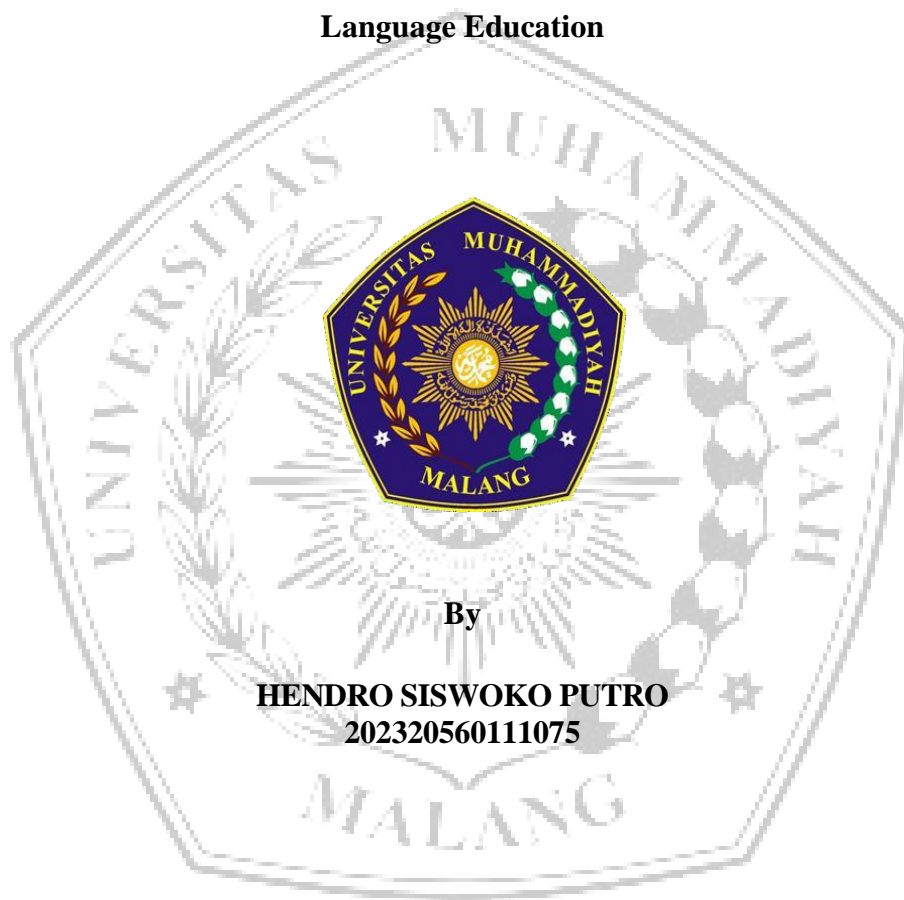


**LEARNERS' PERCEPTION TOWARD HYPNOTIC LANGUAGE  
PATTERNS USED IN TEACHING SPEAKING AT  
LKP MR. UDIN'S COURSE LUMAJANG**

**THESIS**

**In Partial Fulfillment of the Requirement For Masters' Degree In English  
Language Education**



**By**

**HENDRO SISWOKO PUTRO  
202320560111075**

**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION  
THE DIRECTORATE OF GRADUATE PROGRAM  
UNIVERSITAS MUHAMMADIYAH MALANG  
2025**

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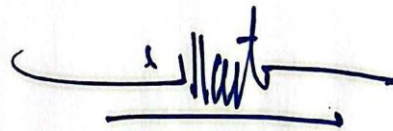
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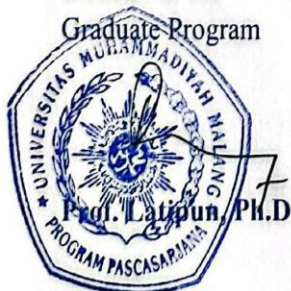
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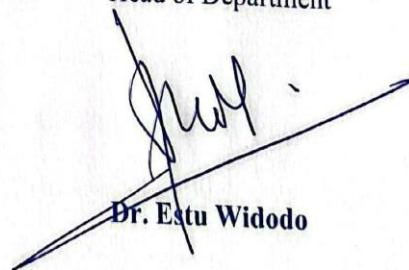
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# THESIS

Written by:

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**202320560111075**



Defended in front of the examiners  
on Monday, 14<sup>th</sup> July 2025 and it was  
decided that it fulfilled the requirements to get  
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at the Graduate Program of Universitas Muhammadiyah Malang

