

CHAPTER I

INTRODUCTION

This chapter gives an overview of the study, including the research background information, the research questions, and the goals of the research. It also explains the scope of the study, outlining what are covered, as well as any limitations. The chapter highlights the importance of the research and its potential impact. Finally, it provides definitions for key terms used throughout the study to ensure clarity.

1.1 The background of the study

Teaching speaking to the EFL learner is very important since speaking belongs to one of the crucial factors of career success. As stated by Kadamovna (2021), speaking skills are important for career success, and enhance one's personal life although certainly not limited to one's professional aspiration. Furthermore, teaching speaking is essential for interpersonal communication to modify information in daily life (Fatahillah & Agustina, 2024). It enables individuals to express their thoughts clearly, fostering better understanding and collaboration. Additionally, effective speaking skills promote confidence and engagement in social interactions, enhancing personal and professional relationships. In addition, teaching speaking for the teacher is important since many English teachers only focus on grammar, reading, vocabulary and writing and almost ignore speaking and listening skills (Abdullaev, 2022:18).

Previous research findings have shown that there are several problems in the teaching of speaking, especially in the context of non-formal education (Fauziati, 2014; Hidayat, 2018; and Amelia et al (2024). First of all, Fauziati (2014) stated that the way of teaching a foreign language to students is different. The different elements of both languages (source language and target language

such as syntax, morphology, phonology, and so on) make teaching speaking difficult. Secondly, Hidayat (2018) stated that poor communication in the class makes the teacher find difficulties in managing the class. This can lead to a lack of student engagement, confusion about lesson content, and an overall disruptive classroom environment. Effective communication, both verbal and non-verbal, is crucial for establishing clear expectations and fostering a positive learning atmosphere. The third is concerned with learning motivation. Amelia et al (2024) stated that students' motivation was the most crucial factor that influenced the learning process where teachers must recognize that motivation has a significant impact on students to make the process of teaching and learning effective. Students' high motivation will push them to achieve their goals, but a lack of students' motivation will decrease the desire of the students to achieve their goals. Thus, the lack of students' motivation is one of the challenges for teachers in teaching speaking in the classroom.

The results of the literature review show that there are two arguments why the use of appropriate teaching techniques in English class is important. Firstly, Gormez (2024) stated that teaching techniques help students be responsible for their learning and change their behavior in the desired direction should be known by teachers and applied effectively. This means educators can guide students toward developing self-regulation and improving their academic behaviors. Furthermore, teachers need to be well-versed in these strategies and apply them thoughtfully to ensure positive changes in students' attitudes and actions. Secondly, Teachers' teaching techniques for teaching speaking are required since they can assist students in speaking English effectively (Saliha, 2017). In conclusion, the use of effective teaching techniques is essential in shaping students' learning behaviors and enhancing their speaking abilities.

As a matter of fact, however, in selecting effective teaching techniques, the teacher might find some problems. The first problem is the teaching media. Inappropriate teaching media selection may lead to difficult situations in teaching. Ghafar (2023) stated that one of the confrontations faced by teachers in teaching is the inappropriate of teaching media. English textbooks and other resources should

be selected carefully by English educators to create effective teaching activities. Then the second problem in implementing the teaching technique is the engagement of the participants. The smaller number of active participants may also become a problem. It is in line with Simonsen and Syvertsen (2023) who stated that lack of dialog, as one of the teaching techniques, identifies the lack of student engagement and dynamic interaction as the major problem in synchronous meetings in the classroom. Last, is the monotonous teaching technique selected by the teacher itself. Malavika and Krishnan (2021) stated that teaching speaking skills has been undervalued and most of the teachers have been continuing their teaching of speaking skills just as memorization of dialogues or repetition of drills.

The hypnotic language pattern in teaching refers to speaking techniques designed to influence students' subconscious minds, guiding them to be more open to information and enhancing their understanding or behavioral change. HLP are closely related to perception because these techniques focus on how words and the delivery of information can influence how students understand and feel about the material being taught. Perception is the way individuals interpret and make sense of the world around them, including information received through their senses. By using language that can influence perception, a teacher can direct students' focus and help them see things from a different perspective.

There have been many research findings about the implementation of the HLP in academic studies (Amin, 2019; Salami, 2015; Syukur, 2017; and Zeb & Hameed, 2021). The first previous research that investigated the HLP was conducted by Salami (2015). The research focused on the implementation of HLP at university and the steps to do it in order to find the behavior change of the students by doing experimental research. The research found that there has been a significant shift in the number of behavioral changes.

