THE MANAGEMENT OF HYPNOTEACHING-BASED ENGLISH TEACHING AND LEARNING
(A Case Study at The Ninth Grade Students of SMPN 3 Klaten)

THESIS

Presented
As Partial Fulfillment of The Requirenment for
Magister Degree of Language Education Program

by
PURWANTA
NIM: 1781100048

GRADUATE PROGRAM
WIDYA DHARMA UNIVERSITY KLATEN
2020

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PRONOUNCEMENT

With this statement of fact, I state that I do with myself the thesis entitled" **THE MANAGEMENT OF HYPNOTEACHING-BASED ENGLISH TEACHING AND LEARNING (A Case Study at The Ninth Grade Students of SMPN 3 Klaten)".**

I also state that this thesis is not plagiarism or is made by someone else. The other works similar or even related to this work have been written in the form of quotation.

The sources of this thesis have been listed in the bibliography.

For the next time, if this thesis can be proved as a plagiarism, the certificate and the academic tittle can be cancelled.

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All praise and gratitude is for Allah SWT the Most Gracious and Merciful, who has bestowed opportunities and ease to the author, so he can complete a thesis entitled The Management of Hypnoteaching-Based English Teaching and Learning . (A Case Study at The Ninth Grade of SMPN 3 Klaten)". This thesis was prepared as one of the requirements to obtain Magister Degree of Language Education

Program of Widya Dharma University Klaten.

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Wish Allah SWT will reward all good deeds with the best possible reply. Finally, the researcher realizes that the thesis has not yet reached perfection, and accepts constructive criticism from readers. The researcher also hopes that this thesis can be useful for himself in particular and readers in general and can contribute to the development of education

Klaten, July 2020
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MOTTO

Live as a light, even if only as a firefly.

At least he can accompany one who is afraid of the dark when

he/she is in a dark cave.

(The life adventurer)

DEDICATION

"This work was dedicated to ones, my family who really know who I am,
stay on however I fight"

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ABSTRAK

Purwanta. 2019. "The Management of Hypnoteaching-Based English Teaching and Learning (A Case Study at The Ninth Grade Students of SMPN 3 Klaten". *Tesis*. Language Education Program of Universitas Widya Dharma Klaten.

Penelitian ini memiliki tiga tujuan untuk mendeskripsikan: (1) perencanaan pembelajaran Bahasa Inggris berbasis *hypnoteaching*. (2) pelaksanaan pembelajaran Bahasa Inggris berbasis *hypnoteaching*, dan (3) penilaian pembelajaran Bahasa Inggris berbasis *hypnoteaching* di SMP Negeri 3 Klaten.

Penelitian ini merupakan penelitian kualitatif dengan desain studi kasus. Teknik pengumpulan data dengan observasi, wawancara dan dokumentasi. Teknik keabsahan data dengan teknik triangulasi sumber dan metode. Teknik analisis data dengan model interaktif dari Miles and Huberman, yang meliputi; reduksi data, penyajian data dan menarik kesimpulan.

Hasil penelitian menyimpulkan bahwa (1) Perencanaan pembelajaran Bahasa Inggris berbasis *hypnoteaching* dilakukan dengan penyusunan dan pengembangan RPP pada metode, media, skenario pembelajaran oleh guru dalam kegiatan musyawarah guru Bahasa Inggris sekolah di SMP Negeri 3 Klaten yang mengakomodasi pembelajaran tematik-terpadu, keterpaduan lintas pelajaran, lintas aspek belajar dan keberagaman (2) Pelaksanaan pembelajaran Bahasa Inggris berbasis *hypnoteaching* dilakukan pada waktu jam pelajaran siang. Jenis kelamin perempuan lebih mudah dibuat fokus pikirannya daripada laki-laki. Kegiatan pendahuluan dititikberatkan pada memfokuskan fikiran siswa. Kegiatan inti dengan *pacing, leading*, kata-kata positif, *modeling*, dan pujian untuk siswa. (3) Penilaian dan evaluasi pembelajaran Bahasa Inggris berbasis *hypnoteaching* menggunakan penilaian formal, informal, pendekatan otentik, prinsip akuntabel, menyeluruh dan berkesinambungan, edukatif, serta mencatat kelebihan dan kelemahan dalam pembelajaran dengan observasi dan wawancara.

