out any significant the effect of hypnoteaching in on students' speaking ability at the second grade students of SMPN 15 Selumaand that of those who were not

F. Research Significances

The results of this study are expected to provide the following benefits:

- a. For Students

The purpose of this study is to provide solutions for students to reduce anxiety when teaching and learning, especially when speaking.

b. For Teachers

1. The results of this study can be used by the teacher as a tool to determine whether or not learning objectives have been achieved and to improve the next evaluation tool.
2. Form the input to the teacher so that the questions are more qualified and the teacher can carry out item analysis to improve the quality test.

c. For Schools

1. Provide input for educational institutions in analyzing items so that the questions used are of good quality.
2. Provide motivation for schools to conduct training and teacher development in making test questions specifically for the English program.

d. For the next researchers

As a reference and consideration for further research.

G. Definition of Key Terms

In conducting this study, the researcher formulates the definition of key terms which is intended to avoid misunderstanding of the concepts used in the research. The terms that need to be defined are as follows :

1. Speaking is the delivery of language through the mouth.

2. Speaking anxiety (PSA) is defined as the intense worry and fear that a person experiences when delivering or preparing to speak to an audience.
3. Hypnoteaching is the art of communicating in a process that is supported by exploring the subconscious so that students become focused, relaxed, and suggestive in accepting the subject matter provided.
4. Speaking ability is a capability to utter the articulation of sound to express or to deliver information thought opinion and wish to the other people.

CHAPTER II

LITERATURE REVIEW

A. Concept of Speaking

1. The Definition of Speaking

Speaking skill, as the writer writes in the previous chapter is one of the basic language skills that has important role rather than other skills due to its significant and its use for communication. So that, the writer will explain about the nature of speaking itself in order that gives the obvious information about what speaking is. In the point of view of Jones, speaking is a form of communication, so it is important that what you say is conveyed in the most effective way.

How you say something can be as important as what you say in getting meaning across". Based on that opinion, speaking is realized as communication, therefore, speakers are required to be able to express what they want to say as effectively as possible in order to convey the message. (Martin By gate, 1997: 14), says, "Speaking is a skill which deserves attention every bit as much as literary skills, in both first and second language. It is the skill which the students are frequently judged. It is also the vehicle par excellent of social solidarity, of social ranking, of professional advancement and of business".

It indicates that as one of the language skills, speaking should get the attention from teachers and learners because it plays the important role

in our society. Meanwhile, (Donough and Shaw, 2003: 134) state, “There are some reasons for speaking involved expressing ideas and opinions: expressing a wish or a desire to do something; negotiating and/or solving a particular problem; or establishing and maintaining social relationships and friendships. Besides, fluency, accuracy, and confidence are important goal in speaking”.

Therefore, as a language skill, speaking becomes an important component to master by the students as the main tool of verbal communication because it is a way to express ideas and opinions directly what we have in our minds. Based on the previous definitions above, it can be synthesized that speaking is the process of using thereof speech to pronounce vocal symbols in order to share the information, knowledge, idea, and opinion to the other person. Moreover, speaking cannot be dissociated from listening aspect, because speaking involves speaker and listener.

2. The Elements of Speaking

Speaking is a complex skill requiring the simultaneous use of a number of different abilities, which often develop at the different rates. Either four or five components are generally recognized in analyzing the speech process (Heaton, 1990: 70-71).

- a. Pronunciation (including the segmental features—vowels and consonants and the stress and intonation patterns).

As stated by (Harmer, 2007) if students want to be able to speak fluently in English, they need to be able pronounce phonemes correctly, use appropriate stress and intonation patterns and speak unconnected speech.

The speaker must be able to articulate the words, and create the physical sounds that carry meaning. At the level of word pronunciation, second language learners regularly have problems distinguishing between sounds in the new language that do not exist in languages they already know.

b. Grammar

It is obvious that in order be able to speak foreign language, it is necessary to know a certain amount of grammar and vocabulary (Martin Bygate, 1997). Grammar is the sounds and the sound patterns, the basic units of meaning, such as words, and the rules to combine them to form new sentences.

Therefore, grammar is very important in speaking because if the speaker does not mastering grammar structure, he cannot speak English well.

c. Vocabulary

As we know, vocabulary is a basic element in language. Vocabulary is single words, set phrases, variable phrases, phrasal verbs, and idioms (Keith S. Folse, 2004). It is clear that limited vocabulary mastery makes conversation virtually impossible.

d. Fluency

In simple terms, fluency is the ability to talk freely without too much stopping or hesitating (David Riddel, 2001). Meanwhile, according to Gower et-al, fluency can be thought of as ‘the ability to keep going when speaking spontaneously’. When speaking fluently students should be able to get the message across with whatever resources and abilities they have got, regardless of grammatical and other mistakes.

e. Comprehension

The last speaking element is comprehension. Comprehension is discussed by both speakers because comprehension can make people getting the information they want. Comprehension is defined as the ability to understand something by a reasonable comprehension of the subject or as the knowledge of what a situation is really like.

B. Speaking ability

1. Definition of speaking ability

Speaking ability consists of two words are speaking and ability. To avoid misunderstanding about the meaning of speaking ability, it will clarify one by one. Speaking is the capability in pronouncing sound or word to express or convey though, idea or feeling opinion and wish. Ability is a potential capacity of power to do something physically or mentally. That description may conclude that both speaking and ability are

combined, so it means a capability to utter the articulation of sound to express or to deliver thought, opinion and wish to the other person (Haryanto in Sunardi, 2004, p. 13). According to Djiwandono (in Munir, 2005, p. 16) speaking is the activity to express thought and feeling oral. That come from message or idea to deliver speech.

According to Brown (in Florez, 1999), speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Speaking can occur in the communication by using verbal and non-verbal communication and also the purpose of that to give information from one to another.

Harris (1969, p.81 in Lestari, Nababan & Erni, 2013, p.3) stated that speaking ability has four components which are generally recognized in analyzing speaking. They are as follows: a. Pronunciation includes the segmental features of vowels, consonants, stress, and intonation patterns. The speaker is required to pronounce English word correctly. (Harris, 1969 in Khalidah, Gultom & Harini, 2013, p.2) b. Grammar, Warriner in Noni (2002, p.15 in Lestari et al., 1993, p.3) said that communication in speaking will run smoothly if grammar is used in speaking. So grammar or structure is a very important aspect in speaking ability. c. Fluency, Hornby (1974, p.330) defines fluency as the quality of being able to speak smoothly and easily. It means that someone can speak without any hesitation. Someone can speak fluently even though he makes errors in pronunciation and grammar. d. Vocabulary is range of words known or

used by a person in trade, profession, etc. (Hornby, 1974, p.979) If students have many vocabularies, it will be easier for they are to express their speaking ability.

From the definitions above, it can be concluded that speaking is a productive skill to construct meaning that involves producing, receiving and processing information which uses popular expression either verbal or non-verbal symbol. The principle within speaking, people take it turns to speak and each language tends to have certain socially described turns. Speaking ability in this research is about the capability or competence that students' have benefit of self-efficacy inside of talk and communication by using English language fluently.

It is used to share meaning through the use of words in spoken language. The Students have to push their ability in speaking English day by day in the classroom. Bandura, Barbaranelli, Caprara and Pastorelli (1996), reported that parents' academic aspirations for their children, influence the children's academic achievement directly or indirectly by influencing their self-efficacy. (Mahyuddin et al., 2006, p.61). Teacher faces various problems when doing some speaking activities in the class. The students have different ability to speak English as a foreign language, and so they make different mistakes. It is better to know more about the factors that influence speaking activities (Ur, 1996:121) as stated below:

- Inhibition Speaking requires some degree of real-time exposure to the audience. Learners are often inhibited about trying to say things in as

foreign language in the classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.

- Nothing to say Even if they are not inhibited, you often hear learners complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking.
- Low and uneven participation Only one participant can talk at a time if he or she is to be heard, and in a large group, this mean that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.
- Mother-tongue use In classes where all, or a number of, the learners share the same mother tongue, they may tend to use it: because it is easier, because it feels unnatural to speak to one another in a foreign language, and because they feel less 'exposed' if they are speaking their mother tongue. If they are talking in small groups it can be quite difficult to get some classes-particularly the less disciplined or motivated ones-to keep to the target language.
- Lack of vocabulary The students do not know how to combine word by word be good sentences. The problem appear in the classroom is different one another by teacher's information. A lot of thing can give influence on student's speaking ability. In summary, each aspect in

speaking has specific function, such as pronunciation, grammar's function to analyze the tenses, fluency and vocabulary. The mistake of student's did in daily speaking is not similar one to another such as; inhibition, nothing to say, low and uneven participation, mother-tongue as Acehnese people English as a foreign language not mother-tongue, the last one is lack of vocabulary.

