CHAPTER I

INTODUCTION

A. Background of the problem

Motivation is an important aspect in a learning process, not only in learning language but also in other subjects. If teachers or parents can motivate students in learning something, of course, it can start their will in learning. According to Brown state that "Motivation is something that can, like self-esteem, be global, situational, or task oriented"[1]. Giving motivation can make students realize the benefits and the purpose of what they learn. Motivated students can make learning a Habituation and motivation can improve learning achievement. Motivation has a close relationship with the goal of learning. Whether the students want to study hard or not are based on their motivation in learning. If they have high motivation in learning they will have a willingness to study hard to get the goal. But if they do not have high motivation of course the students do not have willingness to study and they need more time to reach the goal of their study. So, motivation is an important aspect in each student to reach the goal of study.

Motivation is a kind of supporting effort to reach the goal of the study. A student makes some efforts in learning to reach the goal in their study. A good motivation in learning can give a good achievement. In other words, the student's achievement depends on their motivation in learning. Language is the most important part of communication. People must have good language skills to communicate well.[2] Language has four important components, namely listening skills, reading skills, writing skills, and speaking

[1] Brown. R. A. *Motivation for learning english emong japanese*, University Student p.31
[2] Atkinson J.W,and Raynor ,J.O (eds) *motivation and achievement,* New York, halstead. P. 98

skills. There are various methods to motivate students in improve these skills, one of them by using the hypnoteaching method.

Hypnoteaching is a way of penetrating students' awareness, the power of positive statements, understanding students' egos and strengths, getting to know students' personalities, techniques to overcome student problems, and ways to improve the quality of student learning. Results that is expected is an increase in the pedagogic competence of teachers, especially the ability to provide suggestions/motivation to students by Hypnoteaching so that learning more exciting. According to Yustisia, Hypnosis is defined as a state of mind in which the logical analytical function of the mind reduced so as to allow individuals to enter into the a subconscious condition that causes a hypnotized person to be more open for advice. Hypnoteaching method can also be interpreted as a deep learning method of delivering material, the teacher uses subconscious language that can develop his own interest in students.[3] According to Hajar explained that Hypnoteaching comes from the words hypnosis and teaching, meaning that Hypnoteaching is the art of communicating by giving suggestions so that students become smarter. With the suggestions given, it is hoped that they will be aware and enlightened that there is extraordinary potential that they have never optimized in learning.[4]

The teacher is one of the programmers who form the mentality of students, therefore in the learning process students will indirectly be hypnotized by the teacher's

[3] Yustisia, N. 2012. *Hypnoteaching seni mengeksplorasi otak peserta didik*. Yogyakarta : Ar-Ruzz Media. P.75

[4] Ibnu Hajar,*Hypnoteaching, memaksimalkan hasil proses belajar-mengajar dengan Hipniterapi*,(Jogjakarta:Diva press,2011).p.75-76

behavior when teaching, positive sentences and positive activities. Besides that, avoiding negative labeling is mandatory in Hypnoteaching method, of course, with reinforcement through positive sentences will increase motivation and students will be more confident.Hypnoteaching is as one of the alternative methods that can be used to create effective learning. The effective learning is the learning that enables learners to learn easy, fun, and can achieve the learning objectives that have been set. According to Ridwan, Hypnoteaching is a combination of the concept of learning activities taught with hypnosis. Learning will feel more fun, peace, quiet, and enjoy if only the teachers and educators can apply the concept of hypnosis approach which is rich in suggestive meaning in the teaching world and teaching without having to reduce the nature of curriculum gols.[5] From here, then Noer defined Hypnoteaching is the art of communication in the teaching process by exploring the conscious nature so that students' become focused, relaxed and suggestive in receiving the subject matter given.[6]

As an illustration, a lot of people who do not know hypnosis but in fact have been 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 method of hypnosis in everyday life. The reseacher chooses this method because the researcher believes that Hypnoteaching suggests the students to be interested and motivated in learning process.

Based on preliminary research by doing observation and interview with the English Teacher in student on Desember 2021 to February,2022 in Ashhabul Yamin

[5] Sank Ridwan, *Hypnoteachingrahasia melipatgandakan daya magnetism guru*, p.79
[6] Noer *Muhammad*, *Hypnoteaching for success learning*, p.16

Islamic Bordiang School, the researcher found several problems. First, students in the learning process often get bored and do not focus on learning. Second, most of students are not confident in learning prosess.These are based on the interview results the researcher did with the English teacher at Ashhabul Yamin Islamic Bording School.

The teacher revealed that the students were not serious and did not focus on learning. In addition, the learning process takes place after break time, which makes the students less focused when starting the class. The researcher also asked about the students' score to the English teacher. The teacher revealed that most of students got low under KKM, the KKM for english subject is 75. To overcome these problems, it is necessary to have a learning process in which the role of the teacher is needed. After the resercher studied the Hypnoteaching method, the resercher consider that this method is very suitable for entering the subconscious world of the students, so that they became more focus, relax during the learning prosess.

Based on the description above, the researcher is interested in knowing the effects of the Hypnoteaching method on students motivation in learning English at the tenth grade students of the Ashhabul Yamin Islamic Boarding School. Finally, the researcher wants to do a research with the title ***"The effects of using Hypnoteaching method on students' motivation in learning English at 11th grade of Ashhabul Yamin Islamic Bording School."***

B. Identification of the Problem

Based on the background of the problem above, the researcher found problem as follow:

The problems that can be identified from the background of the study above were:

1. Students' lack confident in learning English

2. Most students' feel bored and do not foccus in learning English

3. The low student's score.

C. Limitation of the problem

Based on the problem above, the researcher focuses on the effect of Hypnoteaching method on students' motivation in learning English at 11th grade of Ashhabul Yamin Islamic Boarding School.Referring to the identification of the problem and limitation at the problem above.

D. Formulation of the problem

Based on the limitation of the problem above, the researcher need to answer the research question:

Is there any significant effect of Hypnoteaching method on students' motivation in learning English at 11th grade of Ashhhabul Yamin Islamic Boarding School?

E. Purposes of the Research

Based on the identification of the problems those have been stated above, the objective of this study are: "To find out whether there is the significant effect of Hypnoteaching method on the student motivation inlearning English of class 11th students at the Ashabul Yamin Islamic Boarding School Lasi Tuo."

