

Can the Hypnoteaching Method Increase Students' Speaking Ability?

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ABSTRACT

The objective of this research was to invest the effect of implementation of hypnoteaching toward eleventh grade to increase students' speaking ability. The research was focused to know the significant effect of implementation hypnoteaching method at MA YASMI DURI. The population are 42 persons of eleventh grade that consists of two classes and the sample are 16 persons of IPA 1 Class. The research design was pre-experiment with pre-test and post-test design. There are two variables, they are hypnoteaching method and speaking ability, and then to analyze the data obtained, the research used Paired sample T-test. Based on the data analysis and its result, the writer knows that mean score of students in pre-test was 50.5 and mean score of students in post-test was 67.25 and the result of paired sample T-test was $T_{value} = 6,898$, by df is 15. Based on the table of T_{value} , for df 15, T_{table} significant 5% is 2,13 and T_{table} significant 1% is 2,95. The writer can make a conclusion that implementation of hypnoteaching method toward speaking ability is categorized in "Ha" level based on the experiment classroom, and there is significant effect of implementation of hypnoteaching method toward eleventh grade student speaking ability at IPA 1 class. The result indicates that there is significant effect difference on implementation hypnoteaching method, where post-test improvement score than the pre-test score.

1. Introduction

In this era, people demand to have more than one language. Language as a tool for communication takes an important role in our daily activities. Without communication, we will be left behind. Communication in foreign language is a bridge to get information, knowledge and culture, and as we know, English is international language. So, it is important to master English language.

The fact shows that the result of teaching learning English is still low. Somantri in Syamsinar (2007) said that there can be a wonder about the condition of the student's English ability. The students have learned English from the first-grade of junior high school until senior high school, but most of them still cannot use English as tool of communication. It does not only happen to the students who have score below five, but also to the students who have score over eight in junior high school cannot use English in real communication in their level.

Besides, their receptive skills are also below the expectation. For example, the students who have graduated from senior high school, they still find difficulty in English (Balitbang Depdiknas, 2003). The indicators of the problems are as follow: the first problem is most the students feel not confidence when someone asked to use English, they can't speak English and also their speaking ability is still low. For example: the teacher asked to the students, they average just answer yes or no. They do not want give the more complete answer. And the students have no spirit in run the learning process because they think

about English is the difficult subject and the teacher can not realize the student that English is fun.

Now, teachers really need especial notice in order to get the purpose hoped. Learning method used is an important factor influencing the teacher. A teacher is demanded to dominate some learning models in order to give appeal to the learners. And then, the next important one in learning process is an optimal or maximum learning achievement. So, it can produce a high quality of output.

During this process of learning English, teachers are mainly still using the old paradigm where the teacher gives knowledge to students who passively. Teachers teach with conventional methods or traditional methods namely lecture method and expect students to sit, be quiet, listen, record and memorize. Freire (1970) gives a term to this learning method as "banking concept of education". The implementation of education is merely considered as transfer of knowledge by the educators and the students are as passively receiver of knowledge. Thus, Teaching and Learning activities become monotonous and lack of students' interest. These conditions will not improve student's skills in understanding the English subjects.

The conventional method slowly moves into learner-centered method, the teacher is facilitator. Besides that, teacher also has the roles as motivator, controller, organizer, assessor, prompter, participant, resource, tutor, observer and inspirator.

The teacher has role as motivator. Therefore, teacher should motivate the students if the teacher is teaching in the

classroom. In the classroom, the students have different IQ, EQ and SQ so the teacher must make classroom flexible. The teacher must motivate the students who don't have encouragement to study English. Motivation determines the key success of teaching whether the students get understanding or not. Syaiful Bahri Djamarah in Rino Ardian (skripsi, 2008: 151) says that the success of teacher in teaching is the teacher who is clever to encourage the students in learning.

If the teacher can choose the suitable method in run the learning process, the writer believes, there is no problem that would be found like the problem above. Its all depend on method that the teacher used.

Hypnoteaching is another learning method being improved now. This learning method is able to emerge its own attractive for the learners. Hypnoteaching is combination of two words, hypnosis and teaching. Hypnosis means suggestion or giving suggestion and teaching means preaching or transferring knowledge. So, hypnoteaching can be comprehended as suggesting the students to be smart. Teaching by hypnosis method is the up to date method applied in teaching learning activity whether informal or formal learning.

According to Novian (2010), "Hypnoteaching involves conscious and unconscious mind. Hypnoteaching learning method is learning method delivering lesson material by using unconscious languages to emerge suggestion for the students into full concentration about materials explained by the teachers because unconscious mind has a large dominant to the working process of our brain. So, the method can make the students can speak english better than before. Based on the explanation the speaking found some phenomena as follow :

1. The student still get difficulties to learn english.
2. The students' motivation in speaking is still low.
3. The students have no self confidence in speaking.
4. The teacher has not found the good method yet that suitable in speaking.

Based on the phenomena above, the writer is interested to researching and discussing about " THE EFFECT OF HIPNOTEACHING METHOD TO INCREASE STUDENTS' SPEAKING ABILITY AT THE ELEVENTH GRADE STUDENTS OF MA YASMI DURI".

Based on the background above, that can be seen that some of the student get problem in english subject especially in speaking.