The second previous research was conducted by Syukur (2017). The research was conducted at a junior high school and investigated the application of HLP by the two teachers and the students' perception toward the application of HLP at a junior high school. It employed qualitative method. The research found

that there were twelve HLP used together by English teachers in English classrooms, such as Mind Reading, Cause and Effect, Presuppositions, Universal Quantifiers, Modal Operators, Tag Questions, Pacing Current Experience, Conversational Postulate, Embedded Commands, Positive Words, Praise, and Yelling. Furthermore, concerning the student's perception of the implementation of HLP, it was found that students were more interactive with their teacher in the teaching and learning process because the teacher tried to encourage the students to understand the material explained by the teacher.

The third research which investigated HLP was conducted by Amin (2019). He investigated the use of some types of HLP and the effectiveness of the implementation of the patterns to the students in the university by applying a quantitative method. The HLP which were used to teach were: Double Binds, Mind Reading, Embedded Questions, Nominalization, and Lack Of Referential Index. From the investigation, it was found that 88 respondents stated that the HLP were effective and 12 respondents stated that they were very effective.

The fourth research which investigated HLP was conducted by Zeb and Hameed (2021). She investigated the implementation of HLP in ESL learners. This study was aimed at the exploration and explanation of language patterns to discover their potential in ELT from books and research articles. The study has presented various examples of types of HLP which can be employed by language teachers for effective pedagogy. Also, it reinforces the idea that this approach shares similarities with the principles of humanistic philosophy in English language teaching practices. From her research, it was found that the types of HLP covered Presupposition, Mind Reading, Lost Performative, Cause and Effect, Universal Quantifier, Modal Operator, Tag Question, Lack of Inferential Index, Pacing Current Experience, Conversational Postulate, Utilization, Embedded Commands/Questions, Unconditional Acceptance, and Tasking.

Previous research that also addressed the use of HLP was conducted by Zeb and Hameed (2021). This conceptual study aimed to explore and explain various language patterns within the Milton Model that can be applied in teaching English as a Second Language (ESL). Through a review of books and scholarly

articles, the authors presented a range of HLP types such as presupposition, mind reading, lost performative, cause and effect, universal quantifier, modal operators, tag questions, lack of referential index, pacing current experience, conversational postulates, embedded commands/questions, and others. Their findings concluded that these patterns have significant potential to enhance language learning effectiveness, as they align with the principles of the humanistic approach in English language teaching.

In finding the novelty of this research, several previous studies are discussed. Firstly, Salami (2015) researched the use of HLP to change the behavior of university students. To observe the implementation of these patterns, the study explored the steps involved in applying HLP. It also examined the effect of these patterns in influencing student behavior using an experimental design in a quantitative approach. In contrast, the current study investigated the types of HLP applied in English courses as non-formal education and explore how students perceive them, using a case study design. Therefore, the distinctions between the two studies are found in the focus (effect as opposed to types and perceptions), research settings, and subjects (Salami's study focuses on university students, whereas this study examines teachers and students in English courses within non-formal education), and method (quantitative experimental design in contrast with qualitative case study).

Secondly, both the previous research by Syukur (2017) and this current research focus the investigation on HLP and the perception of the students in the way the teacher is doing English teaching and learning activities. However, this current research is intended to describe the implementation of HLP to the students of English courses in speaking classes in non-formal education, whereas Syukur conducted his investigation of formal education for general English subjects. Thus, the distinction between both previous and current research lies in the setting and participants.

Thirdly, the similarity between the third previous research (Amin, 2019) and this study lies in both investigating the implementation of HLP. However, the difference arises in their focus, settings, and methodology. Amin's study

examined the effectiveness of these patterns on university students in a university setting using a quantitative approach, while this research adopts a qualitative approach to explore the types of HLP used in teaching speaking in an English course setting within non-formal education. In summary, while both studies address the use of HLP, they differ in their focus—effectiveness compared to types—research settings—university versus English course—and methodologies—quantitative as opposed to qualitative.

Finally, the fourth study (Zeb & Hameed, 2021) explored the application of the Milton Model or HLP based on various books and research articles. In contrast, this research specifically describes how the Milton Model or HLP are applied by teachers in English-speaking classes, using a case study design. In conclusion, while Zeb and Hameed's (2021) study focused on the theoretical application of the Milton Model through literature and research, this research is intended to provide a practical, descriptive account of how these patterns are used by teachers in real classroom settings, employing a case study approach.

