

**THE IMPLEMENTATION OF HYPNOTEACHING METHOD IN  
TEACHING READING FOR SEVENTH-GRADE STUDENTS OF  
SMP ISTIQOMAH SAMBAS PURBALINGGA**



**AN UNDERGRADUATE THESIS**

**Submitted to the Faculty of Tarbiya and Teacher Training of  
State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto  
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SMP ISTIQOMAH SAMBAS PURBALINGGA**

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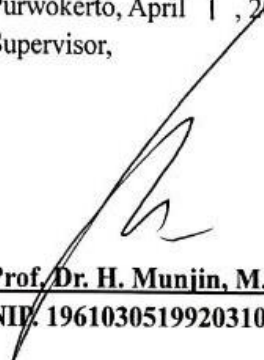
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## MOTTO

Be brave to take opportunities and you can see the world as full of possibilities



## DEDICATION

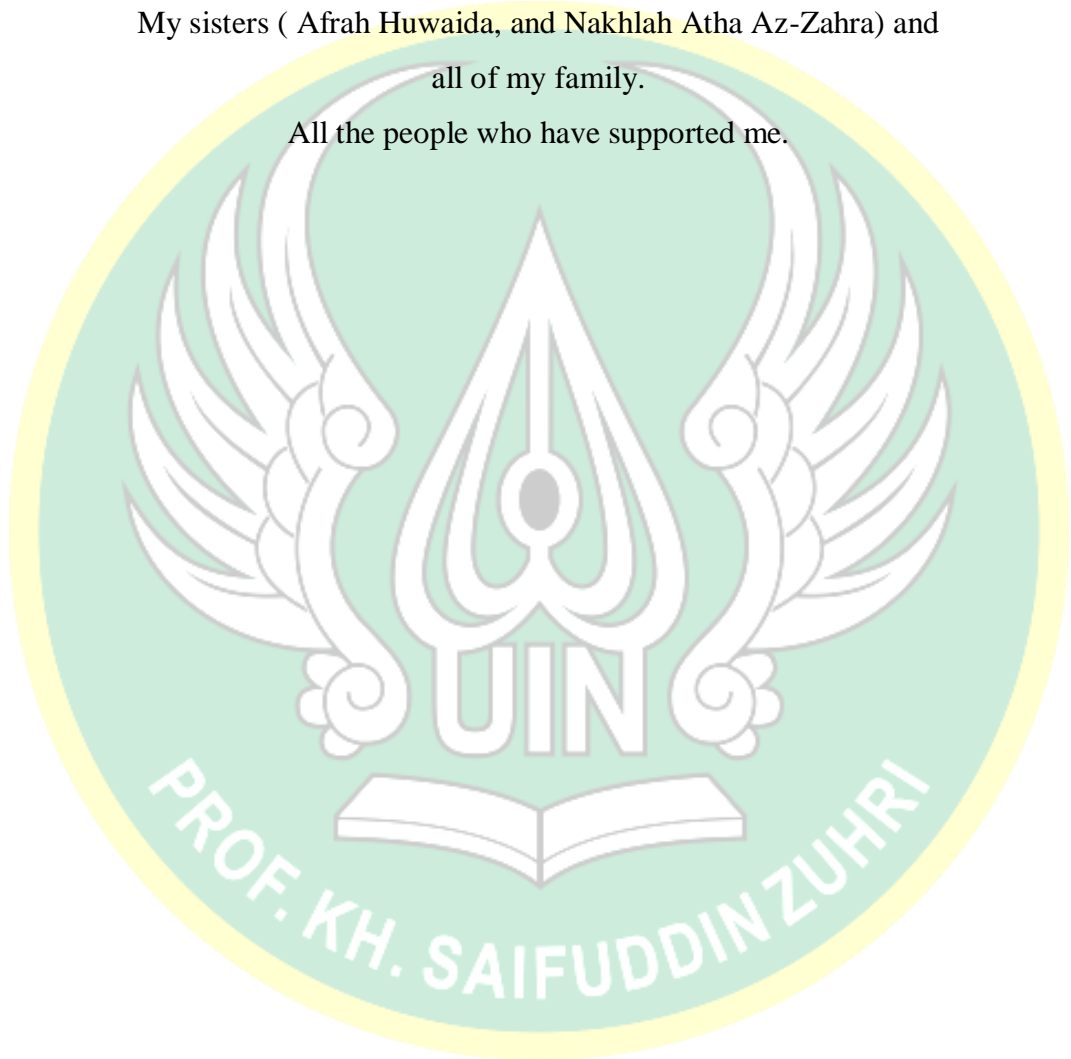
I dedicate my thesis for:

My beloved Parents (Samingun and Umi Latifah, S.Pd.I., M.Pd.) who always  
support me  
in every situation.