- a. Why do many students still get difficulties in learning english especially in speaking?
- b. Why are many of the students' motivation in speaking still low?

- c. Why do many of students have no self confidence in speaking?
- d. Why does the teacher not use good method yet in teaching in speaking?
- e. Why are the students not interesting to learning english?
- f. Why are the students used to speaking their traditional language?
- g. Why are the students never try english language?

With reference the problem limitation explained above, it can be formulated as follow :

- a. How is the students' speaking ability before implementation hypnoteaching method ?
- b. How is the students' speaking ability after implementation hypnoteaching method ?
- c. What is the significant effect after implementation hypnoteaching method ?

2. Literature Review

2.1 The Nature of Speaking

According to brown (2004: 140) speaking is productive skill that can be directly and empirically observed, those observation are invariably colored by accuracy and effectiveness of a test taker listening skill, which necessarily compromises the rehabilitee and validity of and oral production test.

Speaking is a productive in the oral mode. It's like the other skill, is more complicated than it seems at first and involves more than just pronouncing words, it is thinking of what one wishes to say, choosing the words in the proper grammatical frame word. Communicating the feeling we have and so on. Speaking is producing movements of the rib cage, the vocal cards and the mount.

Speaking is oral communication, which is used more by the people in their social community, speaking takes more important part compared to others, like reading, listening, or writing. Speaking is very crucial for people in sharing their ideas, opinion or felling others. The speaker tries hard to use the effective way to do speaking so that listener can what they mean.

According to jhon M. Echols in Dewita (skripsi : 2011) speaking is one of the four language skill to tell the words that are doing communication. Speaking derives from the other word' speak'in other hand, widdowson in tafsirudin (2010: 19) states that is active and productives skill. It mean that speaking is skill as a productive skill, productive skill allows students to produce word in english. It also show the students ability in mastering speaking skill.

Speaking is perhaps the most demanding skill for the teacher to teach. In their on language children are able to express emotion, communicate intention and reaction, explore the language and fun of it, so they expect to be able to do the same in English. Part of the magic of teaching young children a foreign language is just another way of expressing what they want to express, but there are limitations because of their lack of actual language.

2.1.1 Component of Speaking

David P. Harris (1969: 81-82) states no language skill is so difficult to assess with precision as speaking ability, and for this reason it seemed wise to defer our consideration of oral production tests until last. Moreover, some of the problems involved in the evaluation of speaking skill occur in other forms of language testing. Like writing, speaking is a complex skill requiring the simultaneous use of a number of different abilities which often develop at different rates. Either five components are generally recognized in analyses of the speech process:

1) Vocabulary

Vocabulary is one of the extreme aspect that the support speaking in an important role in speaking skill. vocabulary is the total number of word which make up language. longman (1987 : 4) states that vocabulary is a list of words used in alphabetical order and with explanation of their meaning.

2) Pronunciation

One of the most important aspects of speaking is effort to master the sound system in order to able to speak the language well. The sound produced in unfamiliar way make one unable to understand what the speaker means.

3) Grammar

River in Rino Ardian (skripsi: 2011) believe that communication in speaking run smoothly if its grammar can be understood therefore. Speaker must be a ware on the grammar in the rule by which we put together meaning full and of part of words of a language to communicate messages that are comprehensible.

4) fluency

speaking is an activity of reproducing word orally, it means that there is a process of exchanging ideas between a speaker and listener. Therefore, it's important to have fluency as having the capability of other component of speaking.

long man (1978 :424) states that fluency is the quality or condition of being fluent. It indicates since student understood each other. In speaking means, that they have been fluent, fluency is the ability to use language span tare lously and confidently and without undue pauses and hesitations.

2.1.2 Element of Speaking

Jeremy Harmer(2002, p. 269) statemany students have difficulties in speaking. They are manyelements of speaking that must be mastered by students in order to be agood speaker:

1) Connected speech

Effective speakers of English need to be ablenot only to produce the individual phonemes of English, but also touse fluent connected speech. In connected speech sounds aremodified, omitted, added, or weakened. It is for this reason that weshould involve students in activities designed specifically toimprove their connected speech.

2) Expressive devices

Native of English change the pitch and stress ofparticular parts of utterances, vary volume and speed, and show byother physical and non verbal means how they are feeling. The useof these devices contributes to the ability to convey meaning. Theyallow the extra expressions of emotion and intensity, studentsshould be able to deploy at least some of such supra segmental features and devices in the same way if they are to be fullyeffective communicators.

3) Lexis and grammar

Spontaneous speech is marked by the use ofnumber of common lexical phrases, especially in their performanceof certain language function. Teachers should therefore supplyvariety of phrases for different functions, such as: greeting,agreeing and disagreeing.

4) Negotiation language

Effective speaking benefits from thenegotiatory language we use to seek clarification and to show thestructure of what we are saying.¹⁵ We often need ask forclarification when we are listening to someone else talk.

2.2 Concept of Method

2.2.1 Understanding of Hypnoteaching

Hypnoteaching a learning method in presenting the material, teachers wear subconscious languages that can foster its own interest to students .