F. Significance of the Research

1. For the Teacher

   Through this research, it is hoped that it will be useful for the teacher at Ashhabul Yamin Islamic Boarding School, so that they can apply it in the learning process.

2. For the Students

   With this research, it is hoped that it can be useful for students of the Ashhabul Yamin Islamic boarding school, because they can get new learning method to improve learning outcomes and they can become more active, focused and enjoy the learning process.

3. For other researcher

   Other researchers hope that this research can provide information and for future correlation materials in knowing the Hypnoteaching method´ effects for students' motivation.

G. Defination of Key Terms

To avoid misunderstanding of the key terms, the researcher defines them as follows:

1. Effect

   Effect is the research, theories which are needed to explain some concepts applied.

2. Hypnoteaching

   Hypnoteaching comes from the words hypnosis and teaching, meaning that Hypnoteaching is the art of communicating by giving suggestions so that students become smarter. With the suggestions given, it is hoped that they will be aware and enlightened that there is extraordinary potential that they have never optimized in learning.

3. Motivation

Motivation is an inner drive or stimulus, which can be like self-esteem, be global, a situational, or taskoriented. Learning a foreign language requires some of all these levels of motivation.

CHAPTER II

REVIEW RELATED LITERATURES

A. Review of Related Theories

1. The Nature of motivation

a. Definition of Motivation

Motivation words are accepted for most fields in it learning motivation is very important for success. We need motivation when we have to do something to succeed. Without such motivation we are almost certainly fail to make the necessary effort. There are many factors that depend on motivation, such as very influential in learning English. When students are not motivated, they will not be able to learn English or even pay attention to it to learn it. As a result, motivation is considered an important element related to with language skills in shaping success in learning English. There is various definitions of motivation from many psychologists. We have to understand about what the motivation to know and understand it[7].

Motivation comes from the Latin movere meaning moving. It is the willingness, the need, the desire and the drive to realize the learning process and succeed in the learning process, students who are confident and motivated to learn, spend more time and effort and desired goals than those who are not confident and unmotivated. According to Mc. Donald in Sardiman states that motivation is a change of energy in a person filled with "feelings" planning and

[7] Diah Pranitasari and Lina Noersanti, Intrinsic and Extrinsic Factors to Affect Students Learning Motivation (Case study on the First Degree Students in STIE Indonesia,) Journal of Applied Business and Economic Research (Vol.15, No. 25, 2017), p. 3.

preceded by a response to a goal. Based on the explanation above, the researcher concludes that motivation is the desire and effort that drives people to do something act to achieve goals.

Motivation is considered as an integral part in achievement each goal. This is an important factor that has a positive influence in every educational learning process, especially in second language learning. Motivation is more than just generating interest. Also involves maintaining interest and investing time and energy in placing the effort required to achieve a particular goal.

In My opinion, Motivation is an encouragement that exists within a person that makes a person more eager to do something according to one's own goals. In terms of learning English, The motivation in my opinion is the passion or stimulant that exists in students so that students feel more eager to learn English.

b. Types of Motivation

- **Intrinsic motivation**

  According to Ryan & Deci, comparable to this theory, the most basic difference between intrinsic motivation and extrinsic motivation. Intrinsic motivation is the eagerness and interest to do and take part in some certain activities because an individual feels that they are attractive and pleasant.

  According to Ryan and Deci, there are only one type intrinsic motivation is Intrinsic Regulation. Intrinsic Regulation is Students who encourage themselves to do things for their pleasure and satisfaction[8]

[8] Richard M. Ryan & Edward L. Deci, Self Determination Theory : Basic Psychological Needs in Motivation, Development and Wellness…p.184

According to Sincero, there are many factors that promote intrinsic motivation. Some of these include challenge, curiosity, control, fantasy, competition, cooperation and recognition :

a) Challenge is a factor that means a person is more likely to be motivated if the task involves activities that include continuously intermediate or escalating levels of difficulty towards personally meaningful goals.
b) Curiosity is a force in a person‟s environment that either gets his attention for new knowledge/skills or presents incongruity between his present knowledge/skills and the possible knowledge/skills that the activity may offer.
c) Control is a factor that means it is human nature for a person to want to have some degree of control over his situation. Intrinsic motivation may emerge from a person‟s autonomy in his actions.
d) Fantasy is a factor that is in the form of mental images that stimulate a person to behave to achieve the fantasy. For instance, a student sees himself as a successful engineer after college.
e) Competition is a factor that involves comparison of a person‟s performance with other‟s performance.
f) Cooperation is a factor that involves achieving a sense of satisfaction when a person helps other people towards the fulfilment of their goals.
g) Recognition is a factor that also includes the sense of satisfaction when others appreciate their achievements.

- **Extrinsic Motivation**

  According to Ryan and Deci, there are four types of extrinsic motivation, which are:[9]

  1. External Regulation

     External regulation is doing an activity or behavior that controlled by external factors. The activities carried out because of the desire to get reward. External regulation is one of extrinsic motivation that carried out to satisfy others. Student motivation appears when someone would like to give reward for them, so they will be eager to learn. For example, parents make a promise about the reward after the students getting the good score at school. It means that students do the studying as they want to. Intentionally, the motivation controlled by external factor or reward that will achieve.

  2. Introjected Regulation

     Introjection regulation is the form of relatively controlled which behavior do to avoid guilt or anxiety. Ego involvement is one of classic form of introjection. In addition, introjection regulation is while people are motivated to show their ability (or avoid failure) to maintain feeling of self-worth and self-esteem. Therefore, the motivation comes from the anxiety that occur in someone. As a result, introjection regulation is taking in regulation to doing something but not fully accepting.

  3. Identified Regulation

[9] Richard M. Ryan & Edward L. Deci, *Self Determination Theory : Basic Psychological Needs in Motivation, Development and Wellness,* (The Guilford Press : 2017),p. 184

Regulation through identification is a more self-determined and it's a more positive side of extrinsic motivation. Identification reflects a conscious assessment of the goal or rules of behavior, so the action is accepted held as personally important. In the other word, regulation through identification is students' self-awareness of the importance of something for themselves. For example, the students will have a selfselected goal to collage. It motivated them to study hard and get good grades because they know that collage life is important to their career. They do it intentionally but with an external motivation factor.