C. Anxiety and Speaking English

1. Speaking Anxiety

There is a certain term for anxiety that is connected to language performance. The term speaking Anxiety and Foreign Language Anxiety are commonly used interchangeably. Foreign language anxiety is a specific anxiety which is related to language learning and use.

According to (Brown, 1997) Foreign language anxiety is "a feeling of intimidation and inadequacy over the prospect of learning a foreign language." In addition, according to (Gardner and MacIntyre, 1999) as cited in Oxford, "it is fear or apprehension occurring when a learner is expected to perform in the target language."

(Horwits, 1986) proposed conceptual foundations of foreign language anxiety. Based on them, foreign language anxiety appears in the form of anxiety such as: communication apprehension, test anxiety, and fear of negative evaluation.

Communication Apprehension is a type of shyness characterized by fear of or anxiety about communication with people.

According to (McCroskey, 2014) as cited in Jason S. Wrench, communication apprehension is “in individual’s fear or anxiety associated with either real or anticipated communication with another person or persons.” Communication apprehension plays large role in foreign language anxiety since interpersonal interactions are the major care in foreign language class. In foreign language class students are required to communicate with the target language by ways of speaking and listening.

Their limited capabilities in the target language may derive students into a communication apprehension. Communication apprehension exist because students think that they will have difficulty of understanding others in listening and making oneself understood in speaking. Since performance evaluation is frequent in most foreign language classes, test anxiety is also closely related to a discussion of foreign language anxiety.

Based on Sarason, as cited in Oxford, test anxiety is “the tendency to become alarmed about the consequences of inadequate performance on a test or other evaluation.” It means this kind of anxiety might have unpleasant experience on their previous tests which makes them fear of failing the upcoming test.

These students may also have false belief about foreign language learning. They put unrealistic demand that they should feel that anything than a perfect test is a failure. Another anxiety related to foreign language learning is fear of negative evaluation.

(Horwitz, 1986) defined fear of negative evaluation as “apprehension about others” evaluations, avoidance of evaluative situations, and the expectations that other would evaluate oneself negatively.”

In foreign language learning context, students are prone to have a fear of negative evaluation from both teacher as the only fluent speaker in the class and their peers. However, Horwitz, and Cope also believe that foreign language anxiety is not simply the combination of those performance anxiety related to foreign language learning context.

They also proposed that, “foreign language anxiety as a distinct complex of self-perception, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process (Passer and Smith, 2009).”

Based on description above, it could be said that foreign language anxiety is a feeling or uneasiness, nervousness, worry and apprehension experienced when learning or using the target language.

2. Impact of Speaking Anxiety

Basically, uneasiness feeling such anxiety will disturb students in no doubt. It absolutely affects students' speaking effort and performance. Anxious students will think less clearly and probably make more mistakes. Moreover, to perform a task they have to work harder because anxiety makes them worry and distracts their learning process.

Anxiety has long been recognized by educators as a potential problem in speaking classroom. Anxious student will have difficulty in their speaking since anxiety affects cognition processing. According to (Ormrod, 2011) anxiety can interfere with several aspects of cognition in speaking process. Anxious student may be disturbed in paying attention to what needs to be learned, processing information effectively, retrieving information, and demonstrating skill that have previously been learned.

In other words, speaking anxiety belongs to debilitating anxiety because it can hinder language learning. Similar to with (MacIntyre, 1999) as cited in Young, also believed that anxiety can affect students' cognitive processing. He proposed a variation of the Tobias model of the effects of anxiety on learning from instruction which consist of three stage: input, processing, and output.

Further, anxiety can affect students' cognitive performance at any or all of the three stages. It means if anxiety disturbs the cognitive

work at one stage, then information is not passed along to the next stage. At the input stage, speaking anxiety acts like a filter that preventing some information from getting into the cognitive processing. This is similar to Krashen's well-known concept of the "affective filter". Krashen state that anxiety can raise affective filter and form of a mental block that prevents a comprehensible input from being used for language acquisition.

For example, anxious student may not be able to gather information of the speaking rules and vocabulary because anxiety interfere their ability to process information. During the processing stage, anxiety acts as a distraction. It distracts student in processing information effectively.

When they are worried, anxious student may learn less and may not be able to digest new words, phrases, grammar, and so on or may also take more time to process the lesson. While at the output stage, anxiety can influence the quality of students' speaking performance. Students with anxiety in this stage may not be able to demonstrate what they have learned.

Moreover, (Oxford, 1999) described that "anxiety harms learner's through worry and self-doubt and also by reducing participation and creating overt-avoidance of the language." He also mentioned certain aspects that have negative correlation of anxiety such as: grades in speaking course, proficiency test performance,

performance in speaking and writing tasks, self-confidence and self-esteem in language learning.

Based on the description above, it could be said that the existence of speaking anxiety can affect the fluency of learner's speech and learning in general.

3. Possible Factors Contributing to Speaking Anxiety

Anxiety can rise from various sources. It sometimes comes from classroom activities and methods which related to teachers instructions and tasks. For example, Speaking activities it appears frequently as one of the anxiety provoking factor.

(Horwitz and Cope, 1986) found that speaking in the foreign language as the most anxiety-producing experience. While Koch and Terrell as cited in Oxford, also found oral skits and oral presentation in the front of the class as the most anxiety producing activities. They also noted that being called on to respond orally can produce anxiety. Speaking activities are easy to anxiety.

In speaking students are tried to communicate in their limited capabilities. They also fear of being negatively evaluated by the teacher and peers which exposed their inadequacies. Moreover, some cases students often laughed at their peers who make a mistake. It absolutely makes students fear of making mistake.

There fear of making fool of themselves in public so they prefer to be quiet rather than speak to practice their English.

Price found that fear of being laughed at by other is one of the greatest sources of anxiety (Mary, 1991).

In addition, inappropriate ways of teaching can also contribute to students' anxiety, for example speaking too much fast. According to (Worde, 2003) the inability to understand what is being said in the classroom often lead to communication apprehension.

Besides, threatening teaching method like calling on students one after another in seating order may also generated anxiety. Oxford also noted that "harsh correction, ridicule and the uncomfortable handling of mistake front of a class are among the most important instructor-learner interaction issues related to language anxiety (Worde, 2003).

Students might also feel anxious because of the excessive material demand. They find that speaking class stressful when they do not have sufficient time to understand the lesson because the amount of the materials is excessive. Moreover the level of difficulty of speaking class and the poor of result of students may get anxiety when compared to other classes.

So, they may find that the speaking class is more demanding and more difficult than other class. Besides the above factors, sometimes anxiety also comes from the students themselves. One is their beliefs about speaking.

Some students find language difficult because they are conditioned to believe that the language is difficult. For example, students believe that they should be able to speak perfectly. While others think that English is a difficult subject. Such beliefs can lead to speaking anxiety.

(Horwitz, 1986) Noted that “certain beliefs about language learning also contribute to the students’ tension and frustration in the classroom.” This also indicates that low self-esteem can generate anxiety. (Price,1991) noted that anxious students believed their language skill were weaker than any other students.

Mostly it comes from their speaking experience. A stressful speaking experience will give condition the students to believe that the speaking English is difficult. This belief is quite enough to generate negative thinking to the presents to avoid every single thing about the language learning includes preparation for classroom activities or a test.

According to (Marwan, 2007) lack of preparation was the major contributor of students’ anxiety. Lack of preparation will absolutely make students feel anxious. They fear if they cannot perform well.

D. Hypnoteaching

1. Definition of Hypnoteaching

(Noer, 2010) in Indonesian Dictionary written in the book "Hypnoteaching for Success", learning defines hypnosis is a phenomenon similar to the bed, but not sleep. Hypnoteaching under discussion here can be defined as the process of teaching to provide suggestions to the learners. The meaning of sleep here does not mean a state of sleep normally at night, but a short activity conscious mind and subconscious mind to enable.

According to Bobby and De Potter in the research journal written by (Ratnawati, 2005) stating that the experiments carried out by Dr. George Lozanov who dwell on "suggestology" or "suggestopedia" produces a principle that suggestion can affect the situation and learning outcomes. And, every detail anything can provide both positive and negative suggestions.

"Hypnoteaching method can also be defined as a method of learning that in presenting the material, teachers wear subconscious languages that can foster its own interest to learners". As an illustration, a lot of people who do not know hypnosis but in fact has been put into practice in daily life. One was a skilled teacher to motivate their students to learn.

Teachers that is loved by his students and is regarded as an exemplary teacher, without realizing the fact that teachers have to

apply the techniques of hypnosis in everyday life. The key of the method is actually hypnoteaching how teachers can create a comfortable learning environment internally (psychic) and external (physical).