From the origin of the word, hypnoteaching is a combination of two words, namely hypnosis and teaching. Hypnosis means giving sugestion and teaching means teaching. Thus, it can be interpreted that hypnoteaching is an attempt to hypnosis or giving sugestion students to become better and increase performance. Hypnoteaching can be said to be improvised from a learning method. This method of trying to come and provide a new conceptual approach in the field of education and training. Note that hypnoteaching berin only at the level of subconscious mind subconscious. A natural God-given strength hello to every human being. Through mastery hypnoteaching, teachers will be able to understand the pattern of the actual workings of the brain .

According Novian Triwidia Jaya (2010 : 41) in yustisia (2012 : 76) define hypnoteaching is a blend of learning which involves the conscious and unconscious mind. Hypnoteaching a creative learning methods, unique and imaginative. Prior to the implementation of learning the students are already in conditioning your child to learn. Thus, the students already be conditioned fresh and ready to accept the subject matter. To prepare for these things, of course the teachers themselves are also required to be stable both psychologically as well as psychologically . By doing so, teachers also have full readiness to teach children.

Meanwhile, according to Muhammad Noer (2010 : 21) in yustisia (2012 : 76) define in hypnoteaching teachers act as hypnotists, while acting as suyet didk child or the person being hypnotized. In lessons, the teacher actually do not have to euthanize his protege when giving suggestions. Teachers simply use persuasive language as communication tool in accordance with the expectations of the students. Ahrus thing to remember is the teacher must try to convey to the students with the language that has been understood by the students. Therefore, it is highly unlikely hypnosis is being run effectively if suyet not understand the intent of a hypnotist.

The elements that need to be known in the following hypnoteaching (Noer , 2010: 137).

1) Appearance teachers

The first step that must be done by the teacher in the success of learning through hypnoteaching method is to pay attention to her appearance in advance. Has become a liability for a teacher to always look neat. Therefore, the appearance of good will make confidence is high. In addition, an attractive appearance also can be a powerful magnet for students.

2) commiseration

A teacher must have a high sympathy to their students so that the students would be sympathetic to him anyway. Therefore, the natural law is certainly applicable rules of reciprocity. If teachers treat their students well, his protege was definitely going to be nice to her. Although the students are very naughty, he would still feel reluctant and respectful to teachers who also respected.

3) Empathetic attitude

A teacher should have a sense of empathy and sympathy are high for their students. With empathy, the teacher will always try to help their students who are feeling difficulties. In addition, he also has a strong determination to develop and advance their students. Teachers who have high empathy, would not stay silent when encountered protege like crowded, behaved strangely, like bullying, and various other unfavorable actions. The teachers also do not just give prediket "bad boy" to the students, but find out in advance the background that many of these children misbehave and try to find a solution.

4) The use of language

Oral language is a reflection of the language of the heart. Therefore, out of a verbal person, will symbolize the hearts and feelings of the person. Similarly with the teacher. A good teacher should have a good vocabulary and language and manners. Moreover, it should also not easily provoked anger, always respectful to others, including his protégé, not condescending, mocking, or marginalizing students with a variety of words that are not supposed to get out of his verbal.

Said teachers who have good language and manners, undoubtedly their students would not dare mengatkan - phrases that could hurt her. In addition, students are guided and advised by the language of the heart by the teachers will also be obedient and obey it with all my heart.

5) The motivation of the students with a story or tale

Provide motivation through the story or the story is one of the factors of success in the use of methods hypnoteaching. The character of the basic character workings of the mind is imagination and fantasy. While the story or the story is a study of the imagination. Thus, it would be much better if the teacher gives a story or stories of other people that fit the theme class. When teachers find their students are facing problems, not excited, or experiencing other problems, teachers can advise and guide students through the story without making students feel patronized.

6) Viewer (for the kinesthetic)

One of the elements of hypnosis in learning is visual or issue of self-expression. While I was teaching, teachers should strive to use good body language style so that what it conveys becomes more impressive for their students. However, to be able to use the style of good body language, teachers must master the material to be conveyed in advance. For teachers who do not master the material, usually will teaching style uninteresting and boring .

7) If you want to master the minds of the students , first mastered their heart

Learning through experience in the field will be more striking than learning theory class subject matter alone. One way to the hearts of the students, for example by creating a fun learning process, doing games, and so on.

2.2.2 Benefits of Hypnoteaching

Nowadays, we often see a lot of schools are feeling overwhelmed and difficulty in dealing with the various problems faced by the children of his protege. Starting from the "small", like lazy to learn, do not get excited in the learning process, have a lower educational achievement, to the penyipangan behavior of a "large" performed by the students. Even some of the irregularities that included the delinquency and criminal activity.

On the other hand, the school, especially the teachers are also not able to provide the right solution and thoughtful to those events. Usually, they are giving advice or punishment to students with problems. When it is considered unreasonable, the school took the decision to pull out of the students. In addition, it is often found in the classroom is a learning environment that is less "alive" and seem boring. The students find it difficult to enjoy the learning process effective and fun into a very difficult thing to achieve.

From the foregoing, it can be seen that the method hypnoteaching played only the power of the subconscious mind. Hypnoteaching through the mastery of teaching, teachers will become better understand work patterns protégé actual mind. In other words, we can understand that hypnoteaching is the development of the learning methods. Through hypnoteaching, teachers can make the new conceptual approach towards their students. In addition, this method also provides "therapeutic penyempuhan" on students who have learning and psychological problems.