4. Integrated regulation

Integrated regulation is the most autonomous form of extrinsic motivation. Integration occurs when the identified rules are fully self-assimilated. This means that these rules have been evaluated and harmonized with other values and needs. Therefore, students will self-reflect, understand the reasons, see if it matches their values and needs. After that they take appropriate actions with confident decisions and proceed individually.

Based on the explanation above, the researcher can conclude that there are several types of extrinsic motivation. The first type is external regulation, meaning activities or behaviors that are carried out because of the desire to get rewards. The second type is introjected regulation, namely activities or behaviors that are carried out to avoid students' guilt or anxiety. The third type is identified regulation, meaning that awareness identifies students

with the importance of something for themselves. The last type is integrated regulation means that students' self-reflect with understand the reason, matches with their values and need and after that they take an action to do something. In conclusion, all of type extrinsic motivation caused by the outside factors that affect students' self-desire to achieve better life.

c. Function Motivation

Sardiman suggests that motivation has three functions, that is:

1) Encouraging people to act, so that as a mover or motor that release energy. Motivation in this case is the driving force of every activity to be carried out.

2) Determine the direction of action, towards the goal to be achieved

the achievement of this motivation can provide direction and activities that must be done according to its purpose.

3) Choose an action, which determines what action should be carried out in harmony to achieve goals, regardless of actions that do not benefit the goal.[10]

2. The Nature of Hypnoteaching Method

a. Defination of Hypnoteaching Method

Hypnoteaching is a unique and something new in education field, mainly in teaching and learning process. But it is not really new because some teachers and lecturers have been already implemented even though it is unnoticed. According to

[10] Oemar Hamalik, *Proses Belajar Mengajar*. (Jakarta : PT Bumi Askara, 2001, p. 161

the Big Language Dictionary Indonesian (KBBI) explained that Hypnosis is a state like sleep because suggestion,[11] which at first that person was in under the influence of the person giving the suggestion, but at a later stage become completely unconscious. In such a hypnotized state then someone will be easily influenced. In the field of education, hypnotherapy can also be applied to improve learning optimization. If applied in learning, Hypnotherapy can improve memory, focus, and achieve optimal learning goals.

The human mind is able to construct such a complex culture that continues to develop along with the development of the human mind. The human mind is controlled by an organ called the "brain". The ability of the human brain is what distinguishes humans from other creatures created by God.[12]

According to Adi W. Gunawan, hypnosis experts provide definitions for the word hypnosis, including:

1. Hypnosis is a condition in which attention becomes so focused that the level of suggestibility increases very high.

2. Hypnosis is the art of communication to influence a person so as to change his level of consciousness, which is achieved by lowering brain waves.

3. Hypnosis is the art of exploring the subconscious

4. Hypnosis is a state of heightened awareness.

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[11] *Kamus Bahasa Indonesia/Tim Penyusun Kamus Pusat Bahasa xvi*, (Jakarta: Pusat Bahasa, 2008), P.525

[12] Wandi.R, *Kaya dan Sukses dengan Kehebatan Pikiran Bawah Sadar*, (Yogyakarta:Sinar Kejora,2011) p,45.

5. Hypnosis is a state of mind produced by suggestion.[13]

According to Board stated that Hypnoteaching is a blend of two words "Hypnosis" which shall mean suggesting and "Teaching" which shall mean teaching. Hypnosis greatly impact in motivating and empowering performance. In the process of teaching and learning activity, hypnosis is also good to motivate students, improve concentration, empowercourage, confidence, discipline, and so on. In line with Board, Hajar also explains that Hypnoteaching as art of communication by way of suggestion in order that students become more intelligent. Suggestion makes the students expected to be aware that they have intense potential to be optimized in their learning.[14]

The key to the actual Hypnoteaching method is how teachers can create a comfortable learning environment internally (psychically) and externally (physically). Because when there is comfort there is time to learn, they will also feel a fun learning process, and when learning is comfortable, it is guaranteed that the material presented by the teacher will be easily absorbed by students.[15]

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 have been put into practice in daily life. One was a skilled teacher to motivate their students to learn.

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[13]Adi W. Gunawan, Hypnosis *: The art of subconscious communication,* (Jakarta : Gramedia Pustaka Utama). 2006, p.3

[14] Ibnu Hajar, *Hypnoteaching; Memaksimalkan Hasil Proses BelajarMengajar dengan Hipnoterapi*, (Jogjakarta: Diva Press, 2011).P.75-76

[15] Ratnawati, "*Aplikasi Quantum Learning, Jurnal Pendidikan Islam*", (Vol. XIV, No. 1, Mei/2005), P.71

A teacher who is loved by his students and is considered an exemplary teacher and deserves an example, without realizing it, the teacher must apply hypnotic techniques in everyday life. In this method the real key is to hypnotize how the teacher can create a comfortable learning environment internally (psychically) and externally (physically), so that it will make students focus, and get good grades. Because when there is comfort in learning, they will also feel the learning process is fun, and if you feel comfortable, the learning material delivered by the teacher will be easily absorbed by students learners. It could happen because the favorable conditions were conditions created by the hypnotic operator (teacher) with a useful communication bring the hypnotic subject (student) to condition the subconscious.

The following simple incident is actually hypnotizing. For example, when we watch movies or soap operas on television, sometimes our emotions get too carried away, so sometimes we cry or sometimes get angry because of certain characters. Although we consciously know that it is man-made and not just visible. This often happens in class when the teacher asks all students to be quiet and all students are then silent, the class becomes silent.

That is when the students have been hypnotized by their teacher. Similarly, when the teacher gives the students a joke and laugh, in truth they have been hypnotized by their teacher. 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.

Hypnoteaching method is considered very important in learning efforts especially for students who experiencing mental shock and difficulty in digesting a lesson, it can be seen from the benefits of the Hypnoteaching method as follows:

1) Learn to be fun and more fun for participant students and for teachers.

2) Learning can be interesting Attention of students through various game creations applied by the teacher.

3) Teachers become more capable in manage their emotions.