Because when there is comfort in learning, they will also feel the learning process fun, and when in a certain sense of comfort learning materials delivered teachers will be easily absorbed by the learners. It can happen because of favorable conditions are the conditions created by the hypnotic operator (teacher) with a useful communication brings hypnotic subjects (students) to condition his subconscious.

The following simple events actually a hypnotic. Like when we watch a movie or soap operas on television, sometimes our emotions are too carried away, sometimes crying or sometimes angry about a certain character. Though we consciously know that it is manmade and not merely apparent. This often happens in the classroom when the teacher asked all students to be quiet and all the students and then silence, the class was silent.

That is when the students have been hypnotized by her professor. Similarly, when the lecturer gives the students a joke and laugh, in truth they have been hypnotized by her professor. Hypnoteaching gives prompt and extensive access to the subconscious. Hypnoteaching concept is a substance that must be mastered by every teacher in

teaching. This problem is part of the concept study Hypnoteaching in English teacher.

Teacher as part of the elements that exist within each school is a huge figure to materialize an advanced school and professional. Therefore, the lecturers demanded not only make the learning process, but create wonders in the classroom and unleash the potential of students in Hypnoteaching. So in this section we will look at the ability of English teachers in Hypnoteaching concept.

Therefore, Hypnoteaching method requires the teacher animates his role and become professional teachers because the methods hypnoteaching many demands on teachers that must be met, in order to truly become a teacher who has a magnet in attracting students to be successful in terms of scientific and moral learners.

2. Principle of Hypnoteaching

There are six principles of hypnoteaching methods: 1) the appearance of teacher, 2) empathetic attitude, 3) Sympathy, 4) using good language, 5) motivation of students with a story or tale, 6) the understanding of the teacher. The principles of hypnoteaching methods are as follows (Noer, 2010):

a. The Appearance of Teacher

The first step that must be done by the teacher in the success hypnoteaching method is to look at the performance or

appearance of self. Teachers should be dressed neatly, if possible can wear a tie, matching origin. Good appearance will bear confidence high and has a powerful magnet for students.

By looking at the appearance of convincing teachers and students will trust the teachers. Scientific teachers will be seen from his performance in the classroom. For that a teacher must pay attention to her appearance before eventually hypnotic glide students with suggestive phrases and sentences from his tongue.

b. Empathetic Attitude

As an educator, we are not just a teacher, a teacher must have a sense of empathy and sympathy to the students. Teachers who have sympathy for the students, will undoubtedly seek with various power assist students in need. He also had a strong faith to advance the students.

When found there or even many students with problems, like throwing a tantrum at school, like attention-seeking friends and teachers by way of speaking or behaving strangely, and the various actions that are less good, like teasing, as well as a range of actions other destructive, then the teacher empathize not going to simply embed the title "naughty students" to his shoulder.

Teachers first explore what the background that causes the student action to excavate and collect a variety of information.

Teachers with a typical kind of thing in itself will have a sense of sympathy, pity, and finally happy to help the students concerned.

c. Sympathy

When teachers have sympathy for the students, the students will undoubtedly sympathetic to him. Therefore, the natural law that will apply is the law of reciprocity. Whoever planted the seeds of goodness, then he will reap the fruit of goodness as well.

Whoever planted the fruit evil, then he will get the fruit of evil as a result of seeds planted. If teachers treat students well, although they are very naughty student, the student will undoubtedly shy and respectful to teachers who also respected.

Students will try to understand and follow what the teacher said, because teachers also understand her. So attitude and the nature of empathy for an educator. Thus, it is the fairness when each teacher also sought to have the character and attitude, although in doing so is very heavy, full of challenges and obstacles that impede.

d. Using Good Language

A good teacher should have the vocabulary and the language of good and catchy ear, can hold back emotions, not easily provoke danger, love to appreciate the work, potential, and the ability of students, not condescending, insulting,

mocking, or marginalizing students with various expressions words that are not supposed to get out of his tongue.

Teachers who can keep his tongue well, surely the students would not dare to say a sentence that hurt him. At the very least, students are cared for and counseled by the language of the heart will obey whole heartedly anyway.

e. Motivation of Students with a Story or Tale

Motivation of students with stories of successful people. One of the success factors hypnoteaching is using the technique of story and story. The nature and character of the basic workings of the mind is imagination and fantasy. The story and the story is a study of the imagination.

Thus, it would be nice if a teacher is also often give a story or a third person traveling in accordance with the theme of class. When a teacher saw a lot of students are having problems, do not have the motivation to learn, and a variety of problems in your life, then a teacher can advise and guide them without patronizing.

f. The Understanding of the Teacher

Learning experience in the field more striking than studying theory in class. Teachers should be able to master the hearts of the students, after which it can control his mind. And, of here anyway teachers can guess the phenomenon of

why most students who have problems in school are often lied to his teacher, including teachers Counseling.

3. Design of Hipnoteaching

Hypnoteaching is a new term that often become the object of discussion lately. Hypnoteaching itself means an attempt to decrease the frequency of brain waves so that the learners become more relaxed and suggestive in capturing the positive values of a teaching process.

Thus, the learning hypnosis is not as understood in several television shows such as Uya Kuya, Romy Rafael, and so on. But in learning hypnosis is directed only to create conditions conducive to the learning process .The process of learning to use hypnosis is different than the process of learning in general, so there are some things that should be distinguished in its implementation.

(Hajar, 2001: 21) mentioned seven steps that need to be done by the teacher so that learning objectives can be achieved by either, the seven steps are as follows:

- a. Identify the needs of students. Identifying the needs of students is an early stage before learning process is implicated. Identifying needs of the students to determine what forms of learning exciting for the students, so that students are

motivated to learn; Plan learning by linking hypnotic media, such as sound, images, text, motion, and symbols.

- b. Start teaching according to the lesson plans that have been made.
- c. Doing affirmations or stating something positive about themselves as a material to raise the idea of students. For example, the teacher proudly to the students that: I was personally and my curiosity for knowledge is kept private and will continue to learn with anyone, anytime, and anywhere with motivation.
- d. perform visualization as a means for students to create ideas related to the topic of learning.
- e. to evaluate, the evaluations are performed to evaluate how teachers are motivated, active, creative students during the learning process. In addition, teachers also evaluate students' understanding of the provided material; To reflect on what happened to the students before the lesson ended. Reflection of the impression made by asking students during the learning process.

4. Procedure of Hypnoteaching

According to Muhammad Noer in his book of N. Yustisia, there are several steps that need to be done by the teacher. These steps are as follows:

a. Intention and Motivation

Success depends a lot on its intention to continue to try and work in achieving success to be achieved. Great intentions and determination will foster motivation and commitment in the occupied areas. As a teacher, teachers who have a strong motivation and commitment to his profession, will always try my best to be a teacher who should be a person who deserves and imitated by learners.

b. Pacing

Pacing means to equate the position, gestures, language, and brain waves with others. In case this is how teachers adapt to learners. The principle in this step is a man inclined or prefer to congregate, interact with people who have a lot in common with him.

Thus naturally and instinctively, everyone will feel comfortable and happy to come together with others who have in common with him. Because this will make a person feel comfortable when you're in it, through a sense of comfort that comes from the similarity of the brain waves, each message is passed from one person to the other person will be accepted and understood.

c. Leading

Leading means leading or directing after the teacher did pacing learners will feel comfortable with the atmosphere of learning that takes place. When any pronounced that any teacher or teacher assigned to learners, learners will do it willingly and gladly. Despite facing tough material but the subconscious mind learners will capture the subject matter to convey the teacher becomes an easy thing.

d. Using Positive Words

This step is a step supporters in doing pacing and leading. This positive use of the word according to the workings of the subconscious mind accepts whatever is spoken by anyone negatively or positively, so teachers should get used to using positive words that no negative accepted by the subconscious learners.

e. Giving Praise

One important thing to remember teachers is their reward and punishment. Praise is reward increase self-esteem. This compliment is one way to establish a person's self-concept. While punishment is a punishment or a warning given teachers when students perform actions that are less good, of course, in giving punishment of teachers do it carefully so that the

punishment does not make the learners feel inferior and do not get excited.

f. Modeling

Modeling is the process of giving the model or example through speech and behavior are consistent. This is something very important and the key to the success of implementing the method hypnoteaching. To support and maximize a learning method hypnoteaching, teachers should also master the learning material in a comprehensive manner.

This can be done by involving students actively in the learning process, as much as possible deliver contextually material, allowing learners undertake collaborative learning, provide direct feedback to the learner. No less important motivating and positive suggestions must occur during the learning takes place (Yustia, 2012).

The measures described above illustrate that a teacher who does not have a love for the profession and love of the learners will feel difficulty in doing that, because the method hypnoteaching is not a method that requires physical teachers alone, but requires a psychic teacher must stable.