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## LETTER OF STATEMENT

I, the undersigned:

Name : **HENDRO SISWOKO PUTRO**

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Study Program : Masters in English Education

Hereby, declare that :

1. The thesis entitled: **LEARNERS' PERCEPTION TOWARD HYPNOTIC LANGUAGE PATTERNS USED IN TEACHING SPEAKING AT LKP MR. UDIN'S COURSE LUMAJANG** is my original work and contains no one's scientific paper that may be proposed to achieve an academic degree at any universities. Beside, there is no other's idea or citation except those which have been quoted and mentioned at the bibliography.
2. If this thesis is proven as a form of **PLAGIALISM** in this thesis, I am willing to accept the consequences including accepting the **CANCELLATION OF THE GRANTING OF MASTER DEGREE** and undergoing any Procedures required by the prevailing law.
3. This thesis can be used for literature review which can be accessed by others freely **NON-EXCLUSIVE ROYALTY**.

Thus, this statement is made truthfully to be used as appropriate.

Malang, 19<sup>th</sup> May 2023

The Researcher,



**HENDRO SISWOKO PUTRO**

## ACKNOWLEDGEMENTS

All praise be to Allah SWT, the Almighty, the Lord of the World, who has granted the researcher the ability to finish this thesis. Sholawat and Salam may always be honored to The Prophet Muhammad SAW who has guided us from the stupidity to the cleverness and into a better existence, namely by Islam religion.

During the preparation of this thesis, the researcher received guidance, direction, and support from many parties. Therefore, the researcher would like to deeply gratitude to:

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May Allah give them mercy and blessed life, it is expected that this thesis gives contribution for those who concern with English education.

Malang, July 02, 2025

The Researcher



## PREFEACE

All praises be to Allah SWT for the abundance of grace and guidance that have enabled the researcher to complete this thesis entitled "*Learners' Perception Toward Hypnotic Language Patterns Used in Teaching Speaking at LKP Mr. Udin's Course Lumajang.*" This thesis is submitted as one of the requirements to obtain a Master's degree in English Education at Universitas Muhammadiyah Malang.

This study aims to explore the learners' perceptions of the application of hypnotic language patterns by instructors during speaking lessons in a non-formal educational setting. The researcher hopes that the findings of this study will provide meaningful insights for English educators, researchers, and practitioners in optimizing the use of language patterns to enhance student engagement and speaking performance.

The researcher realizes that this thesis is far from perfect. Therefore, constructive feedback and suggestions are highly welcomed for future improvement. May this work bring benefits to readers and contribute positively to the field of English language teaching.

Malang, July 02, 2025  
The Researcher



**Hendro Siswoko Putro**

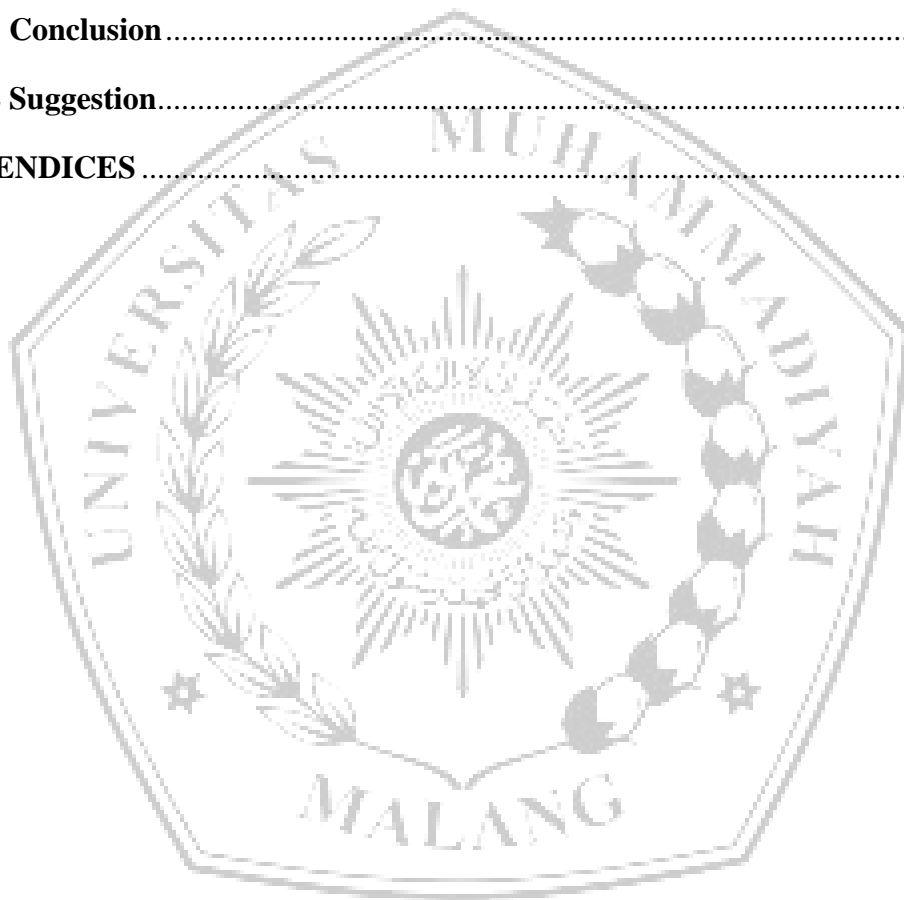
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## **Learners' Perception toward Hypnotic Language Patterns Used in Teaching Speaking at *LKP Mr. Udin's Course Lumajang***