4) Learning can grow harmonious relationship between teachers and students.

5) Teachers can cope with students who have learning difficulties through a personal approach.

6) Teachers can grow the spirit of students in learn through games hypnoteaching[16]

The teacher as part of the elements that exist within every school is a big figure to realize high school and professional. Therefore, teachers are required not only to make learning process, but create magic in class and let it go potential of students in Hypnoteaching. So in this section we will see on the ability of English teachers in the concept of Hypnoteaching.

Therefore, the Hypnoteaching method requires a teacher to be creative and animate the role of being a professional teacher because of the method Hypnoteaching has many demands on teachers that must be met, so that really

[16] Yustisia, N. 2012. *Hypnoteaching seni mengeksplorasi otak peserta didik*. Jogjakarta: Ar-ruzz Media.

become a teacher who has a magnet in attracting students' interest successful in terms of scientific and moral learners.

Based on the explanation above, it can be concluded that Hypnoteaching method is the art of communicating by giving suggestions so that students become smarter. With the suggestions given, it is hoped that they will be aware and enlightened that there is extraordinary potential that they have never optimized in learning.

b. Principle of Hypnoteaching

According to Noer explained that 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 Hypnotaching methods are as follows

a) The appearance of teacher

First step a teacher must take in the success of the Hypnoteaching method is to look at your own performance or appearance. Teachers must dress neatly. Good appearance will bear high self-confidence and has a strong 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 empathy and sympathy for students. Teachers who have sympathy for students, will definitely look for various sources to help students in need. He also had strong faith in the previous students. If it is found that there are or even many students who have problems, such as throwing tantrums at school, like to seek the attention of friends and teachers by talking or acting strangely, and various actions that are not good, such as teasing, and various other destructive actions, the empathetic teacher will not would simply put the title of "bad student" on his shoulders. 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 it self 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 them. 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 must have a good vocabulary and language that is pleasant to hear, can restrain emotions, easily provoke danger, likes to appreciate the work, potential, and abilities of students, not demeaning, insulting, mocking, or marginalizing students with various expressions of words that shouldn't come out of his tongue. A teacher who can keep his tongue well, surely his students will not dare to say words that hurt him. At least, students who are cared for and guided by the language of the heart will obey wholeheartedly as well.Motivation of Students with a Story or Tale

A good teacher will motivate his/her 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 story is a study of the imagination.

So, it would be nice if a teacher also often gave stories or a third person who travels according to the class theme.When a teacher sees a lot of students having problems, do it lack of motivation to learn, and various problems in your life, then a teacher can advise and guide them without subscribe.

e) The Understanding of the Teacher

The learning experience in the field is more striking than learn theory in class. The teacher must be able to master students' hearts, after which they can control their minds.And, from here the teacher can guess the phenomenon

why most students who have problems at school often lied to his teachers, including Counseling teachers.[17]

c. Procedure of Hypnoteaching

According to Muhammad Noer, there are several steps that need to be done by the teacher. These steps are as follows:

a) Intention and Motivation

Success depends on the intention to keep trying and work in achieving the desired success. Great intentions and determination will foster motivation and commitment in the field they are engaged in. As a teacher, a teacher who has the power of motivation and commitment to his profession, will always try his best to become a teacher who must be a good person and imitated by students.

b) Pacing

Pacing means equalizing, gestures, language,and brain waves with other people. In this case is how the teacher adapts to student. The principle in this step is men tend or prefer to gather, interact with people who have a lot in common with himher.

Thus naturally and instinctively, everyone will feel comfortable and enjoy hanging out with other people who have something in common with him. Because this will make one feel comfortable while in it, through that comfort stems from the similarity of brain waves, each message is passed from one person to another will be accepted and understood.

[17] Noer,Muhammad. 2010. *Hypnoteaching for Success Learning*. Yogyakarta: PT. Bintang Pustaka Abadi. P. 137-144

c) Leading

Leading means to lead or direct after the teacher has done pacing students will feel comfortable with the learning atmosphere that takes place. When it is said that every teacher or teacher is assigned to students, students will do it willingly and happily. Despite facing hard materials but subconscious mind learners will capture the subject matter to conveying the teacher becomes easy.

d) Using Positive Words

This step is a supporting step in pacing and leading. The use of this positive word is in accordance with how the subconscious mind works spoken by anyone negatively or positively, so the teacher must get accustomed to using positive words that are not negative received by subconscious learners.

e) Giving Praise

One important thing teachers need to remember is their rewards and punishments. Praise is a very influential award to increase self-esteem. Praise is one way to form a person's self-concept. While punishment is a punishment or warning given by the teacher when students do bad actions, of course in giving punishment the teacher does it carefully so that the punishment does not make students feel inferior and unmotivated.

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 actively involving students in learning process, as much as possible delivered contextually material, enabling students to do collaborative learning, provide direct feedback to learners. No less important motivating and positive suggestions must occur during learning occur.[18]

The steps described above illustrate that a teacher who does not have a love for the profession and students will find it difficult to do it, because the Hypnoteaching method is not a method that requires a physical teacher alone, but need a psychic teacher to be stable.

Based on the theory, the teacher's procedure is that the teacher needs to have the intention and motivate students, see the state of the class first before starting to learn and focus on students. Furthermore, the teacher positions himself as the same as the students psychologically, after that the teacher can carry out the process of giving suggestions, then use positive words, in the communication process the teacher avoids negative words, then gives praise, praise will strengthen the behavior that has been formed, because it means If the teacher finds students who have succeeded in carrying out the instructions or suggestions given, then the teacher must give praise so that the behavior becomes strong. Finally, the provision of modeling, this is intended so that the information that reaches students does not only come from one modality, with

[18] Yustisia, N. 2012. *Hypnoteaching seni mengeksplorasi otak peserta didik*. Jogjakarta: Ar-ruzz Media.P. 85-88

this modeling, it is usually easier for students to do what the teacher exemplifies.

d. 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 is easy for students to master 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. Monitoringlearners' 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. Teacher can not focus on each student because of the number of students in the class.
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.[19]

B. Review of Related Studies

In this chapter, to support this research the researcher found several studies related to this research. The first is a study conducted by Herawati Abuhaer, Haryanto, Andi Muliaty with the title "Using Hypnoteaching Methods to Improve Learning Motivation and Speaking Skills of SMAN 3 Pangkajene Students". The subjects of this study were students of class X SMAN 3 Pangkajene. The results of this study shows that the Hypnoteaching method is effective for improving students' speaking skills in first grade students of SMA Negeri 3 Pangkajene. This is evidenced by the results of students after being given treatment.[20]

The second research was conducted by Hasbullah and Rahmawati with the research title "The Effect of the Application of Hypnoteaching Methods on Student Motivation at PGRI Indraprasta University". He did experimental research. The subjects of this study were 2nd semester students 2B and 2C as research samples. Class B as the experimental class and class C as the control class. Each class consists of 40 students.