Hypnoteaching method requires teachers to align the physical elements of psychic teacher. It can be seen from how teachers perform steps provide motivation to the

learners, teachers whose motivation was quickly accepted students are teachers who are able to motivate yourself because teachers do not motivate learners will be seen from the inconsistency between what was said teachers with the expression on the face teacher.

In addition, teachers are also required to be a good example, means aligning what the command teacher with the teacher's behavior, especially relating to the value of kindness. In this case the teachers are required to be a figure who deserve to be role models for students.

5. The advantages and disadvantages of hypnoteaching

As a method, hypnoteaching also inseparable from its own advantages and disadvantages.

The advantages are as follows:

- a. Learners can develop in accordance with the interests and potentials
- b. teachers can create diverse learning process so it is not boring for the learners,
- c. diverse learning process so it is not boring for the learners
- d. created a good interaction between teachers and learners
- e. the material presented is able to focus learners

- f. material easily mastered learners so that they are more motivated to learn,
- g. there are many skills during the process of learning
- h. the learning process is active
- i. learners can imagine and think more creatively
- j. caused not memorize the absorption capacity of the learners will be faster and last longer
- k. monitoring learners' teachers will become more intensive
- l. due to the learning atmosphere relaxed and fun, it makes the students feel happy and excited when the following study..

Disadvantages of Hypnoteaching

- a. the number of learners who are in a class lead teachers find it difficult to give attention to individual learners
- b. teachers need to learn and practice to implement the hypnoteaching method
- c. hypnoteaching method is still part of the new method and has not been widely used by teachers in Indonesia,
- d. lack of facilities and infrastructure in schools that could support the implementation of the hypnoteaching method.

E. Some Related Previous Study

Some previous studies about the grammatical error including research written by (Muhammad Zuhri and DjSukarnianti, 2015) with the title Using

Hypnoteaching Strategy to Improve Students' Writing Ability. This research discusses about using hypnoteaching strategy to improve students' writing ability. The objective of this research is to find out hypnoteaching strategy in improving students' writing ability.

The method used in this research was pre-experimental method by using one groups' pretest-posttest design. The group was given pretest and posttest. Pretest was given to measure the students' basic writing ability. After giving the pretest, taught to the students to apply hypnoteaching strategy. And the last, giving posttest, posttest was given to measure the treatments' effect. The improvement of students' writing ability is marked by the result of the posttest. The application of hypnoteaching strategy is really helpful to improve the students' writing ability because there was a significant writing achievement of the students after the treatment was conducted. The result of the students' mean score and standard deviation after treatment of posttest was proved by the result of data analysis after being compared to the t-table (2.042) with t-test (80.79)..

From research written by (La Ode Muhammad Idrus Hamid B, 2016) with the title UsingHypnoteaching Technique to Improve the Students 'Vocabulary Mastery-Action Research at Second Grade of SMAN 5 Kendari-.

The objective of this research was to improve the students' vocabulary mastery through hypnoteaching. 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 analyzed qualitatively and quantitatively.

The data were collected through observation and vocabulary test. The data analysis and interpretation indicated that there is an improvement in students' vocabulary mastery. Quantitatively, it was found that the students' vocabulary mastery increased significantly from the first until second cycles. Therefore, it concluded that the students' vocabulary mastery can be improved by using hypnoteaching.

The finding leads to the recommendation for the teachers to use hypnoteaching as an alternative technique in teaching vocabulary. It also recommended to other researchers to continue research.

The similarity with the thesis above is the same strategy .and differences in this research with previous studies are research subjects, research objects, and research sites.

F. Hypothesis

In relation to the study, the researcher formulates the following hypotheses:

(Ho) = There is no significant influence of Hypnoteaching method on students' writing descriptive text ability.

(Ha) = There is a significant influence of Hypnoteaching method on students' writing descriptive text ability.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research is a quasi-experimental design. This research will conduct by using a quasi-experimental research design because the researcher is attempting to search the effect of a variable on another variable (Nana, 2009: 19). A type of experimental study usually uses a comparison or control group to investigate the research question (Mackey and Susan, 2005: 146).

Then, according to (Sudaryanto, 2003: 19) the quasi-experimental study consists of three main characteristics, they are: (1) the independent variables are manipulated, (2) the control or control all other variables except the independent variable, and (3) the observation or measurement of the dependent variable as the effect of independent variables.

Based on the assumption above, in this research, there is an independent and dependent variable. The independent variable is hypnoteaching method, which is the teaching method to reduce students' anxiety in speaking class, and dependent variable is speaking anxiety. Dependent variable is affected by independent variable. This research shows that using hypnoteaching reduce the students' speaking anxiety.

An Experimental group is a group that will be taught by hypnoteaching method in the teaching and learning process, while the control group will be taught by the discussion method. The design of the experimental as follows:

Table 3.1
The Design of Experimental Method

Group	Pre test	Treatment	Post test
Experimental group	O_1	X	O_2
Control group	O_3	X_0	O_4

Where:

O_1 = pre test of experimental class

O_2 = post test of experimental class

O_3 = pre test of control class

O_4 = post test of control class

X = treatment using action learning strategy

X_0 = no treatment

B. Population and Sample

1. Population

Population is the whole subject of research (Arikunto, 2002: 108). Population is the word to designate a set category of some attribute of a collection (Downy and Weardon, 2004: 25). It means that population is all the individu in a school. The populations of this study are3 class at SMPN 15 Seluma. The total population would be 66 students which have the same English teacher. The description of the total number of the population will be shown in table 1.

Table 3.2
The Population of the Research

No	Class	Population
1.	VIII A	23
2.	VIII B	23
3.	VIII C	20
	TOTAL	66

2. Sample

According to (Arikunto, 2002: 183) sample is partially or vice population that will study. In this researcher, the researcher will use purposive sampling. Purposive sampling is a technique for determining the sample with particular consideration. In purposive sampling, the two groups of classes must have the same or almost the same capability (Sudjana, 2005: 26). In other words, purposive sampling does not simply study whichever available but rather use their

judgment of selector sample that they believe, based on prior information, will provide the data they need.

The reason why the researcher chooses the VIII A and VIII B class as the population is based on the technique of purposive sampling said that if the population less than 100 must taking it all as a sample. Hence, to obtain the sample of this study, the researcher will choose a control and experiment class based on the available classes of the eighth grade of SMPN 15 Seluma which consists of 2 classes (VIII A and VIII B). The table of sample that consists of experimental group and control group, like in table 3.3 below:

Table 3.3
The Sample of the Research

No	Group	Class	Male	Female	Total
1.	Experimental Class	VIII A	13	10	23
2.	Control Class	VIII B	11	12	23

(Source: SMPN 15 Seluma in academic 2020/2021)

C. Data Collecting Procedure

The researcher would collect the data by doing observation, using questionnaires, giving treatment and interview which contain the questions about the influence of Hypnoteaching in improving the students' interest in learning.

1. Pre-test

At this stage, the researcher conducts an initial test in the form of students' speaking ability the experimental and control groups. Preliminary tests were conducted to determine the initial ability of

students in speaking anxiety before being treated. Thus, the experimental group and the group the control departs from the same starting point. The Calculation of this stage is done with the help of a computer program SPSS 16.0.

2. Treatment

After giving the questionnaire, the researcher will treat each class. The Researcher will provide treatment four times, each meeting runs for 90 minutes. The experimental class will be treated using the Hypnoteaching method while the control class will be used by conventional or classical methods in teaching. Both classes will be to treat the same materials.

a. The Experimental Class

The steps in teaching English by using Hypnoteaching method are:

1. 1st meeting:

- a) The researcher comes to enter the class and start the lesson by magical opening (alpha state, positive words, or shocking)
- b) The researcher creates emotional synchronizing by matching position, movement, language, and wave brain to students

- c) The researcher delivers the main material of English lesson by giving attention to visual, vocal, and verbal to get an interesting presentation)
- d) The researcher gives praise to the students heartily and honestly especially when the students were successful in getting achievement although it is only a low achievement.
- e) The researcher shows a good model through utterance and behavior consistently.
- f) The procedures of the treatment in the 2nd, 3rd, and 4th meeting will be the same, but the materials about English are different.

2. Control Class

In control class, the researcher will give a conventional or classical treatment to the students. In control class, the researcher will compare the students' achievements in learning English which will not treat of Hypnoteaching method.

- a) The researcher comes into the class and greets the students
- b) Before class began, the students recited Al-Qur'an firstly
- c) The researcher checks the attendance list
- d) The researcher reviews the previous lesson.
- e) The researcher gave the students some handouts to read and then speaking in front of the class.

- f) The researcher closes the class by giving the wise word to the students.
- g) All the steps continuously for four meetings.