As for some of the benefits that can be achieved through the application of learning methods in the classroom hypnoteaching as follows :

- 1) Learning becomes fun and more exciting, both for the students, as well as for teachers.
- 2) Learning can attract the attention of students through a variety of creative games that are applied by the teacher.
- 3) Teachers become better able to manage his emotions.
- 4) Learning to foster a harmonious relationship between teachers and students.
- 5) Teachers can cope with children who have difficulty learning through personal approach.
- 6) Teachers can cultivate the spirit of the students in learning through games hypnoteaching.
- 7) The teacher helped the students in eliminating habits - bad habits they have.

2.2.3 Advantages and Disadvantages of Hypnoteaching

According Yustisia (2012 : 81) In essence, hypnoteaching is a way how a teacher can hypnotize the learners in order to feel happy and always eager to absorb the lessons from it. Through ways and certain tricks, teachers can make the brain condition of learners still feel enthusiastic and excited during learning. In addition, this method also can make children become easier to remember and master the material being studied. In other words, through methods hypnoteaching children can maximize its ability to exceed the usual conditions.

The implementation of the method hypnoteaching itself should be directed to positive goals that build. Teachers can

do this by incorporating suggestions into the subconscious of learners. In doing so, of course, the teacher should feel reassured and confident that he could do with a good method. In addition, confidence and self-esteem are also the main attraction for students. The advantages possessed by hypnoteaching method as follows:

- 1) Learners can develop in accordance with the interests and potentials.
- 2) Teachers can create diverse learning process so it is not boring for the learners.
- 3) The learning process will be dynamic.
- 4) Created a good interaction between teachers and learners.
- 5) The material presented is able to focus learners.
- 6) The material is easy to master learners so that they are more motivated to learn.
- 7) There are many skills during the process of learning.
- 8) The process of learning is active.
- 9) Learners can imagine and think more creatively.
- 10) Due to not memorize the absorption capacity of the learners will be faster and last longer.
- 11) Monitoring of the teachers will be learners become more intensive.
- 12) Due to the learning atmosphere relaxed and menyenangkan, it makes learners feel happy and excited when the following study.

A method of learning, certainly is not perfect and has flaws. Thus, the teacher should be make combine learning methods with one another. All it aims to achieve the goal of education is expected.

As for the shortage of learning methods hypnoteaching as follows:

- a) The number of learners who are in a class, resulting in teachers find it difficult to give attention to individual learners' children.
- b) Teachers need to learn and practice to implement the method hypnoteaching.
- c) Method hypnoteaching still part of a new method and has not been widely used by teachers in Indonesia.
- d) The lack of facilities and infrastructure in schools that could support the implementation of learning methods hypnoteaching.

Judging from shortcomings - shortcomings above, it appears that the teacher's role is very big when it would apply the learning method hypnoteaching. Therefore, teachers are also obliged to many- lot to learn and practice

in order to master this method and may apply to children with a good class. In addition, teachers also need to incorporate methods hypnoteaching with the method of discussion and administration tasks.

2.3 Procedure of Teaching Speaking by Hypnoteaching Method

According Ibnu Hajar (2011: 100) In doing hypnoteaching, only treated steps - simple steps. Here is the basic steps that must be done in order to master the moves become master teachers hypnoteaching :

2.3.1 Intention and motivation within yourself

A person's success depends on the intention in her to struggle and work hard to achieve that success. Therefore, a strong will will bring high motivation and commitment for concern and survive in the occupied areas.

2.3.2 Pacing

Pacing means to equate the position, gestures, language, and brain waves with other people or students. Because, in principle or humans tend to prefer interacting with friends who have a lot in common, so that he will feel comfortable. With similarities derived from a common brain waves here, then every message delivered from one person to another can be accepted and understood.

This also applies in the application of teaching methods hypnoteaching. That is, if the students hate lessons given by teachers, meaning brain waves is not equivalent to their teachers. Although much older than them. However, brain waves can actually be supplied with as if they do or think like them.

As for some way of doing fishing on students in learning activities are as follows:

- 1) Imagine our age equivalent to students, so that we can carry out activities in feeling things that are experienced by them at this time, not when we were in school first.
- 2) Use appropriate language to the language that is often used by students. If necessary, use slang trending among them.
- 3) Perform the movement - the movement and facial expression that matches the theme of language.
- 4) Make relation theme of our lesson with friends that is the trend among students.
- 5) Always update the knowledge of friends, language, until the latest gossip is the trend among students.

by doing these things, then without conscious thought waves we have been cooperating with the students, so that they feel comfortable to meet with us. If this has happened, then be prepared to do step - the next step.

2.3.3 Leading

Leading has a sense lead or teach something. This is done after the process of pacing do. If we do leading without preceded by pacing, then it is tantamount to giving orders to the students are quite risky, because they do so reluctantly and under pressure. This will result in their denial to teachers.

After doing the pacing, the students will feel comfortable with the teacher. At that moment almost every whatever the teacher said or assign to them, will be performed voluntarily and happily. So difficult as any material, their subconscious mind will catch the subject matter easily. They also will not find difficulty in doing the exam, although the exam was difficult.