[19] N. Yustisia, *Hypnoteaching Seni Ajar Mengeksplorasi Otak Peserta Didik*, p.83

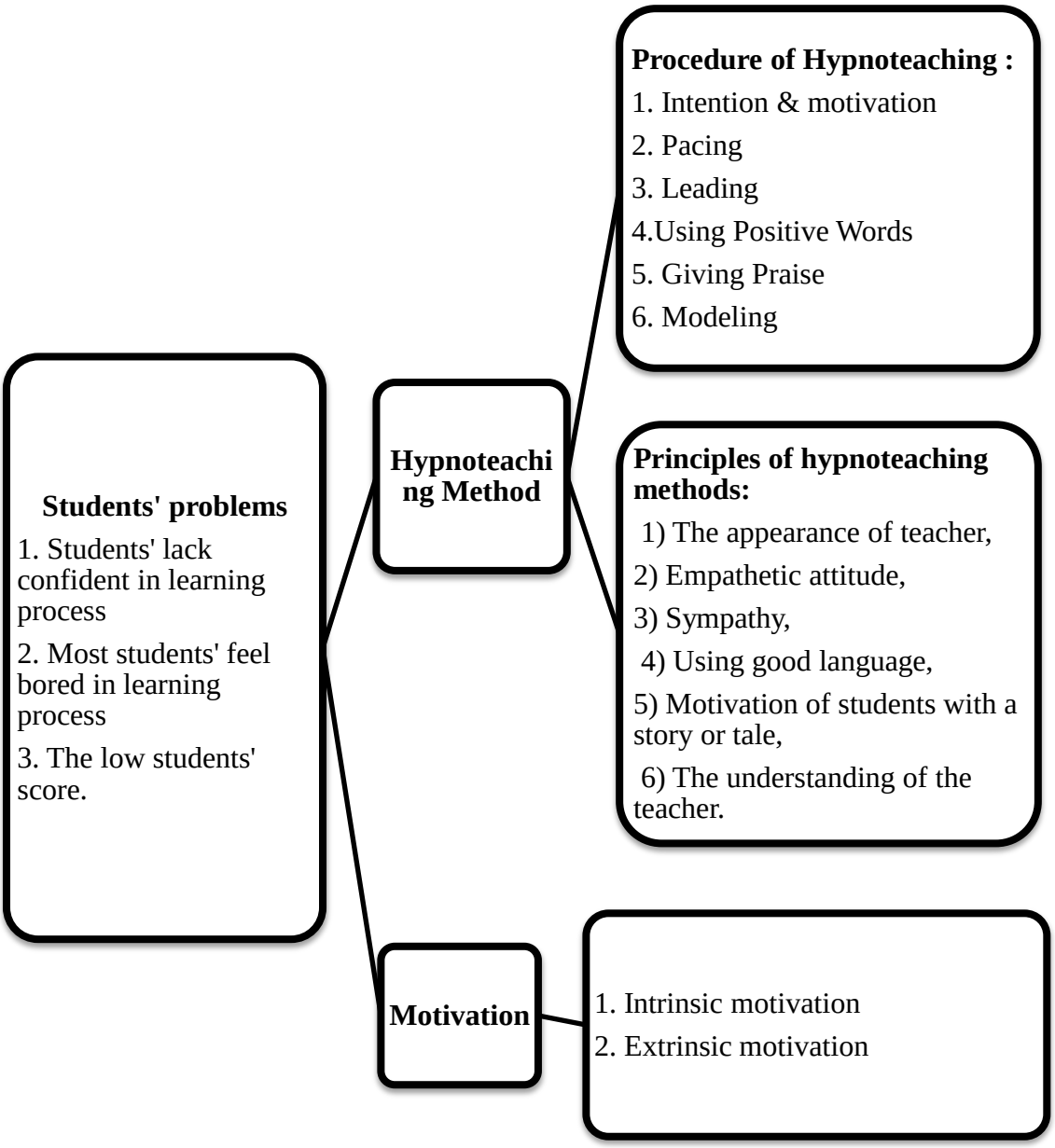
20

The results of this study indicate that the use of clustering techniques can improve the competence of students' writing skills.

The third research was done by Budi Rianto, Didih Faridah, and H.A.M Surachmat with the research title “using Hypnoteaching technique to empower students’ courage in speaking skill.” This study uses a qualitative research design using case studies. The conclusions of this study can be concluded as follows: first, the observation shows that there are several techniques or steps that need to be taken by the teacher to apply Hypnoteaching as a teaching and learning technique, namely intention and motivation, pacing, leading, shouting, praising and modeling. These techniques can be done well and organized by the teacher so that the use of hypnoteaching techniques can be effective and successful. Second, the questionnaire showed that students gave positive responses about the application of hypnoteaching techniques in teaching speaking. Most of the students enjoy learning English, are more confident and courageous especially in speaking class. Third, the results of the interview added that teachers like to teach using hypnoteaching techniques, because this technique is easy and effective. This can make students communicate directly with the teacher, and they can express their ideas and arguments about the material in the teaching and learning activities.

C. Conceptual framework

Conceptual framework of this research can be created as follow:



D. Hypothesis

The hypothesis of this research that can be formulated as follow:

H_a : There is significant effect of using Hypnoteaching method on students' motivation

H_0 : There is no significant effect of using Hypnoteaching method on students' motivation

CHAPTER III

RESEARCH METHOD

A. Design of the Research

The researchers use quantitative research. Quantitative is a type of research that collects data in the form of numbers. The design of this research is experimental research because it aims to determine the Hypnoteaching method on students' learning motivation. According to Arikunto, experimental research is research to determine whether or not there is a cause for the treatment given to the subject.In other word, experimental research is the research that tries to observe cause effect relationship.