To fill the gaps identified above, the novelty of this research lies in its unique approach to exploring the application of HLP in English-speaking classes within non-formal education. Unlike previous studies, such as Salami (2015) who used an experimental design to influence student behavior, this study focuses on identifying the types of HLP used in English courses and exploring how students or learners perceive them through a case study design. Additionally, while Syukur (2017) examined these patterns in general English subjects, this research specifically targets English-speaking classes, distinguishing itself by its setting and participants. Compared to Amin (2019) who used a quantitative approach to measure effectiveness, this study adopts a qualitative method to describe the patterns types employed in teaching speaking. Finally, unlike Zeb & Hameed (2021) who focused on the theoretical application of HLP through various sources, this research examines its practical use by teachers in real English-speaking classrooms, offering new insights into its implementation.

Therefore, this research stands out in several significant ways. First, while previous studies investigated the effectiveness or general implementation of HLP

in formal education contexts, this study focuses on their practical use in non-formal education, particularly in speaking classes at an English course. Second, most prior studies applied quantitative approaches, while this study uses a qualitative case study to explore not only the types of HLP used but also how learners perceive these patterns. Lastly, this research offers new insights into classroom-level practices, which are rarely documented in detail, especially within Indonesian non-formal English learning institutions. These aspects distinguish this research and position it as a novel contribution to both NLP-based teaching and language education research.

1.2 Research questions

The structure and usage of language patterns can significantly influence how individuals perceive and act in various situations. As such, it emphasizes the importance of understanding language patterns and their impact on shaping people's perceptions, thoughts, attitudes, and actions. To address this, the research poses specific questions that need to be explored and answered:

1. What types of Hypnotic Language Patterns do the instructors apply in teaching speaking at the *LKP Mr. Udin's Course*?
2. What are the learners' perceptions toward the Hypnotic Language Patterns applied by the instructors in teaching speaking at *LKP Mr. Udin's Course*?

1.3. Research purposes

Based on the research questions presented, the purposes of the research are stated as follows:

1. To examine the types of hypnotic language patterns applied by instructors in teaching speaking at *LKP Mr. Udin's Course*.
2. To investigate learners' perceptions of the hypnotic language patterns applied by the instructors in teaching speaking at the *LKP Mr. Udin's Course*.

1.4 Scope and limitation

The scope of this research is focused on examining the types of HLP used by instructors and the perceptions of the learners in English-speaking classes within non-formal education settings, specifically English courses. The study concentrates on non-formal education, where learners are enrolled in English courses outside of formal academic institutions. Adopting a qualitative case study design, the research aims to explore how these patterns are applied in teaching speaking, emphasizing both instructors' practices and learners' perceptions. The participants include instructors and learners in English-speaking classes, with the research limited to their direct interactions and experiences in the classroom. Additionally, the study focuses solely on the teaching of speaking skills, excluding other aspects of language acquisition such as reading, writing, or listening.

The limitation of this research is that it is confined to non-formal education settings, specifically English courses, meaning the findings may not apply to formal educational contexts or other subjects outside of English-speaking classes. Additionally, the study's qualitative approach, which relies on a case study design, may involve a small number of participants, limiting the breadth and generalizability of the findings. The research also focuses on learners' perceptions, which can be subjective and may not fully reflect the broader impact of HLP. Furthermore, as the study centers on the current application of these language patterns, it does not explore long-term effects or lasting changes in learner outcomes. Finally, the study is limited by time constraints, which may restrict the depth of observation and the variety of classroom interactions examined.

1.5 Research significance

The research results are supposed to give a contribution to the instructors and future researchers. The instructors are expected to have more insight and alternative ways of delivering materials, especially for teaching speaking more effectively. Moreover, future studies could explore how these patterns can be integrated into different teaching techniques, such as communicative language

teaching or task-based learning, to enhance learner's engagement and motivation. Additionally, researchers could investigate the long-term effects of using hypnotic language techniques on learners' fluency, confidence, and ability to express themselves in spontaneous conversation. Such studies could contribute to a deeper understanding of how subtle language cues and psychological triggers can support language learning and communication skills.

1.6 Definition of the key terms

There are some key terms related to the research that need to be defined as follows:

- 1) **Speaking** refers to the ability to pronounce articulation sounds or words that express, state and convey thoughts, ideas and feelings (Tarigan, 2015:16). In this research, speaking refers to a productive skill of the language which is taught by the instructors in *LKP Mr. Udin's Course*.
- 2) **Hypnotic language patterns/HLP** refer to a way of communicating that bypass the critical faculty and speak directly to the unconscious mind, facilitating change and behavioral shifts (Tripp, 2019). HLP in this stage are the set of language patterns which are used by the instructors to teach speaking.
- 3) **Perception** refers to the active process of meaning creation through the selection, organization, and interpretation of people, objects, events, situations, and other phenomena (Wood, 2015). In this case, perception refers to the process of meaning creation through the selection, organization, and interpretation of people toward the types of HLP.
- 4) *LKP Mr. Udin's Course*, an English course which became the setting of the research.