Hasil dari penelitian ini menunjukan bahwa; (1) Kepala Sekolah perlu lebih intensif untuk mantau penyusunan RPP, pelaksanaan dan penilaian pembelajaran, serta memprioritaskan peneyediaan sarana prasaran yang memadahi. (2) Guru dalam penyusunan RPP harus memperhatikan situasi, kondisi siswa, dan materi pelajaran, kesiapan mental, kemampuan profesional dan kemampuan mengevaluasi dan penilaian. (3) Siswa harus lebih memperhatikan instruksi guru, mengerjakan dan mengembangkan sendiri materi yang telah disampaikan.

Kata kunci: Pengelolaan, pembelajaran, Bahasa Inggris, *hypnoteaching*

ABSTRACT

Purwanta. 2019. "The Management of Hypnoteaching-Based English Teaching and Learning (A Case Study at The Ninth Grade Students of SMPN 3 Klaten". *Tesis*. Language Education Program of Universitas Widya Dharma Klaten.

This study has three objectives to describe: (1) Planning in the form of hypnoteaching-based English teaching and learning lesson plan. (2) the implementation of hypnoteaching-based English teaching and learning, and (3) the evaluation of hypnoteaching-based English teaching and learning in SMP Negeri 3 Klaten.

This research is a qualitative research in the form of a case study. Data collection techniques is by using observation, interview and documentation. Data validity techniques by using source triangulation techniques and methods. Data analysis techniques by using interactive model of Miles and Huberman, including; data reduction, data presentation and drawing conclusions.

The results of the study conclude; (1) The planning of Hypnoteaching-based English learning is by the preparing and developing the lesson plan on methods, media, learning scenarios through a discussion activities of English teacher forum (MGMP) SMP Negeri 3 Klaten that accommodates thematic-integrated learning, integrated learning across subjects and aspects of learning and diversity (2) Implementation of hypnoteaching-based English learning is conducted during afternoon lesson hours (late session). The female students are easier to focus than the male. The preliminary activity focuses on focusing students' minds. Core activities with pacing, leading, positive words, modeling, and praise for students. (3) The evaluation of hypnoteaching-based English learning uses formal and informal form, authentic approaches, accountable principles, comprehensive and continuous, educative, and noting strengths and weaknesses by observation and interviews.

This research shows that; (1) The school principal has give more attention on monitoring and supervising the planning, the implementation and the evaluation, facilitating need of teaching and learning process. (2) Teachers have to focus in composing of lesson plans based on the situation, the condition of students, and learning material. (3) Students have pay more attention to the teacher's instructions, work on and develop their own material that has been submitted.

Keywords: Management, English teaching and learning, hypnoteaching

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CHAPTER I

INTRUDUCTION

A. Background of The Study

The global education development grew on both the characteristics and the learning model. It comes to follow the flow of modernization and answer the demands of the times. This is what the 2013 national curriculum focuses to develop. To answer and anticipate the life of the 21st century, it is very appropriate for the government to apply the theme of 2013 curriculum development to produce productive, creative, innovative, and affective people through strengthening attitudes (know why), knowledge (what) and skills (know how). They should be integrated (Kemdikbud, 2013:1-3).

Good interaction between teacher and students, in the term of teaching and learning process should regularly occur along various forms of interaction. Here, we recognize a term of educative interaction, namely deliberate interaction that takes place in a bond of educational and teaching purposes. Therefore, this educational interaction is different from others, as specifically called as teaching and learning interactions. According to Sardiman (2010: 1) Teaching and learning interactions means all activities occur among the learning community (students / learning subjects) who join learning activities on one side with teaching staffs who carry out teaching assignments on the other side.

Interaction between Student and teacher sometimes meets obstacles as they consider that the psychology is not ready to construct their mindset. The implementation of too serious, monotonous, and boring learning methods will slow down students' mindset construction process. The slow student's focus in following the teacher's instructions in learning consequently impacts on the learning motivation and outcomes. To overcome this matter, teachers must be able to develop a learning model that is more relevant in accordance with the materials and class condition.

Goos teachers have to set up a better way or model in conveying subject matter that can be easily understood, and teachers must provide more opportunities for students to express their opinions. This needs to be done by all teachers, especially English teachers because most students consider English as a difficult subject. Asrori (2008: 241) states that English is considered as a difficult lesson and most students do not like it. To eliminate the specter about a difficult lesson that students do not like, teachers needs to manage classes by increasing interaction with students, building students enjoyment, and setting up a not rigid learning. The such condition will make students feel comfortable and relaxed in learning so they can easily understand.