3. Post-test

After the treatment has been given to the experimental group and group control, the next step is giving the final test. This final test is given to the experimental group and the control group. Granting the final test aims to determine whether there are differences in speaking skills which is significant after the treatment between the experimental group and the group control. In addition, it is also to compare scores with those achieved during the test early whether the results increase, equal, or decrease. Calculation of test results the end is done with at the help of a computer program SPSS 16.0

D. Research of Instrument

The instrument is the process of selecting or developing tools and measurement methods that are appropriate for the problem being evaluated. There are two instruments applied to conduct research and researchers distribute Speaking tests and documentation instruments to collect data.

1. Speaking test

The test used in this study is pre-test and post-test. To know students' existing knowledge of speaking ability, the writer gives an oral test to the students. Because the test is an oral test, the writer divided the score into five criteria, which are the scores of Pronunciation, grammar, vocabulary, fluency, and comprehension. It is based on Heaton's scale rating scores (Heaton, 1999). After that, to get the mean, the scores from all criteria are summed and divided into five. The pre-test is done before implementing role play technique. Meanwhile, the post-test is implemented after using role play technique.

Table 3.4
The Classification of Student's Score

The Range of Score	Category Score	
85-100	Excellent	A
75-84	Good	B
56-74	Fair	C
<55	Poor	D

E. Data Analysis Technique

To analyze whether there was significant difference scores of the speaking anxiety taught by genre based approach and taught by direct learning, the writer use t-test formula with SPSS (statistical package for Social Science) version 17.0 Before conducting the test of hypothesis, it

was done requirements test, they were normality and homogeneity test. The Normality test would be analyzed by using Kolmogorov-Smirnov with SPSS version 17.0 for windows.

Based on the data of the normality test, it was shown that all of the data are normal. They were a test of the normality of population data, normality of sample data, normality of content quality data (pre-test and post-test), normality of quality data (pre-test and post-test), normality of organization quality data (pre-test and post-test), normality of vocabulary quality data (pre-test and post-test), normality of language use quality data (pre-test and post-test), and normality of mechanics quality data (pre-test and post-test).

Homogeneity test was analyzed by using the Levene test with SPSS version 17.0 for windows. The result showed that all of the data are homogenous. They are test of homogeneity of population data, homogeneity of sample data, homogeneity of content quality data (pre-test and post-test), homogeneity of quality data (pre-test and post-test), homogeneity of organization quality data (pre-test and post-test), homogeneity of vocabulary quality data (pre-test and post-test), homogeneity of language use quality data (pre-test and post-test), and homogeneity of mechanics quality data (pre-test and post-test).

F. Validity and Reliability of the test

In design the speaking test as the instrument of this research, researcher measure the reliability and validity of the test.

1. Validity

Validity is the most important consideration in developing and evaluating measure instruments. Validity is defined as the extent to which an instrument measure what it claimed to measure. The items test be try out to know the quality of the test. There are some items test that are not valid. The question of an instruments validity is always specific to the particular situation and to the particular purpose for which it is use. In this research, researcher use assistance of SPSS version 20.

2. Reliability

Reliability is the consistency of a set of measurement or of a measuring instrument, often use to describe a test to. Ary state that the reliability of a measuring instrument is the degree of consistency with which in measures whatever it is measured. In this research, the research use SPSS 20 to k now the reliability of test instrument. The data was calculated by anates.

A. Hypotheses

The researcher conducts three hypotheses, the first hypothesis to determine whether there any correlation between students' anxiety and

their speaking ability or not. The second was to determine whether fear of negative evaluation the aspect of anxiety affecting students' anxiety toward their speaking ability or not. The third to determine whether comprehension the aspect of speaking influencing the most to the students' anxiety or not. The hypothesis of this research follow:

a) H_0 : There is no correlation between students' anxiety and speaking ability. The hypothesis can be accepted if r_{value} is lower than r_{table} .

H_1 : There is any correlation between students' anxiety and speaking ability. The hypothesis can be accepted if r_{value} is higher than r_{table} .

b) H_0 : The aspect that correlates the most is not fear of negative evaluation.

H_1 : The aspect that correlates the most is fear of negative evaluation.

c) H_0 : The aspect of speaking that correlates the most is comprehension.

H_1 : The aspect of speaking that correlates the most is not comprehension.

To test the hypotheses whether they are acceptable or not, the researcher will be applied a critical value tabs :

$$H_0 = r_{\text{value}} < r_{\text{table}}$$

$$H_1 = r_{\text{value}} > r_{\text{table}}$$

Those criteria mean that we can accept H_0 if r_{table} is higher than r_{value} , while H_1 would be accepted if r_{value} is higher than r_{table} . The researcher uses the level of significance 0.05 which means the

alternative hypotheses (H_1) would be acceptable if the probability of error is below 5% ($p < 0.05$).

CHAPTER IV

RESULT AND DISCUSSION.

A. Results

The chapter discuss about the results of students' tests in speaking ability at eight grade students of SMPN 15 Seluma was increased. The finding this study were obtained based on data analysis as presented in chapter III. The finding was as follow

1. The Results of Speaking test.

This section describes and analyzes the test before and after treatment. The pre-test and post-test were given to the students in the experimental group and control group. The pre-test was given the students before the experimental was conducted and the post-test was given at the end of the experimental.

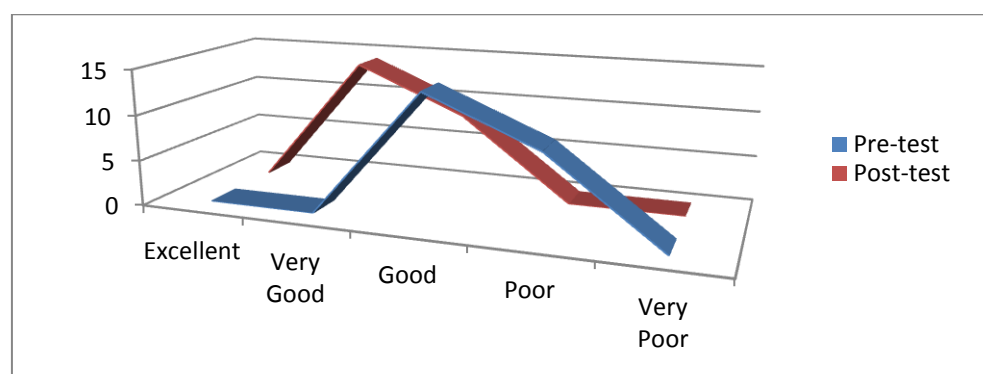
a. The description of pre-test and post-test scores in experimental class students' pretest and post-test in experimental class.

Graphically, the total score of the students pre-test and post-test in the experimental class can be seen in the appendix, in addition it also show the progress (gain) occurring to each students.

Table 4.1**(Description of pre-test and post-test in the experimental class)****Descriptive statistics**

	N	Minimum	Maximum	Mean	Std. deviation
PreTestExperiment	23	45	69	59.26	6.383
PostTestExperient	23	67	84	75.48	5.204
Valid N (listwise)	23				

In the experimental class (VIII A) the lowest score of pre-test was 45, then the highest score was 65. And then, in the post-test scores, the lowest score was 67 and the highest score was 84. These can be seen the from the descriptive statistics of the pre-test and post-test scores show in table 4.1 was found that the average of pre-test was 59.26 and the average score of post-test was 75.48

Figure 4.1**(Graph for pre-test and post-test scores in experimental class)**

Based figure 4.1, the post test score was higher than pre-test score. It means teaching speaking by methods hypnoteaching can improve students' speaking ability scores

- a. **The distribution of pre-test and post-test scores in the experimental class can be on table 4.2**

Table 4.2
(The distribution in experimental class)

Score interval	category	Pre-test		Post-test	
		Frequency (students)	Percentage (%)	Frequency (students)	Percentage (%)
85-100	Excellent	0	0%	0	0%
75-84	Very good	0	0%	14	60.87%
60-47	Good	14	60.84%	9	39.13%
40-59	Poor	9	39.13%	0	0%
0-39	Very poor	0	0%	0	0%

Based on the table 4.2, the pre-test in the experimental group, there was 0(0%) students in excellent category, 0(0%) students were in very good category, 0(0%) students were good category, 14(60.87%) students were poor category, and 9(39,13%) were very poor category. While, in post-test, there was 0(0%) students in excellent category,14(60,87%) students were in very good category, 9(39,13%) students were in good category, 0(0%) students were in the poor category, and 0(0%) students were very poor category

- b. **The Description of Pre-Test and Post-Test Scores in the Control Class**

Table 4.3
(Description of Pre-Test and Post-Test Scores in the Control Class)