2.3.4 Use the Positive Words

The fourth step is supporting measures in performing pacing and leading. This positive use of the word according to the workings of the subconscious mind is not willing to accept a negative word. Basically, the word - the word given by the teacher, either directly or indirectly, affect psychic students, so that they feel more in receiving the material provided.

These words can be either an invitation and encouragement. So, apaila there are things that should not be done by them, should use the pronoun positive to replace the word - a negative word. For example, if it will calm a noisy classroom, usually said command is issued, "be quiet" in applying hypnoteaching, it should be said to be quiet was replaced with, "quiet please".

2.3.5 Give Praise to the Student

praise is one way to establish a person's self-concept. Therefore, give praise to the students sincerely, so that they will be compelled to do more than ever before. Giving praise can be done when students managed to do or achieve. Give praise slightest form of achievements, including when he managed to make positive changes in himself. Although possibly, still under a friend - a friend, it could still give praise.

In giving praise, avoid all negative connecting words, such as "but", "however", "just that", and so forth. The use of the word - the word will make us praise it - it and poke - fun, as in the words, "Adi, you're a smart boy, mother / father delighted to have students like you. But, unfortunately, you lack attention to neatness of clothes".

If compliment coupled with criticism or suggestions, then the more caught is a form of assault on the dignity of people who praised instead of increasing self-esteem, this will only drop. Although it should seem sepela and often, but the effect is very great in his psychological system.

How to avoid negative conjunctive is by eliminating the conjunctive. For example, "you actually are students who are good and very proud. Will be proud again if more attention to neatness of appearance". In the words of the protective shield of self-esteem has not had time to get out,

although there have been improvements message (criticism) into the subconscious program.

2.3.6 Modeling

Modeling is the process of giving the model or example through speech and behavior that is consistent and is one of the keys to success in hypnoteaching. After students feel comfortable with the teacher, then he needs to solidify his behavior to be consistent with the words and teachings, so he always keeps a trusted figure.

2.4 Theoretical Framework

Table 1. Definitions of Key Terms

| Component | Definition | Relevant Theory |
|---------------|---|-----------------------------|
| Vocabulary | It gives an accurate meaning. | Zainil (1993) |
| Pronunciation | Making pattern into automatic habit. | Freeman (1985) |
| Grammar | Students must be consciously facilitated with grammatical rules. | Chomsky (1957) |
| Fluency | The provision of comprehensible input the reduction of stresses as keys to successful language acquisition. | Krashen (1981) |
| hypnoteaching | a blend of learning which involves the conscious and unconscious mind. | Novian Triwidia Jaya (2010) |

2.5 Operational Concepts

Operational concept is the concept used to more explanation about theoretical framework to avoid misunderstanding of this research. The operational concepts in this research are :

1. Speaking is the vocal sound that out from the mouth, it's all occur by the combination of vocabulary in the rule based on grammar. To make pronunciation has meaning to the listener.
2. Hypnoteaching method is a kind of method that use unconscious language. It is useful to make the students become fun in run the learning process. Because the students never feel nervous to face the teacher. Indicator of the implementation of hypnoteaching method as follow :
 - a) The student can improve their speaking ability.
 - b) The student be self-confidence in speaking.
 - c) The teacher can using good method in learning process.

2.6 The Assumption and Hypothesis

2.6.1 The Assumption

The writer assumes that the students in experimental class have different result whit the other class at the eleventh grade. The students who are taught by using hypnoteaching

method will increase their speaking ability than the student who are not using the method.

2.6.2 The Hypothesis

Ha : there is a significant effect on implementation of hypnoteaching method toward the students' speaking ability at MA YASMI Duri.

Ho : there is no a significant effect on implementation of hypnoteaching method toward the students' speaking ability at MA YASMI Duri.

3. Method

3.1 Research Design

This chapter describes about the method and procedurs of the research. The writer designs this research is quantitatively in form of pre-experiment design. It concludes about the location and time, the subject and the object, the population and sample, technique of collecting data and the analysis of data. This is a quantitative research variables in this research is two variable those are the hypnoteaching method and the speaking ability. The following schema will show the research design.

3.2 The Time and Location of the Research

This research was conducted at the second year students of MA YASMI DURI. It is located at Jl.Jendral Sudirman. Time of research was started on Februari until Juni 2016.

3.3 The Subject and Object of the Reseach

The subject of this research is the eleventh grade students of MA YASMI DURI and the object of this research is increasing students' speaking ability through hypnoteaching method.

3.4 The Population and Sample

The population of this research is the eleventh grade students of MA YASMI DURI. There are two classes but the writer only took one class as the sample. It is XI IPA 1 as the treatment class. Class XI IPA 1 as the treatment class consists of 16 students.

According to Widiyanto states, " the sample of research is part of the population that will be researched and considered have represent of population". (Widiyanto : 2010).

Table 2. Population and Sample

| Class | Population | Sample |
|-------|------------|------------|
| IPA 1 | 16 Persons | 16 Persons |
| IPA 2 | 26 Persons | - |
| Total | 42 Persons | 16 persons |

Because the writer ever teaches in the IPA 2 Class when did PPL, so the writer chose IPA 1 class and took 16 students as the sample.