There are many types of experimental research that can be used such as true experimental pre-experiments, quiz experiments and factorial designs. In this study, researchers will use a pre-experimental by using a one group pretest-posttest design. Pre-experimental design is a design in which the subject or group is observed after the treatment is given, to test whether the treatment has the potential to cause change.

In this study there are two classes involved. One class as the experimental class while the other class as the control class. Gay stated that Experiments usually involve two groups (two classes), the experimental group and the control group. That is, one class is used as an experimental class and is treated with the Hypnoteaching method, while the other class is a control class and is treated as a control class. Moreover, in this research, the researcher gave pretest, treatment, and posttest to the two classes.

Furthermore, the one group pretest-post test design only requires one class in the study. According to Gay, One group pretest-posttest design involves one group, namely pretested (T). exposed to trestment (X), and then test again (T2). The success of the treatment was determined by comparing the pretest and posttest scores.[21] The researcher use this design because the research only choose one class that The researcher used this design because this study only chose one class involving class X at the Ashhabul Yamin Islamic Boarding School.The researcher describes it as follow :

Table 1: One Group Pre-test-Post-test Design

Pre-test	Treatment	Post-test
T	X	T_2

Where:

T = Pre-test

X = The teatment was given to experiment calss by using Hypnoteaching method

T_2 = Post-test

Based on the research design above, special treatment is only given to experimental class. Pre-test is given before application of the Hypnoteaching method as special treatment for students in experimental class. Post-test is carried out after giving treatment to experimental class and given to observe, and find out the value of students after receiving learning using the Hypnoteaching method in both classes.

B. Population and sample

[21] Ibid, P . 265-266

1) Population

Population is total of the subject of the research. According to Cresswell, the population is a group of individuals who have the same characteristic.[22] Moreover, Margono add that the population is all of target data in the scope and time which determine.[23] In short, population in this research is all studants of tenth grade at Asshabul Yamin Islamic Boarding School, in which consist of three classes with total population 75 students.

The population in this research is decribed in the table below:

Table 2 : Distribution of population at the tenth grade students of Asshabul Yamin Islamic Boarding School

Class	Total Members
X.1	25
X.2	30
X.3	20
Total	75

Source : Islamic Boarding School Asshabul Yamin academic year 2021/2022

From the table, the population of this study is 75 students. from three classes in the tenth grade of Ashhabul Yamin Islamic Boarding School.

2) Sample

[22] John W Creswell, *educationalresearch planning, conducting and evaluating quantitative qualitative research*, (United States of America. Merril Prentice, Hall.2008) p.213

[23] Margono, *metodologi penelitian pendidikan* , komponenMKDK, (Jakarta: Rineka Cipta, 2007) p.118

According to Margono that sample is the part of the population that taken by using certain ways.[24] Moreover, Cresswell add a sample is a sub group of the target population that the researcher plans to study for generalizing about the target population.[25] Sampel is determined In order to take the sample, the researcher used purposive sampling technique. Arikunto states that purposive sampling technique is a technique that is used by researcher if that researcher ,

The researcher chooses the sample is determined by the researcher who is taken in a certain way. In determining the sample, the researcher will use total sampling to take the sampel.

C. Instrumentation

Instrumentation is a tool to obtain data used by researchers. Instruments are an important part of conducting a research.Used to collect data needed by researchers. According to Tu Gay, the instrument is a tool used to collect data in research and how to measure the variables. This means that the instrument is ato Creswell, a questionnaire tool used by researchers to collect data.

In this research, the researcher will use questionnaire and documentation to collect the data.

1. Questionnaire

According to Creswell, questionnaire is a form of collecting data with participant chooses the answer appropriate with what they feel and return the

[24] Margono, *metodologi penelitian pendidikan* , komponenMKDK, (Jakarta: Rineka Cipta, 2007) p.121

[25] John W Creswell, *educationalresearch planning, conducting and evaluating quantitative qualitative research,* (United States of America. Merril Prentice, Hall.2008) p. 142

answer to the researcher.[26] In this research, the questionnaire will designed with

Researcher used closed questionnaires to find outstudent motivation. Closed questionnaires refer to each statement and answer that have been provided by the researcher with several options.

According to Arikunto and Jabar, there are several requirements to arranged the instrumentation, which are:

a. Validity

The expert that chosen was the validator who really understand about the researcher item. Gay stated that there are some general guideline of valid questionnaire, which are:

1) A questionnaire should be brief, easy to response and attractive.
2) The item of questionnaire should relate to the problem of the research.
3) The respondent easy to respond. For example by circling or checklist the letter.[27]

b. Reliability

Reliability is the data collected is correct and as it is. In another said, the available data can be trusted. In this study, researchers on the Liket scale were used to process questionnaire data which were

[26] John W. Creswell, *Educational Research Planning, Conducting, Evaluating Quantitative and Qualitative Research*, (Pearson Eduacation : 2012), p. 382

[27] Geofferey E. Mills L.R. Gay, *Educational Research*, (Pearson Education : 2019), p.204

analyzed by tabulating data. By distributing questionnaires and calculating the score of each question item

2. Documentation

In this research, researcher used documentation techniques to collect data data about the hypnoteaching method in the process of learning English. Hartono di Yulanda stated that documentation is collecting data from archives, such as documents, journals and books.The researcher treatment with the hypnoteaching method in the learning process. Researchers took documentation in the form of videos and photos when the treatment took place in class.

D. Technique of data collection

The most important thing to conduct the research is collecting the data. The data was analyzed in the research and answer the research questions. In this research, the researcher collected the data by using questionnaire and documentation.

Data were taken from pre-test and post-test. Before getting treatment, the control and experimental class students received a pre-test as previously stated. The score from the pre-test was used to assess the speaking ability of the two classes before the treatment, whether the same or not. Post-test was also given to both classes after being given treatment. The post-test has the same procedure as the pre-test by asking students to speak English in front of the class. The score from the post-test was used to measure whether the treatment affected the

experimental class or not and was given to compare the post-test results between the two classes; experimental class and control class.