Descriptive statistics

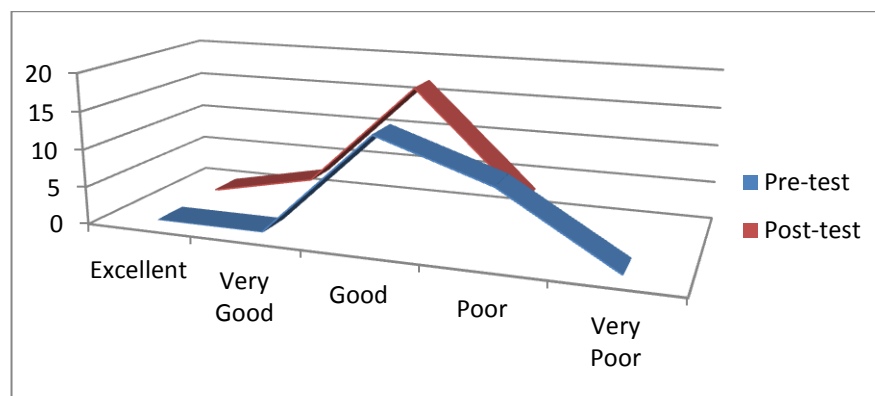
	N	Minimum	Maximum	Mean	Std. deviation
PreTestControl	23	52	70	61.26	5.345
PostTestControl	23	57	77	67.97	5.704
Valid N (listwise)	23				

In the control class (VIII B) the lowest score of pre-test was 52, then the highest score was 70. And then, in the post-test scores, the lowest score was 57 and the highest score was 77. These can be seen in the from the descriptive statistics of the pre-test and the pots-test scores show in table 4.3 was found that the average of pre-test was 61.26 and the average score of post-test was 67.91

Graphically the total score of students pre-test and post-test in the control class can be seen on figure 4.2

Figure 4.2

(Students' pre-test and pots-test in class control)



Based on figure 4.2, it was showed that the pre-test score and the post-test were relatively same. It mean the score of students' speaking ability increased gradually. The distribution of pre-test and post-test scores in the control class can be seen on table 4.4

Table 4.4
(The distribution in class control)

Score interval	Category	Pre-test		Pots-test	
		Frequency (students)	Percentage (%)	Frequency (students)	Percentage (%)
85-100	Excellent	0	0%	0	0%
75-84	Very good	0	0%	3	13.04%
60-74	Good	14	60.87%	17	73.92%
40-59	Poor	9	39.13%	3	13.04%
0-39	Very poor	0	0%	0	0%

Based on the table 4.4, the pre-test in control class there was 0(0%) students in excellent category, 0(0%) students were in very good category, 14 (60.87%) students in good category, 9 (39.13%) students were in poor category, and 0(0%) students were in poor category. While in post-test there was 0(0%) students were in excellent category, 3(13.04%) students were in very good category, 17(73.92%) students were in good category, 3(13.04%) students were in poor category, and 0(0%) students were in very poor category

1. The Normality and Homogeneity of the Data Score

Before analyzing the data, homogeneity and normality of the data should be measured. In determining the homogeneity and normality of the data Kolmogorov-Smirnov test used.

Table 4.5
(Test of Normality on Pre-Test Experiment, Pre-Test Control, Post-Test Experiment, and Post-Test Control)

Test of normality

Class	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Result Pre Test Experiment	.155	23	.162	.950	23	.296
Pre Test Control	.142	23	.200*	.956	23	.395
Post-Test Experiment	.208	23	.061	.917	23	.059
Post Test Control	.142	23	.200*	.956	23	.395

a. Lilliefors significance correction

*. This is a lower bound of the true significance

a. The Result of Normality Data of Pre-Test and Post-Test Score

In analyzing the normality of the data test of pre-test scores, one sample Lilliefors that used since the data of group less than 46 data. The test of normality and histogram of pre-test scores of the experimental group and pre-test scores of the control group can be seen on table 4.5

a. The Result of Homogeneity of Variances Test

1) Homogeneity of the Pre-Test

Table 4.6
(Test of Homogeneity of variances)

Result

Levene statistic	df1	df2	Sig.
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Test of Homogeneity of Variances

Result

Levene statistic	df1	df2	Sig.
.744	1	44	.393

The homogeneity test of variances above that the *Levene statistic* value shows 0.744 with the significant value were 0,393. The result of homogeneity test was significant value was higher than 0.05 ($0.393 > 0.05$). it means the sample in experimental class and in control class were homogeneous.

2) Homogeneity of the Post-Test

Table 4.6

(Test of Homogeneity variances)

Result

Levene statistic	df1	df2	Sig.
.083	1	44	.775

The homogeneity test of variances above that the *Levene statistic* value shows 0.083 with the significant value were 0,775. the result of homogeneity test was significant value was higher than 0.05 ($0.775 > 0.05$). it means the sample in experimental class and in control class were homogeneous.

2. The statistically analysis result

In order to verify the hypothesis proposal, the statistical analyses were applied. The T-test and independent sample, t-test in which paired t-test was used to find out whether there are significant differences in students' speaking ability before and after the treatment in the experiment class and control class, mean while independent sample t-test using SPSS 1.6 program for window was applied in

order to find out whether or not there was significance in students' speaking ability between the experimental class and control class.

a. Paired sample t-test Analysis

1) Statistically Analysis on the result of pre-test and post-test in the experimental class

Table 4.7

(Paired samples statistics)

		Mean	N	Std. deviation	Std. error mean
Pair 1	PreTestExp	59.2609	23	6.38334	1.33102
	ProTestExp	75.4783	23	5.20375	1.08506

Based on the paired sample statistic the mean of speaking ability pre-test in the experimental class was 59,26 and the standard deviation was 6,38. The mean of speaking ability post-test in the experimental class was 75,48 and the standard deviation 5.21

Table 4.8

(Paired Samples Test)

	Paired differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% confidence Interval of the Difference				
				Lower	Upper			
Pair 1 PreTestExp ProTestExp	-1.62174E1	7.50125	1.56412	-19.46118	-12.97361	-10.368	22	.000

The result of the paired sample t-test , paired sample difference in mean between pre-test speaking achievement in the experimental class was 1.621. with standard deviation of 7.501 with standard and t-obtained was -10.37 at the

Pair 1PreTestControl	-6.65217	3.45896	.72124	-8.14794	-5.15641	-9.223	22	.000
ProsTestControl								

The result of the paired sample t-test, paired sample difference in mean between pre-test of speaking achievement in the control class was -6.652 with standard deviation of 3.458 with standard and t-obtained was -9.223 at the significant level of 0,05 and the degree of freedom 22 and the critical value of t-table for tailed test was -9.223

From the above, it can be seen that t-obtained -9.223 was higher than the critical value of t-table 1.699 it can be stated that the research hypothesis (Ha) was accepted and null hypothesis (Ho) was rejected. It means that there was significant difference in speaking achievement within the students in experimental class.

It was showed the variables of this researcher. There were two variables of the research, which were dependent and independent variable. From the table above, dependent was speaking ability and independent variable was title.

b. Independent Sample T-Test Analysis of Students' Speaking Ability

In order to find out whether or not there was significant different in speaking ability between the students who were taught by using hypnoteaching and those who were not, the result of pre-test and post-test experimental group were compared by using independent sample t-test.

Table 4.11
(Independent Samples Test)

		Levene's test for equality of variances		T-test for Equality of means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error difference	95% confidence interval of the difference	
									Lower	Upper
Result	Equal variances assumed	.780	.382	9.444	44	.000	-16.21739	1.71725	-19.67829	-12.75649
	Equal variances not assumed			9.444	42.283	.000	-16.21739	1.71725	-19.68226	-12.75252

Based on the table 4.11, the value t-obtained was 9,444. At the significant level 0,05 in two tailed testing with of was 44. Where critical value of table (1,671) 5 since the value t-obtained 9.444 higher than the critical value of t-table (1,671) Ha was accepted and Ho was rejected. It means that there was significant effect in speaking ability within the students in experimental class, who were taught by using hypnoteaching and who were not.

B. Discassion

The results of research conducted at SMPN 15 Seluma stated that the total number of students in class VIII population was 66. The total samples in this study are 46 samples. The sample is divided into two groups, 23 control group samples and 23 experimental group samples. From the description of the results of the study above, there are several discussions given by researchers in this study some of which are about how hypnoteacing methods on students' speaking ability.

Experiment and control class were the same in their initial level of speaking ability. It was also proved by the researcher by indicating the initial level of speaking ability by conducting the pre-test that as given before the treatment. The mean score of pre-test in experimental class was 59,26 and the mean score of pre-test control class was 61,26 statistically analysis has revealed that there is was no significant effect in their pre-test scores of speaking ability.

Based on the result of the research, the following interpretation are presented strengthen the value of the research. *Firstly*, after doing the post-test, the result showed a statistically significant effect of hypnoteaching on students' speaking ability. The mean score of post-test in experimental class was 75.48 which was higher than the mean score of post-test in control class wich was 67,91. It showed that hypnoteaching method on give significant effect to students' speaking ability.