The failure of the teacher in managing learning class, usually occurs because the way to present the lesson is not attractive to students. This lack of attractiveness may be influenced by various factors, one of which is the ability and skills of teachers to manage learning. Thus there should be an

alternative way to helps the teacher to manage better teaching and learning. Hypnoteaching methods seems to be a better way to overcome these problem. Hypnoteaching is a “new” strategy in education, particularly in the teaching and learning process (Noer, 2010). He further describes that Hypnoteaching is a learning process with the science of hypnosis is more focused on providing positive suggestions from teacher to student and student to themselves. This positive suggestion will be encouraged or ordered the subconscious mind in order to optimize the ability of the students had at the time in the classroom. Hypnoteaching is a way to condition the students at the beginning of learning so that the students are ready and motivated to learn.

According to Wati and Kusuma (2016: 26) through the application of hypnoteaching learning methods, there are several benefits that can be achieved in the classroom learning as follows. (1) Learning becomes more fun. (2) Helping students to overcome difficulties. (3) Awakening spirit of learning. (4) Exploring the potential of students. (5) Helping to solve students' problems.

In this study, the researcher emphasizes the research on The Management of Hypnoteaching-based English Teaching and Learning. (A Case Study at The Ninth Grade Students of SMPN 3 Klaten). The most important reason is that English is one of the four subjects included into National Exam. The National Standard Education Committee (BNSP,

2019) has stated four main subjects of National Exam for SMP; They are Math, Science, English, and Bahasa Indonesia.

The school has set up the plan for ninth grade students teaching and learning program to face the national Exam in order to have maximum achievement, especially on English. The Two English teachers for the ninth grade students in SMP Negeri 3 Klaten has proposed the method of hypnoteaching-based teaching and learning to apply on semester V to have effective process and maximum output for the national exam.

B. Identificationof The Problem

Based on the background of the study above, it can be described the identification of the problems as follows;

1. Most students think that English is a difficult subject to study.
2. Building interest and focusing on joining English class becomes a great problem for students.
3. Teachers meet difficulties to choose the suitable methods and find out the best one for certain condition and materials in teaching and learning process.
4. The failure of the teacher in managing learning class, usually occurs because the way to present the lesson is not attractive to students.

C. Limitation of The Problem

Due to limited time, thought and energy that can be done by the researcher, the problems in this study are limited on the planning, implementation, and assessment of hypnoteaching-based English Teaching for the ninth grade students in SMPN 3 Klaten, academic year 2019/2020.

D. Problem Statement

Based on the background of study above, the problem of the study is as follows:

1. How is the planning of hypnoteaching-based English teaching and learning in SMPN 3 Klaten?
2. How is the implementation of hypnoteaching-based English teaching and learning in SMPN 3 Klaten?
3. How is the evaluation of hypnoteaching-based English teaching and learning in SMPN 3 Klaten?

E. The Objectives of the Study

Based on the research statement, this particular study aimed at finding out:

a. To describe the planning of hypnoteaching-based English Teaching in SMPN 3 Klaten?
b. To describe the implementation of hypnoteaching-based English Teaching in SMPN 3 Klaten?

c. To describe the evaluation of hypnoteaching-based English Teaching in SMPN 3 Klaten?.

F. Significance of the Study

The result of the study is expected to be used theoretically and practically:

1. Theoretically

   This research is expected to be able to add to the treasures of science, especially in the models of planning, implementation, and evaluation of hypnoteaching based English Teaching .

2. Practically

   a. For Teachers

      As a basis for developing ways to teach, educate, train, and guide students in achieving pleasant English learning and the ending reaches satisfying learning outcomes.

   b. For Headmaster

      Information material on the importance of managing English learning so that principals can optimize the management of classroom learning.

   c. For other Researchers

      Reference material for similar research is at the same time the basis for a deeper study of learning English in schools.

CHAPTER V

CONCLUSSION, IMPLICATION, AND SUGGESTION

A. Conclusion

Management of hypnoteaching-based English teaching and learning in SMP Negeri 3 Klaten consists of planning, implementing, and evaluating. The teaching and learning process in class has been going well. Based on the results of the study can be concluded as follows:

1. Planning

   The planning of Hypnoteaching-based teaching and learning begins in composing a lesson plan (RPP). The lesson plan (RPP) is composed and developed by English teachers in school English teacher forum (MGMP sekolah) in SMP Negeri 3 Klaten which has the uniqueness of accommodating thematic-integrated learning, integration across lessons, cross-aspects of learning, and cultural diversity and development of methods, media and learning scenarios..