3.5 The Technique of Data Collecting and Analyzing

In collecting the data, the writer used the following technique:

3.5.1 Pre test

Pre test is administered before treatment is given to know how far the students speaking ability especially for the material was taught by the writer in this research: greeting and expressing before the teaching learning process. The test consists of oral test. In oral presentation, students' vocabulary, pronunciation, grammar and fluency in english was tested.

The writer said a word and have a student to guess what sequence of symbols comprised the word. But before that, at the beginning of the stage, the writer will model the appropriate sound after pointing a symbol on the chart.

In measuring the students speaking ability (accuracy of pronunciation, comprehension, fluency, vocabulary, grammar). The writer will use speaking rubrics by Brown (2004 : 172), as follows :

Table 3. Speaking Rubrics

| Categories | Score | The Criteria of Speaking |
|---------------|-------|--|
| Pronunciation | 5 | The students can pronounce the words very well |
| | 4 | The students can pronounce the word well |
| | 3 | The students can pronounce the word adequate enough |
| | 2 | The students can pronounce the word frequently unintelligible |
| | 1 | The students can pronounce the word poorly |
| Comprehension | 5 | The students comprehend the dialogue well and content is clear |
| | 4 | The students comprehend the dialogue in all although there is repeating in certain part. |
| | 3 | The students comprehend the dialogue but there are some repetitions |
| | 2 | The students comprehend the dialogue but difficult to reply what their friend said. |
| | 1 | The students do comprehend although in simple dialogue |
| Fluency | 5 | The students are able to continue speech without too much hesitation |

| | | |
|------------|---|--|
| Vocabulary | 4 | The students fluency are having a little disruption by language problem |
| | 3 | The students make a lot of mistake in language problem |
| | 2 | The students often doubt and stop because of limited language |
| | 1 | The students often break off and stop while conveying dialogue |
| | 5 | The students have broad vocabulary |
| Grammar | 4 | The students have adequate vocabulary |
| | 3 | The students have good enough vocabulary |
| | 2 | The students have limited vocabulary |
| | 1 | The students have very limited vocabulary |
| | 5 | The students have very good grammar |
| | 4 | The students' error in grammar is quite rare |
| | 3 | The students' grammar are good enough, able to speak the language with sufficient structural |
| | 2 | The students construction of grammar is quite accurately but does not have through or confidence control |
| | 1 | The students error is frequent but the content still understood |

The writer was objectively give a score based on the characteristic of each students' speaking ability, whether they get 1,2,3,4, or 5 score. The maximum score that was reached by the students is 25. However, the students score obtained was calculated by the following formula :

$$\text{Student score} = \frac{\text{Student obtained}}{\text{Maximum Score}} \times 100$$

The data from the classroom observation used the category according Hartono in Agusriwal (2012:41) as follows :

Table 4. Category of Ability Level

| Score | Level |
|-------|-------|
|-------|-------|

| | |
|----------|-------------|
| 90 – 100 | Excellent |
| 80 – 89 | Good |
| 70 – 79 | Fairly Good |
| 60 – 69 | Fair |
| 0 – 59 | Poor |

(Nana Sudjana, 2005: 118)

3.5.2 Post-test

After giving the treatments, the writer gave the post-test to the subjects; the next type of the post-test is also in the form of oral production test. The test was administered to investigate whether the hypnoteaching method can increase the student’s speaking ability.

3.5.3 Documentation

According to Arikunto the method of documentation is seeking data such as notes, transcripts, books, newspapers, magazines, inscriptions, minutes of meetings, logger, agenda and etc (2010:274). Documents used the writer here in the form of photos and record data on result experiment research.

3.6 Data Analysis Technique

3.6.1 Descriptive Statistic

central tendency, the central tendency of a distribution is an estimate of the “center” of a distribution of values. There are three major types of estimate of central tendency :

- 1) Mean, average is probably the most of commonly used method of describing tendency. The formula is :

$$M = \frac{\sum x}{N}$$

Where :

M = the mean of score

$\sum x$ = the summation of all individual score

N = Total number of data

- 2) Median, the score found at the exact middle of the set of values. The formula is :

$$Me = ((n+1))/2$$

Where :

n : total number of data

- 3) Mode, is the most of frequently occurring value in the set of scores. The formulation of mode is:

$$Mode = L + \left(\frac{f_1 - f_0}{2f_1 - f_0 - f_2} \right) \times h$$

Where:

- L = is the lower class limit of the modal class
- f1 = is the frequency of the modal class
- f0 = is the frequency of the class before the modal class in the frequency table
- f2 = is the frequency of the class after the modal class in the frequency table
- h = is the class interval of the modal class

Measure of dispersion, it refers to the spread of the values around the central tendency.

- 1) Range ; simply the highest value minus the lowest value. The formula is :

$$J = X_{max} - X_{min}$$

- 1) Variance ; used as a measure of how far a set of numbers are spared out from each other. The formula is :

$$SD^2 = \frac{\sum(xi - \pi)^2}{n-1}$$

- 2) Standard deviation is a measure of the spread of the most widely used.