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### **ABSTRACT**

This study investigates the use of Hypnotic Language Patterns (HLP) in teaching speaking and explores learners' perceptions of these patterns at *LKP Mr. Udin's Course Lumajang*, a non-formal English institution in Indonesia. Using a qualitative case study design, the data were collected through classroom observations, questionnaires, and interviews involving three instructors and twenty-seven learners. The results revealed that all 23 types of hypnotic language patterns were employed by instructors consciously. These patterns were used to establish rapport, enhance motivation, and promote active speaking participation. Learners responded positively, as reflected in the questionnaire scores which predominantly fell into the "Agree" and "Strongly Agree" categories. Interview data supported this, showing that learners felt more confident, less anxious, and more engaged when instructors used specific patterns such as *mind reading*, *complex equivalence*, *presupposition*, *conversational postulate*, etc. The findings suggest that hypnotic language patterns, when strategically integrated into classroom discourse, can significantly enhance the effectiveness of speaking instruction in non-formal educational settings. This study highlights the pedagogical value of language influence strategies in fostering supportive learning environments and improving learners' communicative competence.

**Keywords:** Hypnotic Language Patterns, learners' perception, speaking instruction, non-formal education.

## **Learners' Perception toward Hypnotic Language Patterns Used in Teaching Speaking at LKP Mr Udin's Course Lumajang**

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### **ABSTRAK**

Penelitian ini mengkaji penggunaan *Hypnotic Language Patterns* (HLP) dalam pengajaran berbicara (speaking) serta mengeksplorasi persepsi peserta didik terhadap pola-pola tersebut di LKP Mr. Udin's Course Lumajang, sebuah lembaga kursus Bahasa Inggris non-formal di Indonesia. Dengan menggunakan desain studi kasus kualitatif, data dikumpulkan melalui observasi kelas, penyebaran angket, dan wawancara yang melibatkan tiga instruktur dan dua puluh tujuh peserta didik. Hasil penelitian menunjukkan bahwa seluruh 23 jenis pola bahasa hipnotik digunakan secara sadar oleh para instruktur. Pola-pola ini dimanfaatkan untuk membangun kedekatan (rapport), meningkatkan motivasi, serta mendorong partisipasi aktif dalam berbicara. Para peserta didik memberikan respons positif, sebagaimana tercermin dalam hasil angket yang sebagian besar berada pada kategori "Setuju" dan "Sangat Setuju". Data wawancara memperkuat temuan tersebut, menunjukkan bahwa peserta didik merasa lebih percaya diri, kurang cemas, dan lebih terlibat ketika instruktur menggunakan pola-pola tertentu seperti *mind reading*, *complex equivalence*, *presupposition*, *conversational postulate*, dan lain-lain. Temuan ini menunjukkan bahwa pola bahasa hipnotik, apabila diintegrasikan secara strategis dalam wacana pembelajaran di kelas, dapat meningkatkan efektivitas pengajaran berbicara secara signifikan di lingkungan pendidikan non-formal. Studi ini menegaskan nilai pedagogis dari strategi pengaruh bahasa dalam menciptakan lingkungan belajar yang suportif serta meningkatkan kompetensi komunikatif peserta didik.

**Kata Kunci:** Hypnotic Language Patterns, persepsi siswa, pengajaran speaking, pendidikan non-formal

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