In collecting the data, the researcher had applied the following technique :

1. Pre-test

-The researcher come to the classes as the sample of the research.

- The researcher explained the objective of the research to the student.

- The researcher gave test to the experimental classand control class.

2. Treatment

- In experimental class, after conducting pretest, the researcher applied the treatment by using hypnoteaching method..

- In control class, after conducting pretest, the researcher teach the students without using hypnoteaching method.

3. post-test

- The students are asked to fill out a questionnaire about motivation

E. Technique of Data Analysis

The researcher used t-test in analyzing the data. Arikunto said if in

In the study there were experimental and control classes, the researcher used the t-test to analyze the data. Researchers used the t-test as suggested by Gay:

$$t = \frac{x1-x2}{\sqrt{\left(\frac{SS1+SS2}{n1+n2-2}\right)\left(\frac{1}{n1}+\frac{1}{n2}\right)}}$$

Where:

T = The score of t $_{\text{obtained (calculated)}}$

$\overline{X1}$ = Mean score of the control class

$\overline{X2}$ = Mean score of the experimental class

SS1 = Sums of squares of the experimental class

SS2 = Sums of squares of the control class

n1 = Number of sample of the experimental class

n2 = Number of sample of the control class

For the first pre-test and post-test scores for the experimental class are analyzed to see whether or not there is a significant effect of the Hypnoteaching learning method. Second, from the results of the students' between students taught by the Hypnoteaching method and students which are not taught by the Hypnoteaching method, are anal yzed to find out whether there is or there is no significance the difference between the two classes by comparing the mean scores of the two classes and find $t_{obtained} < t_{table}$ or the null hypothesis (H0) will be accepted if $t_{obtained}$ located between $-t_{table}$ and $+ t_{table}$[28]

[28] Arifmiboy, "*Kumpulan Materi Kuliah Statistik*",…,p. 3

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

In this chapter, the researcher wants to describe and discuss the findings of study. All data collected from the provided instrument aims to answer the research questions:

1) Is there any significant effect of Hypnoteaching method on students' motivation in learning English at 10th grade of Ashhhabul Yamin Islamic Boarding School

The findings were intended to elucidate whether there the effect of using hypnoteaching method on students' learning motivation. Besides, they are analyzed to determine whether or not there is a significant influence on the motivation to learn English students.

1. The Description of the Data

This part discusses about description of the data and the result both of variables namely hypnoteaching method and students' motivation in studying English The data took on September 28, 2022. The researcher was conducted the research in the MAS Ashhabul Yamin Islamic Boarding School Lasi Tuo. There were 30 students at the 11 grade in academic year 021/2022. This research is proceeding according to the implementation pessons plans that have been made by researchers as attached. The data achieved from questionnaire and documentation. This questionnaire method was used by researchers to determine students' motivation to learn English. This motivation questionnaire aims to find out the effect of the hypnoteaching method on students'

learning motivation. And the method of documentation, the aim to obtain data on the names of students who became the sample research, research videos and photos.

2. Analysis of the Data

The data analysis of this research involved several statistical processes, such as:

a. Tabulating the data

Before analyzing the data, the researcher tabulated all the data obtained from questionnaires distributed to students both from the pre-test. Students' writing pre-test and post-test scores the result is as follows:

Table : Pre-Test Scores of the Experimental and Control Classes

Respondents	skor item																				skor total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	1	3	3	5	5	2	5	5	5	5	5	3	4	3	5	5	3	4	5	5	81
2	1	4	1	1	4	1	4	3	5	2	4	1	1	4	4	4	3	5	4	5	61
3	1	3	1	5	5	5	3	4	4	5	5	5	5	5	5	2	4	4	4	5	80
4	4	3	1	5	4	4	4	4	3	5	3	3	2	4	2	1	5	2	2	5	66
5	1	1	5	5	3	4	1	5	1	4	1	4	4	5	4	3	4	4	4	4	67
6	4	1	1	5	1	3	1	5	2	3	5	3	4	3	5	5	5	3	2	5	66
7	1	1	1	1	3	3	1	3	5	3	5	2	3	3	4	3	4	1	5	5	57
8	1	1	3	4	3	5	4	5	4	4	5	3	4	4	4	4	5	2	4	5	74
9	1	1	4	3	4	5	4	5	3	3	3	3	5	5	5	3	1	2	4	5	69
10	3	1	2	5	3	2	1	5	1	3	1	2	5	3	5	3	4	2	5	5	61
11	1	2	1	2	~~2~~	3	3	3	3	1	1	3	2	2	3	2	3	2	3	3	50
12	4	2	1	5	4	4	1	3	5	4	4	3	3	5	3	4	4	3	4	5	71
13	1	1	1	5	5	5	2	5	1	5	3	3	5	5	5	3	3	5	3	4	70
14	4	2	1	3	3	4	2	4	4	5	4	3	4	5	4	5	4	5	4	5	75
15	1	2	1	3	2	4	3	5	4	5	4	3	4	3	4	5	4	5	4	4	69
16	4	1	1	3	3	4	3	4	4	4	4	3	3	5	3	4	4	5	3	3	68
17	3	1	1	5	3	3	3	4	2	3	3	4	5	5	3	4	3	3	3	3	64
18	3	1	1	3	3	5	2	3	1	5	4	3	5	5	4	4	3	5	5	4	69
Mean																					67.66667

The table above shows that there are 26 students in experimental class and 17 students in the control class who involved in the pre-quisionere. In addition, the researcher also identified the mean. The highest total value is 81 and the lowest value is 50 with the mean is 67.7