The formula of standard deviation :

$$SDx = \sqrt{\frac{\sum x^2}{N}}$$
 for experiment class

$$SDy = \sqrt{\frac{\sum y^2}{N}}$$
 for control class

To get the different from mean of pre-test and mean post-test with T-test, the writer used formula. According Hartono (2004 : 171) as follow :

$$t_o = \frac{Mx - My}{\sqrt{\left(\frac{SDx}{\sqrt{N-1}}\right)^2 + \left(\frac{SDy}{\sqrt{N-1}}\right)^2}}$$

Where :

- t_o = The value of t-obtained
- Mx = Mean score of experiment class
- My = Mean score of control class
- SDx = Standard deviation of experiment
- SDy = Standard deviation of control class
- N = Number of student

It is necessary to obtain the degree of freedom (df) in order to get the t-table. The formula of degree of freedom is :

$$df = n-1$$

where :

df = the degree of freedom
 n = number of the students

To found central tendency (mean, median, mode and sum) and dispersion (standart deviation, variance, range, minimum, maximum, and minimum) score, the writer use SPSS version 18 by (Jonathan Sarwono, 2002, p.114).

a. Inferential Statistic

Inferential statistic is testing the hypothesis on average used to determine whether the allegations of research are appropriate or not.

In testing of inferential statistics, the writer uses SPSS program. In the SPSS program, technique of testing the inferential statistics is used the paired sample T-Test.

. In the SPSS program, technique of testing the Inferential Statistics is used the paired Sample T-Test. The formula of paired sample t-test is:

$$t = \frac{\sum d}{\sqrt{\frac{n(\sum d^2) - (\sum d)^2}{n-1}}}$$

where :

- t = t-test
- d = difference between matched scores
- N = number of *pairs* of scores

4. Results

In this chapter, the researcher prepared the data analysis of the students in the test. The result shown that the implementation of hypnoteaching method is significant or not to be used to increase the students speaking skill of the eleventh grade students of MA Yasmi Duri. In analyzing the data, the writer used the SPSS statistic to make easy in determining the mean score, median, total score, range, standard deviation, variance. All data was used to know the the significant of hypnoteaching method.

Table 5. Pre-test and Post-test Scores

| Sample | Pre-test | | Post-test | |
|-----------|----------|----------|-----------|-------------|
| | Score | Category | Score | Category |
| Student 1 | 40 | Poor | 72 | Fairly good |
| Student 2 | 36 | Poor | 32 | Poor |
| Student 3 | 68 | Fair | 80 | Good |
| Student 4 | 52 | Poor | 68 | Fair |
| Student 5 | 56 | Poor | 72 | Fairly good |
| Student 6 | 52 | Poor | 68 | Fair |
| Student 7 | 40 | Poor | 72 | Fairly good |

| | | | | |
|------------|----|------|----|-----------|
| Student 8 | 40 | Poor | 64 | Fair |
| Student 9 | 56 | Poor | 68 | Fair |
| Student 10 | 32 | Poor | 60 | Fair |
| Student 11 | 56 | Poor | 80 | Good |
| Student 12 | 84 | Good | 96 | Excellent |
| Student 13 | 60 | Fair | 80 | Good |
| Student 14 | 60 | Fair | 64 | Fair |
| Student 15 | 32 | Poor | 44 | Poor |
| Student 16 | 44 | Poor | 56 | Poor |

4.1 Descriptive Statistic

The result of the students in pre-test and post-test was analyzed by using SPSS version 18 Statistic. In this analyzing, the writer got the information as follow :

Table 6. Analysis of Pre-test and Post-test of Students' Speaking Ability

| Remark | Value | |
|------------------------|----------|-----------|
| | Pre-test | Post-test |
| Valid | 16 | 16 |
| Missing | 0 | 0 |
| Mean | 50.5 | 67.25 |
| Std. Error of Mean | 3.519 | 3.746 |
| median | 52 | 68 |
| mode | 40 | 68 |
| Std. Deviation | 14.076 | 14.982 |
| Variance | 198.133 | 224.467 |
| Skewness | 0.703 | -0.633 |
| Std. Error of Skewness | 0.564 | 0.564 |
| Kurtosis | 0.578 | 1.47 |
| Std. Error of Kurtosis | 1.091 | 1.091 |
| Range | 52 | 64 |
| Minimum | 32 | 32 |
| Maximum | 84 | 96 |
| Sum | 808 | 1076 |

From the data of pre – test of students in experiment class above, it can be known that mean score of students in pre – test was 50.5, Std. Error of Mean 3.519, median 52, mode 40, std. deviation 14.076, variance 198.133, Skewness 0.703, Std. Error of Skewness 0.564, Kurtosis 0.578, Std. Error of Kurtosis 1.091, Range 52, minimum score 32, maximum score 84 and the sum of score 808.

From the data of post – test of students in experiment class above, it can be known that mean score of students in post – test was 67.25, Std. Error of Mean 3.746, median 68, mode 68, std. deviation 14.982, variance 224.467, Skewness -0.633, Std. Error of Skewness 0.564, Kurtosis 1.47, Std. Error of Kurtosis 1.091, Range 64, minimum score 32, maximum score 96 and the sum of score 1076.

