CHAPTER I

INTRODUCTION

This chapter will discuss background of study, statements of the problem, purposes of study, scope and limitation, significant of the study, and the definition of key terms.

1.1 Background of Study

Teaching English has four basic language skills: listening, speaking, reading and writing. One of the importance skills to support others is speaking. Lindsay and Knight (2005) said that ‘speaking is a productive skill.’ Productive skill can be interpreted that students need to produce the language. It becomes necessary because they have to use the language that they have acquired and produce a message to make others understand.

Obviously, speaking has essential rules in teaching English. It is proved by Richards’s statement (2008), who states:

The mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiness of their English course on the basis of how much they feel they have improved in their spoken language proficiency.

The statement above shows that the good speaker will reflect their ability in communicating and interacting as well as the ability in mastering in English.

In academic, teaching speaking must get attention fully. Speaking is the difficult subject in learning English. Shyness or personality factor makes the
students feel hard in expressing their ideas in speaking. Besides, another factors such as difficulties in pronunciation, stress, intonation or overall rhythm make speaking does not run well (Lukitasari, 2008).

Athena (2004) in her research about students’ non linguistic problem in learning English speaking at second year students on SMPN 3 Batu found that students faced some problems in learning speaking. One of the problems was the teacher’s method. To get a maximum result, the teacher should design and plan teaching method in teaching speaking. Therefore, the teacher must think smartly to prepare the kind of teaching method in the class.

According to Patel and Jain (2008) ‘method guides teacher how to teach and how his teaching may be effective’. They also define method as ‘The process of planning, selection and grading language materials and items, technique of teaching, etc’. From those statements it can be concluded that the use of teaching method will determine the quality of teaching learning outcome. It is very necessary for teacher to know various types of methods of teaching English.

One of the teaching methods is hypnoteaching. Hypnoteaching is intended to optimize the teaching and learning process in order to obtain the goals and expectations of the teacher. As noted in Hajar (2011) hypnoteaching derived from the word hypnosis and teaching which when interpreted means the art of communicating by giving suggestion in a curtain conditions to students.

Some current researchers found that hypnoteaching method can improve students’ interest and achievement in learning. First, Wartini (2012) about the increasing of learning interest in the art of dance lesson through hypnoteaching in SD
Negeri 1 Prambanan found that hypnoteaching can increase the students’ activeness, interest and focus in teaching learning process. Second, from Subiyono (2012), about the influence hypnoteaching method on students’ achievement in the subject of Islamic Education (PAI) in junior Bina Bangsa Surabaya showed that there was a significant influence in students’ achievement in teaching using hypnoteaching method.

Based on the background of study above the writer is interested in studying the application of hypnoteaching method in teaching English. The method is applied to teach speaking at the eleventh grades of MAN 3 Malang. The purpose of this study is to get some benefits from this method, especially because teaching speaking is one of the important ways for learners to practice the language that they have.

1.2 Statement of Problem

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

1. How is the Hypnoteaching method applied by the teacher of English in teaching speaking at MAN 3 Malang?
2. What are the problems faced by the teacher of English in applying hypnoteaching method in teaching speaking at MAN 3 Malang?
3. How does the teacher solve the problems of applying hypnoteaching method in teaching speaking at MAN 3 Malang?

1.3 Purpose of Study

Based on the problems above, the purposes of the study are:
1. To describe the Hypnoteaching method applied by the teacher of English in teaching reading at MAN 3 Malang.

2. To investigate the problems faced by the teacher of English in using this method.

3. To describe the teachers’ strategies to solve the problems in using this method.

1.4 Significance of Study

Results from this study are expected to be beneficial for the researcher especially teacher, readers and other researcher. The researcher hopes that she can understand the hypnoteaching method deeply and can apply this method someday. For readers, especially teacher and lecturer by knowing hypnoteaching method, it is expected that they can apply effective communication to students and choose this method to be one of their teaching methods to provide insight into the totality of teaching. Besides other researchers who are interested to appoint a similar topic can make this thesis as one of inspiration and information that can be developed and continued deeper.

1.5 Scope and Limitation

The scope of this study is the implementation of hypnoteaching method in teaching English. Meanwhile, the limitation of this study is the implementation of Hypnoteaching method in teaching speaking at the eleventh grades in XI IPA 3 and XI IPA 5 of MAN 3 Malang.
1.6 Definition of Key Terms

Some definitions of the key terms are presented to avoid misunderstanding in interpreting in this study:

- **Method** is a generalized, prescribed set classroom specifications for accomplishing linguistic objectives (Brown, 2000). Method is a way in teaching learning process to reach learning goal.

- **Hypnoteaching** is a teaching method that used subconscious communication (Hajar, 2011). It can be interpreted as teaching by using subconscious communication to make the students catch information or instruction easily.

- **Speaking** is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994). It means speaking is an interactive process which has meaning and information to be transferred.

- **Teaching speaking** is to teach learner to produce English, use and select word, and organize language (Kayi, 2006). Teaching speaking is a process to lead learners active in producing oral language.