Secondly, hypnoteaching method on give opportunities the students to develop their speaking through a deeper understanding of conceptual knowledge, and they can convince with speaking and remember the words easily, by these strategy, the students would not feel bored in learning because they did not get the monotonous process of teaching and learning in classroom, specially in learning speaking which consider by them as difficult and boring lesson.

CHAPTER V

CONCLUSION

A. Conclusion

Based on the research that was carried out at SMPN 15 Seluma in the academic year 2020/2021, the researcher might conclude as follows: using of hypnoteaching method can improve students' speaking ability shown by the grades they get. Furthermore, from the students' responses toward the teaching and learning activity. It can be concluded that the student likes using hypnoteaching. It is proven by their participation in the class conversational, discussions, perform in the front of the class, pronunciation, fluency, and feeling confident about speaking.

The students were more active and participated in the teaching-learning process of speaking. Therefore, using hypnoteaching can be an alternative strategy for a teacher in teaching speaking which can improve and keep their speaking. From the discussion in the previous chapter, it was distinct that using hypnoteaching method can reduce students' speaking anxiety. The students' score is low based on the pre-test, while after treatment class showed that students' score was higher than pre-test questionnaires. It was indicated that there was a distinctive achievement. Using hypnoteaching in the learning process made the students more enjoy and relax in speaking class. It can reduce students' speaking anxiety. It can increase students' motivation and increase students' self-confidence.

B. Suggestion

In this part, the researcher would like to give some suggestions as follows: for the teacher, using hypnoteaching would be very helpful to improve students' ability in speaking. So, the teacher needs to maintain using hypnoteaching as an alternative technique of the teaching process at students of junior high school.

For the students learning strategies is very important in the learning process because it can help to learn easier, faster, more enjoyable, and more effective. because of that, it is suggested to the students choose the use of hypnoteaching that is suitable for them so that they can understand the lesson easier and enjoy the lesson.

For the next researcher, the area of research for the teaching and learning process is very broad. It is necessary to conduct other researches related to the students' using hypnoteaching. The other researcher also can investigate the effectiveness of certain categories of English using hypnoteaching. Besides, the researcher also suggests that other researchers can research the differences between using hypnoteaching used by the students of the acceleration class and the students of regular class. Finally, the writer realizes that this research still has some weaknesses and mistakes. Therefore, the writer would like to accept any constructive suggestions to make research better.

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The post-test of the Experimental Class

No	Pro	Gram	Voca	Fluen	Com	Total	Score
1	3	4	5	4	4	20	80
2	4	3	4	3	4	18	72
3	4	3	4	4	4	19	76
4	4	3	4	4	4	19	76
5	3	4	4	4	4	19	76
6	5	4	4	4	4	21	84
7	4	3	4	4	4	18	72
8	4	3	4	5	4	20	80
9	3	3	4	3	3	26	64
10	3	3	4	3	3	16	64
11	2	3	4	3	3	15	60
12	4	3	4	4	4	19	76
13	4	3	4	4	4	19	76
14	3	4	4	4	4	19	76
15	4	4	4	4	4	20	80
6	4	3	4	4	4	19	76
17	3	3	4	3	4	18	72
18	3	3	4	3	4	16	64
19	3	4	4	4	3	19	76
20	4	3	3	3	4	16	64
21	5	4	3	3	3	18	72
22	4	3	4	3	3	18	72
23	4	3	3	3	4	16	64
24	3	3	5	4	3	19	76
25	2	3	4	3	4	15	60
26	4	3	4	4	3	18	72
27	4	3	4	5	4	20	80
28	4	3	4	5	4	20	80

The Pre-Test of the Experimental Class

No	Pro	Gram	Voca	Fluen	Com	Total	Score
1	2	2	4	4	3	15	60
2	2	2	2	1	2	9	36
3	2	3	2	1	3	11	44
4	2	1	2	2	2	9	36
5	3	2	3	3	3	14	56
6	4	3	4	3	3	17	68
7	2	2	2	2	2	10	40
8	3	2	3	3	2	13	52
9	2	3	4	3	3	16	64
10	3	2	3	3	2	13	52
11	2	2	3	2	2	11	44
12	3	3	3	3	3	15	60
13	3	2	3	3	3	14	56
14	4	4	4	3	3	18	72
15	4	3	4	3	3	17	68
16	3	3	3	3	3	15	60
17	3	3	3	3	3	16	64
18	3	3	4	3	2	14	56
19	4	3	3	3	3	17	68
20	3	2	4	3	2	13	52
21	4	3	4	3	3	17	68
22	4	3	4	3	3	15	60
23	4	3	3	3	3	17	68
24	3	3	4	3	3	15	60
25	3	4	4	3	3	17	68
26	3	2	3	3	2	13	52
27	2	2	3	2	2	11	44
28	4	3	4	3	3	14	56

The Post-Test Score of the Control Class

No	Pro	Gram	Voca	Fluen	Com	Total	Score
1	4	3	4	4	3	18	72
2	2	2	3	2	2	11	44
3	2	2	3	3	2	12	48
4	2	2	3	2	2	11	44
5	3	3	3	3	3	15	60
6	3	4	4	4	3	18	72
7	2	2	3	3	2	12	48
8	3	2	3	2	3	13	52
9	4	3	4	3	4	18	72
10	3	3	4	3	3	16	64
11	2	2	3	3	2	12	48
12	3	3	4	3	3	16	64
13	3	2	3	3	3	14	56
14	4	3	4	4	4	18	72
15	3	3	4	4	5	19	76
16	4	3	4	3	3	16	64
17	4	4	5	4	4	21	84
18	3	2	4	4	2	14	56
19	3	3	4	4	3	17	68
20	3	2	3	3	3	14	56
21	4	3	4	4	4	19	76
22	2	2	4	4	2	14	56
23	3	2	4	4	3	16	64

The Pre-Test of the Control Class

No	Pro	Gram	Voca	Fluen	Com	Total	Score
1	3	3	4	3	3	16	64
2	2	2	2	3	2	11	44
3	2	2	3	3	2	12	48
4	2	2	2	2	2	10	40
5	3	3	3	3	3	15	60
6	4	3	4	4	3	18	72
7	2	2	3	2	2	11	44
8	2	2	3	3	3	13	52
9	3	3	4	4	3	17	68
10	3	2	3	3	2	14	56
11	2	3	3	2	2	12	48
12	3	3	4	3	3	16	64
13	3	2	3	3	2	13	52
14	4	3	4	4	3	18	72
15	4	2	4	4	3	18	72
16	3	3	4	3	3	16	64
17	4	3	4	4	3	18	72
18	3	3	3	3	3	14	56
19	4	3	4	3	3	17	68
20	3	3	4	2	3	14	56
21	3	3	3	3	2	14	56
22	4	2	4	4	3	18	72
23	3	3	3	3	3	14	56

NILAI PRE-TEST KELAS CONTROL

NO	NAME	Scores		Mean
		Score 1	Score 2	
1	ADETIYA	64	65	64,5
2	AFRI GUSTIANDA	44	60	52
3	ALISAH SUCIANI	48	65	56,5
4	ANDIN SKARMAYA SARI	40	70	55
5	ANGGI SAPUTRA A	60	63	61,5
6	ANGGI SONATA	72	65	68,5
7	CELSI ANGGELA	44	65	54,5
8	DELIMA ANGGUN	52	60	56
9	DOLI HARTAWAN	68	63	65,5
10	DWI MARDIYA	56	60	58
11	EDI HERIYANTO	48	65	56,5
12	ENJA RORIN CIA	64	55	59,5
13	ITA NURMALA SARI	52	70	61
14	JUANES MERSOLEH	72	68	70
15	MUHAMMAD ALFARABI	72	61	66,5
16	NAQSAKA AULIA E	64	65	64,5
17	RENO RADIT TIA A	72	58	65
18	RISKA SUSANTI	56	54	55
19	SABANDI	68	58	63
20	SAKIA DWI ANGGRAINI	56	66	61
21	SEPTI RESENWATI	68	68	68
22	SISKA JULIANSYAHFITRI	70	70	70
23	TITI WIJAYANTI	56	69	62,5
Total				1.414,5
Rata-Rat Kelas				61,5