2. The Implementation of Hypnoteaching Based Teaching and Learning

   The implementation of hypnoteaching-based teaching and learning in SMP Negeri 3 Klaten was conducted for the ninth grade students in class IXA and IXB by consiidering and focussing on classroom conditions, class time, gender and learning process.

a. The class conditions used for learning are classes IXA and IXB whose facilities and infrastructure are more supportive for hypnoteaching-based English teaching and learning.

b. The learning session of English in classes IXA and IXB are scheduled in late session when the focus of students in learning has decreased, the application of hypnoteaching-based English learning is more useful.

c. Female students are easier to focus than male students in the hypnoteaching-based English learning process.

d. Hypnoteaching-based English teaching and learning activities are considered as an ordinary learning activities that begin preliminary activities, core activities and closing activities. The preliminary activities focus on the focus of the student's mind, relaxed, relaxed, and comfortable to receive learning material. At the core activities ,the 5 scientific steps in the 2013 curriculum are equipped with hypnoteaching namely pacing, leading, positive words, modeling and praise for students. At the closing activity, the teacher and students make reflection together about the learning activities, gives feedback, and gives assignments to students.

3. The Evaluation and Assessment

The Evaluation and Assessment of hypnoteaching-based teaching and learning in SMP Negeri 3 Klaten was conducted by the teacher in the learning process with an authentic approach assessment. The

methods and instruments used by formal and informal assessments. The principles of valuation are used accountably, thoroughly and continuously, and educatively. In addition, researchers conducted direct observations and interviews about the focus or concentration of students, student behavior during the learning process, found the obstacles and advantages in learning, and noted.

B. Implication

1. The Planning

   If we want to make the planning of Hypnoteaching-based teaching and learning in the form of peculiar lesson plan (RPP) based on the principles of the ideal lesson plan composition that accommodate thematic-integrated learning, integration across subjects, aspects of learning, and cultural diversity, the teacher needs to develop learning methods, media, and scenarios by sharing and discusing with other teachers in the English forum of discussion (MGMP of)SMP Negeri 3 Klaten by considering character and condition of students, choose the material to be delivered, and the allocation of time.

2. The Implementation

   a. To implement of hypnoteaching-based teaching and learning optimally, the teachers must be able to utilize all of the facilities and infrastructure in the class well.

b. If the student's focus decreases during the afternoon lesson (the session), the hypnoteaching-based teaching and learning is needed by the teacher to make students become focused, relaxed, comfortable to follow instructions and material delivered.

c. If the hypnoteaching-based teaching and learning inSMP Negeri 3 Klaten is emphasized on activities that focus students' minds, relaxation, and comfort, the teacher must improve the 5 steps of hypnoteaching teaching and learning namely; pacing, leading, positive words, modeling, and praise.

3. Evaluation and Assessment

If the evaluation and assessment of hypnoteaching-based teaching and learning in SMP Negeri 3 Klaten implemented are authentic assessment, the methods and instruments are formal and informal, and the principles are accountable, comprehensive, continuous, and educative, the teacher needs to understand and develop assessment guidelines in Minister of Education and Culture Regulation number 81A year 2013 and number 22 year 2016. The teachers also have to improve the ability to find the weaknesses of teaching and learning and how to find solutions to solve the problem, and make better folow up and acitiest.

C. Suggestion

1. For the school principle
    a. The principal can monitor and supervise the planning, the implementation of learning, and evaluation and assessment in the management of hypnoteaching-based English teaching and learning in SMP Negeri 3 Klaten.
    b. The principal can pays more attention to, and facilitate the need of infrastructure for the hypnoteaching-based teaching and learning process at SMP Negeri 3 Klaten.
2. For Teachers
    a. In composing the lesson plan, teachers have to consider the condition of students, the material to be delivered, and the time allocation for hypnoteaching-based English teaching and learning in SMP Negeri 3 Klaten
    b. Mental readiness of teachers is needed before implementing hypnoteaching-based English teaching and learning in SMP Negeri 3 Klaten.
    c. Schedulling and time allocation for hypnoteaching-based English teaching and learning in SMP Negeri 3 Klaten must be relevant between the plan and the implementation.
    d. The teacher's professional ability, namely how to share and discuss with other teachers in implementing hypnoteaching-based English

teaching and learning in SMP Negeri 3 Klaten needs to be developed and improved.

e. The ability of English teachers to evaluate and assess in the hypnoteaching-based English teaching and learning process must be improved, especially in overcoming learning weaknesses.

3. For Students

a. Male students should try more to concentrate to pay more attention to instructions given by English teachers in order that learning will be more relaxed, comfortable and enjoyable with the hypnoteaching model in SMP Negeri 3 Klaten.

b. Students need to explore and develop the learning material delivered along the hypnoteaching-based English teaching and learning in SMP Negeri 3 Klaten.

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