Table : Post-quisionere Scores of the Experimental and Control Classes

Respondents	skor item																				skor total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	4	3	2	5	4	4	4	4	5	5	4	4	4	5	5	5	4	3	4	5	83
2	5	2	2	5	4	5	2	4	5	5	5	5	5	5	5	5	5	5	1	5	85
3	5	2	3	5	3	5	3	5	5	5	5	5	5	5	5	5	5	5	5	5	91
4	5	1	1	5	3	4	3	4	3	5	1	3	5	5	5	5	3	5	5	4	75
5	3	1	2	5	2	5	2	1	4	3	5	5	3	5	5	3	5	4	4	5	72
6	2	1	1	5	3	3	3	3	2	4	4	3	4	5	3	3	4	3	2	4	62
7	3	1	2	5	4	5	1	4	1	4	1	4	4	5	4	4	3	4	3	4	66
8	3	1	1	5	4	3	3	4	4	4	3	3	4	4	4	3	3	3	3	3	67
9	1	3	3	3	2	3	3	3	3	3	2	3	5	5	4	3	5	3	5	5	65
10	1	1	1	3	3	3	2	5	4	3	5	3	5	4	3	5	4	5	5	5	70
11	1	1	1	5	5	4	3	5	1	5	5	3	3	4	4	4	5	5	5	5	74
12	4	2	1	5	4	4	5	3	5	4	4	3	3	5	3	4	4	3	4	5	75
13	5	1	2	5	5	5	3	5	1	5	3	3	5	5	5	3	5	5	5	5	81
14	4	2	1	3	3	4	2	4	4	5	4	3	4	5	4	5	4	5	4	5	75
15	5	2	1	3	2	5	3	5	4	5	4	3	4	5	4	5	5	5	4	5	79
16	4	1	1	3	5	4	5	4	4	4	5	3	3	5	3	4	5	5	5	5	78
17	3	1	1	5	3	3	3	4	2	3	5	4	5	5	3	4	3	4	5	5	71
18	3	1	1	3	3	5	2	3	1	5	4	3	5	5	4	4	3	5	5	4	69
19	3	2	3	4	3	3	3	4	2	4	3	5	4	5	4	5	4	4	2	5	72
20	3	1	1	3	3	3	3	4	2	4	3	2	4	5	4	5	2	4	4	5	65
21	1	1	1	1	1	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	80
22	2	4	4	5	3	3	3	5	2	5	2	3	3	5	3	4	5	5	5	5	76
23	2	2	2	4	4	2	3	5	2	5	2	3	3	5	5	5	5	5	5	5	74
24	4	3	1	5	4	5	1	5	5	5	3	4	5	5	5	3	5	3	3	5	78
25	4	4	2	5	4	5	3	5	4	5	4	4	5	5	5	5	5	4	2	5	86

26	4	2	3	5	3	4	3	4	4	5	4	3	5	5	5	4	4	5	5	5	82
	MEAN																				75.03846

The table above shows that there are also 26 students in experimental class and 18 students in the control class on filling out the questionnaire. In addition, the researcher also identified the mean is 75. The highest total value is 91 and the lowest value is 62.

b. Testing the Hypothesis

Calculation of hypothesis testing performed using the $t\text{-}_{test}$ the second class formula has found the t value obtained. Then,the $t\text{-}_{value}$ obtained is compared with the t-table value. If value $t_{obtained}$ is greater than the value of t_{table}, then the hypothesis is accepted. However, if the value of t obtained is equal to or less than the value of t_{table}, the hypothesis is rejected.

hypothesis of this research that can be formulated as follow:

H_a : There is significant effect of using Hypnoteaching method on students' motivation. (Ha :$\mu 1 \neq 0$)

H_0 : There is no significant effect of using Hypnoteaching method on students' motivation. (Ho : $\mu 1 = 0$)

The first hypothesis states that there is or is not a significant effect the effect of using hypnoteaching method on students' motivation to learn English.

B. Disscusions

In this study, researchers have distributed questionnaires to students in the experimental class and the control class. This questionnaire is givento determine the effect of using the hypnoteaching method on students' motivation to learn English. For the first, the control class was given a questionnaire. After that, the two the experimental class was given treatment by teaching using the hypnoteaching method, while the control class is treated as usual. Based on the calculation result of hypothesis testing, the data of pre-test and post-test of the experimental class that were tested by using t-test, it was found that the $t_{obtained.}$ Thus, the results of this study support the research hypothesis that there is a significant effect of the use of hypnoteaching method on students' motivation to learning English.

It can be concluded that learning with hypnoteaching method can help students in learning English motivation. According to the result of the research, the students who used Hypnoteaching method can increased students motivation in learning English, whereas the students who did not use Hypnoteaching method were not increased. It is supported by the argumentation of Yustisia (2012) said that Hypnoteaching is an effort to hypnotically students to be better and improve their achievement.

From the explanation above, it can be concluded that Hypnoteaching method is one aneffective method to increase students motivation in learning English and also Hypnoteachinggive positive impacts to the students.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

The purpose of this study was to determine whether there was a significant effect of the hypnoteaching method on the learning motivation of English students in Grade 11th MAS Ashhabul Yamin Lasi Tuo.In this study, researchers scored student learning motivation through a distributed questionnaire as well as documentation in the form of photos and videos. Based on the result of the research that has been discussed in the previous chapter, it could be concluded that, in this research which focuses on students' motivation in learning English through Hypnoteaching method. This shows that the questionnaire score using the Hypnoteaching method in the experimental class is higher than the questionnaire score without using Hypnoteaching method. It means that there is a significant effect of the Hypnoteaching method on students motivation in the learning english. This is supported by the data, where the average value of students in the questionnaire score without treatment was 75.05 which experienced an increase in the score of the questionnaire using the treatment was 67.64. The results of the z-test showed that $z_{obtained}$ higher than z_{table}. This means that the hypothesis (Ha) of this study can be accept that there is a significant effect of the hypnoteaching method on students' learning motivation in learning English.

Finally, it can be said that the hypnoteaching method is useful for helping students increase learning motivation to focus students in learning and make students more enjoy in class.

B. Suggestions

Based on the conclusions above, it is evident that there are significant effect of using hypnoteaching method on students' motivation to learn English. Therefore, the researcher would like to provide the following suggestions:

1. For the teacher.

   It is expected that the that English teachers can use the hypnoteaching method in teaching which can help students be motivated in learning, focus and enjoy the learning process.

2. For parents.

   Parents should give more support to their children in learning English as best as possible.

3. For students

   The students should study more diligently about English and theymust focus on learning to make yourself more motivated in learning English.

4. For the next researcher.

   The researcher suggests for further researchers to develop the hypnoteaching method to measure English learning achievement