NILAI PRE-TEST KELAS EXPERIMENT

NO	NAME	Scores		Mean
		Score 1	Score 2	
1	ABEB ANGGARA UTAMA	60	50	55
2	ADINDA CESTIANI	36	55	45,5
3	ALDO RAGILIO	44	58	51
4	ALIA MIRANDA FEBRIANTI	36	65	50,5
5	AMRULLAH KHAIRAL AH	56	50	53
6	ANUGRAHMEIDITRIAROZA	68	61	64,5
7	DEDEN NIKO PIRNADO	40	65	52,5
8	DEN RIYANSAPUTRA	52	68	60
9	EDO ANUGRAPRATAMA	64	58	60
10	ELSYAHAPRILIA	52	66	59
11	HAIKALFIRLANDO	44	60	52
12	ICA AYULAN SAPUTRI	60	71	65,5
13	JESEN	56	68	62
14	JUNESAMANSOLEH	72	55	63,5
15	KARINA SAPUTRI	68	65	66,5
16	LIANA WINANTI	60	60	60
17	PINZA ALVA REZO	64	61	62,5
18	PITER ABIT SAPUTRA	56	68	62
19	RAFLI AGUSTIAN VEREZ	68	71	69,5
20	RAHMAT ADITYA	52	61	56,5
21	RENGGA CARLOS ARIS S	68	69	68,5
22	RIZKY ANGGORO	60	71	65,5
23	SYAHFIRADWISAPUTRI	68	61	64,5
24	THERESEA FEBRIANTI	60	69	64,5
25	YOSEPTIO TRI HIDAYAT	68	71	69,5
26	ZHETTA NIDIA AIYASYI	52	58	55
27	ZERAYINI PUTERI	44	70	57
28	ZETYAN JAYA PRATAMA P	56	60	58
Total				1.673,5
Rata-rata kelas				59,77

LESSON PLAN

School	: SMPN 15 Seluma
Subject	: English
Class/Semester	: VIII A/II
Standar competence	: Expressing the meaning in simple short spoken Transactional and interpersonal conversation to interact with the nearest environment.
Basic	: Understanding and responding meaning in simple transactional (to get things done) and interpersonal conversations by using spoken language accurately, fluently, and acceptable to interact with the nearest environment using of speech act: giving and responding suggestions and instructions.
Text	: Transactional / Interpersonal
Theme	: Job Activities
Skill	: Speaking
Time	: 2 x 40 menit

1. Indicators

- Ask and Answer about giving and responding suggestions and instructions expression.
- Ask and Answer the simple expression of giving and responding suggestion and instructions.

2. Teaching Learning Objectives

- In the end of the learning process students are able to respond to the expression of asking plans and hopes.
- In the end of the learning process students are able to make a good dialogues by using of asking plans and hopes.
- In the end of the learning process students are able to speak aloud to improve the pronunciation by using asking plans and hopes.

3. Expected Characters

- Communicative
- Discipline

- Respect
- Diligence
- Active

4. Teaching Learning Material

Explanation and example of asking plans and hopes everyone has something to project in the future. From the very beginning, people have prepared everything they need in connection with their ideals or expectations. To find out what someone is hoping as well as his future plans, below are several possible expressions to open the mood.

a. Expressing hope

- I really hope that
- I do hope
- I really wish
- It's done in the hope that

b. Example :

Asking plans : what is your plan when you finish the scholarship program?

Responding : I hope I can get further grant to take graduate program in business administration. If I finish soon I will to run a business.

5. Teaching Learning Methods

- Approach : communicative approach
- Strategy : Action Learning

6. Learning activities

Teacher action

1. Opening

- Greeting
- Checking the students attendance
- Apperception : teacher gives brain storming about the job activities by using some questions.

2. EEC

a. Exploration

- Teacher tells the purpose of learning the material (giving and responding suggestions and instructions) and gives motivation.
- Teacher explain the material (giving and responding suggestions and instructions)

b. Elaboration

- Teacher divides the students to be some groups that consist with 3 students based on heterogeneous grouping.
- Teacher gives the task of giving and responding suggestions and instructions for discussion by using interview technique

then be a facilitator and motivator when students do it in the group.

- Teacher gives a test to evaluation the students.

c. Confirmation

- Teacher summarizes the material

3. Post activities

- Teacher tells the best performance of students and gives appreciation.
- Saying good bye and thank you

7. Teaching Learning Source

Book : LKS

8. Assessment

Indicators	Assessment	
	Teaching	From
<ul style="list-style-type: none"> • Ask and answer about giving and responding suggestions and instruction and instruction expression. • Ask and answer the simple expression of giving and responding suggestions and instructions. 	Spoken / oral	Performance test

9. Instruments

Make you own dialogues using asking plan and hope based on the following questions with your friends and tell the answer in front of the class!

1. What is your friend's plan after the graduation?
2. What is your friend's hope to get in the future?

10. Assessment Rubric

Criteria	Score	Component in scoring test
pronunciation	5	Speech consist of almost appropriate pronunciation
	4	
	3	Speech consist of hardly incorrect pronunciation
	2	
	1	Speech consist of some in appropriate pronunciation
		Speech consist of mostly in appropriate pronunciation
		Speech consist of very poor pronunciation

Grammar	5	Makes few (if any) noticeable errors of grammar or word order
	4	Occasionally makes grammatical and or word order errors which do not, however, obscure.
	3	Makes frequents errors of grammar and word order which occasionally obscure meaning.
	2	Grammar and word-order errors make comprehension difficult. Must often rephrase sentences and/or restrict himself to basic pattern.
	1	Error in grammar and word order so severe as to make conversation virtually unintelligible.
vocabulary	5	Use of widerange of vocabulary taught previously
	4	Something uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies
	3	Frequently uses the wrong words: conversation somewhat limited because of inadequate vocabulary.
	2	Misuse of words and very limited vocabulary make comprehension quite difficult.
	1	Vocabulary limitation so extreme as to make.
Fluency	5	Speech is quite following style, mostly easy to understand.
	4	Speed of speech seem to be slightly affected by language problems.
	3	Speed of fluency are rather strongly affected by language limitation.
	2	Usually hesitant: often forced into silence by language limitation.
	1	Speech is so halting and fragmentary as to make conversation virtually impossible.
comprehension	5	Ideal highly organized, convers all of the elements of the story.
	4	Ideas well organized, convers almost all of the elements of the story.
	3	Ideas less organized, some missing parts of the elements of story.
	2	Ideas less organized, covers only the main elements
	1	Unorganized ideas, a lot of missing parts of the elements.

The score analytic scale as below

Skor maksimal : 5x5-25

Nilai siswa : $\frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 100$

Mengetahui:

Guru Mapel Bahasa Inggris

Bengkulu..... desember 2020

Guru Penelitian

(Mita Dwinta Sari)
NIM. 1611230098

SOAL INSTRUMENT

PRE-TESTS

With your partner, make dialogues based on the situation below. Use experimental of giving suggestion and instruction including the responses. Then, practice the dialogues (dengan pasangan anda buatlah dialog berdasarkan situasi berikut. Gunakan ungkapan memberi saran dan petunjuk termasuk tanggapan. Kemudian, praktek dialog).

1. Devaldo condition is not well. He is sick. Suggest him to see a doctor.
(Kondisi devaldo tidak baik. Dia sakit. Sarankan dia pergi ke dokter)
2. Randi is looking for a new flat. Suggest that he find a cheap and comfortable flat, and tell him what he should do to rent it. (Randi sedang mencari apartemen baru sarankan agar ia menemukan apartemen murah dan nyaman, dan katakan padanya apa yang harus dilakukan kepadanya apa yang harus ia lakukan untuk menyewa itu)

POST-TEST

With your partner, make dialogues based on the situation below. Use experimental of giving suggestion and instruction including the responses. Then, practice the dialogues your friend, Eni is a lazy student. Ask her study hard for the upcoming test suggest that she : (bersama pasangan anda, buatlah dialog berdasarkan situasi dibawah ini. Gunakan ekspresi untuk memberikan saran dan instruksi termasuk tanggapannya. Temanmu Eni adalah murid yang malas. Mintaklah dia belajar keras untuk ujian yang akan datang menyarankan agar dia):

1. Join your study club (bergabung dengan club belajar)
2. Go to library (pergi ke perpustakaan)

KUNCI JAWABAN

Keyword

1. Devaldo condition is not well. He is sick. Suggest him to see a doctor.

Me : I suggest that you have to see doctor because your condition is not well

Deval : yes, you are right. I will go to see a doctor now.

2. Randi is looking for a new flat. Suggest that he find a cheap and comfortable flat, and tell him what he should do to rent is

Me : I'd like to suggest that you have to find a cheap and comfortable flat. You have to save your money from now to rent a new flat.

Randi : that's a good idea. I will find a cheap and comfortable flat and save my money to rent it.

Keyword

1. Join to your study club

Me : I suggest that you have to join with our study club because you score of your test was low.

Eni : that's good idea. I will join to your study club

2. Go to the library

Me : I'd like to suggest that you have to go to the library to study together with us because your score of your test was low.

Eni : that's a good idea. I will go to the library to study together with you.

DOCUMENTATION

Documentation with class control and class experimental





Photo with Pamong



Building SMPN 15 Seluma