4.2 Inferential Statistic

This analysis is used to known the relationship and how much of it between two variables. In this analysis, the writer used three steps as follows :

Table 7. Normality Test

| Kolmogorov-Smirnova | | | |
|---------------------|-----------|----|-------|
| | Statistic | df | Sig. |
| pretest | .147 | 16 | .200* |
| posttest | .164 | 16 | .200* |
| Shapiro-Wilk | | | |
| | Statistic | df | Sig. |
| pretest | .935 | 16 | .288 |
| posttest | .942 | 16 | .380 |

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

To determine the data normality based on liliefors is if the significant value (Kolmogorov-Smirnova) is more than 0.05. So, the data distribution is normal. And if the significant value is lower than 0.05. so, the data distribution is not normal. If the data distribution is normal. So, to determine the relationship between variables. It is used Paired Sample T-test and if the data distribution is not normal. So, the writer used Wilcoxon test.

From the table above, it shows the significant of the test in pre-test is 0.200 and the post-test is 0.200. It means that the data distribution is normal.

Table 8. Paired Sample T-test

| | Paired Differences | | | | |
|-------------------|--------------------|-------|---------|---|--------|
| | Mean | SD | SE Mean | 95% Confidence Interval of the Difference | |
| | | | | Lower | Upper |
| Pair 1 (pre-post) | -16.750 | 9.713 | 2.428 | -21.925 | 11.575 |

From the table above, it is acquired the $T_{count} = 6,898$, by df is 15. Based on the table of T_{count} , for df 15, T_{table} significant 5% is 2,13 and T_{table} significant 1% is 2,95.

By compared the value of T_{count} and T_{table} well in value 5% and 1%. it can be known that T_{count} is higher than T_{table} . So H_0 is rejected and H_a is accepted, it means there is a significant effect between pre-test and post-test on implementation hypnoteaching method.

a. Eta-Squared

To know the total of effect, the writer must count the data by manual. And the formula of eta-squared is :

$$\Sigma = \frac{t^2}{t^2 + (N-1)}$$

Where :

Σ = Eta-squared

T = The score of t_{count}

N = The total of sample

$$\Sigma = \frac{6.89^2}{6.89^2 + (16-1)}$$

$$= \frac{47.4721}{47.4721 + 15}$$

= 0.7598
 = 75,98 %
 = 76 %

The category of eta-squared 0.01 – 0.05 is small, 0.06 – 0.13 is medium and 0.14 – 1.00 is large (Cohen : 1998).

Based on the category above, it can be known that the category of eta-squared is large. It means that the hypnoteaching method has the large significant effect toward students' speaking ability (76%) and 34% is determined by other factors.

Summary

1. Pre-test

Based on the result of students' test and descriptive analysis, it can be known that the mean score is 50.5, minimum score is 32 and maximum score is 84.

2. Post-test

Based on the result of students' test and descriptive analysis, it can be known that the mean score is 67.25, minimum score 32 and maximum score 96.

3. Significant effect

Normality Test : Based on inferential analysis by using Normality test, it is shown that the significant of the test in pre-test is 0.200 and the post-test is 0.200. It means that the data distribution is normal.

- b. Paierd Sample T-test : based on inferential analysis by using Paired Sample T-test, it is shown that T_{count} is higher than T_{table} ($2.13 < 6.898 > 2.95$). It means that there is a significant effect on implementation hypnoteaching method toward students' speaking ability.
- c. Eta-squared : based on the inferential analysis, it is shown that the score is 0.7598 and it is include in category of eta-squared is large. It means that the hypnoteaching method has the large significant effect toward students' speaking ability (76%) and 34% is determined by other factors.

5. Discussion

This research is relevant with Dewita (2011), a student from english department of Sekolah Tinggi Agama Islam (STAI) Duri. She researched about " the contribution of communicative language teaching method to increase the student's speaking ability at the second year of SMP Negeri 8 Duri of District of Mandau". The population of her research is the second year of SMP Negeri 8 Duri of District of Mandau. The samples are 58 persons with divided into two classes, experimental and control class. This research used techniques of collecting data is observation and test analysis and result, the researcher can make a conclusion that the contribution of communicative language teaching method is categorized in "enough" level, based on recapitulation of it in the class room was 61%, and there is the significant contribution of communicative language teaching to increase the student's speaking ability at the second years students of SMP N 8 Duri District of Mandau. It means that alternative hypothesis (H_a) is "accepted". The result of the test is 2.66, it is higher than the score compared with the value on t-table. Based on the observation sheets show the student's score of speaking test was increase after they are taught by communicative language teaching method.

6. Conclusion

Based on the data presentation and analysis, the writer found that the mean score in pre-test is 50.5 And The post-test is 67.25. based on the data above, it can be known that there is a different between pre-test and post-test.

based on inferential analysis by using Paired Sample T-test, it is shown that T_{count} is higher than T_{table} ($2.13 < 6.898 > 2.95$). It means that there is a significant effect on implementation hypnoteaching method toward students' speaking ability. In Eta-squared shown that the score is 0.7598 and it is include in category of eta-squared is large. It means that the hypnoteaching method has the large

significant effect toward students' speaking ability (76%) at the eleventh grade students of MA YASMI DURI and 34% is determined by other factors.

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