Thanks for motivate, and pray for me to finish my study.

My sisters ( Afrah Huwaida, and Nakhlah Atha Az-Zahra) and  
all of my family.

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This script is the thesis that has been proposed to the Faculty of Tarbiya and Teacher Training, State Islamic University of Prof. K. H. Saifuddin Zuhri Purwokerto as partial fulfillment of the requirement for obtaining the Scholar Degree of Education (S.Pd). In the process of completing the thesis, many parties have provided help, support, and suggestion that are useful for the completion of the thesis. The deep gratitude and appreciation are expressed to:

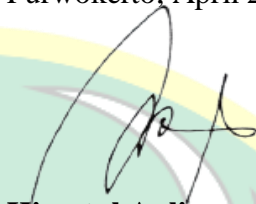
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Hopefully, all the good deeds are received by Allah SWT. and hopefully this thesis can be beneficial to writers in particular and to readers in general. Aamiin

Purwokerto, April 24, 2024

  
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## ABSTRACT

**Abstract:** This study aimed to describe the implementation of hypnoteaching method in teaching reading for seventh-grade students of SMP Istiqomah Sambas Purbalingga. The qualitative descriptive approach was used in this study. The subjects of this study were an English Teacher and seventh-grade students of SMP Istiqomah Sambas Purbalingga. The data was gathered through observation, interviews, and documentation. This study used data reduction, data display, and conclusion drawing or verification to analyze the data. The results showed that the teacher used hypnoteaching method in teaching reading through two stages: First, in the preparation stage, the teacher had prepared several resources, including lesson plan, learning material, learning media, method, and evaluation used for reading activity using hypnoteaching method. Second, in the implementation stage, the teacher carried out the learning activity: Intention and motivation in ourselves, the teacher must instil a strong goal when using this method since a strong aim will result in great motivation and a strong commitment; Pacing means making the same position, body movement, language, and brainwave with the students; Leading, After students enjoy the teaching and learning atmosphere through pacing stage, teacher can lead students to do what teacher asks verbally; Using positive words, the use of positive words is appropriate with the work of the subconscious mind which refuses negative words; Giving compliment, a reward for raising one's self-esteem is praise; Modeling, It is a process in giving examples of suitable protocols through consistent utterance and behaviour. Furthermore, the advantages of the hypnoteaching method were that the teacher kept students' interest and attention, the students became more motivated to learn, and the students demonstrated readiness behaviors since the beginning of class. However, the disadvantages of hypnoteaching method were the teacher has difficulty focusing on each student individually, and the teachers need to learn and practice applying hypnoteaching method.

**Keywords:** *hypnoteaching method, teaching reading*

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## **CHAPTER 1**

### **INTRODUCTION**

This chapter explains the background of the research, operational definition, research question, objective, and significance of the research, and organization of the paper.

#### **A. Background of Study**

In learning English, students should master four skills: listening, speaking, writing, and reading. These four skills should be involved by the teacher in process of teaching and learning in a classroom. Speaking and writing are productive skills, while reading and listening are receptive skills. (Harmer, 2001). Reading is how information is processed from the text into meanings, starting with the information from text, and ending with what the reader gains. Hence, reading plays an important role in enhancing students' English ability. In addition, reading classes are designed to enable students to acquire knowledge from any form of English-language text (Mualim & Aziez, 2018, p. 245)

According to Johnson and Johnson, there are two kinds of reading: initial reading and reading for comprehension. Initial reading is an activity made by people who cannot read to learn how to read, such as learning the alphabet and letter combinations or simple words. In contrast, reading comprehension is an activity designed to comprehend the messages of a particular text (K. Johnson & Johnson, 1999, p. 331). Teaching reading as a foreign language in Indonesia can be included in teaching reading comprehension. Reading for comprehension aims to enhance learners' abilities to comprehend the meaning of a written text both in their native language and in English as a Foreign Language. However, reading for comprehension is a complex activity that requires students to understand the reading text well (Ardiana & Sabiq, 2020, p. 21). This is certainly not easy to learn without the right teaching strategy.

On the other hand, not all students undergo adequate motivation in learning English; even they come to class merely to fulfil the requirements of compulsory formal education that they ought to pass. Based on the preliminary observation, the researcher found that most of the students still have low English communicative competence. Some students asserted that they did not know how they should learn it, as well as what on English would contribute to their future career. Hence they were not motivated; and unfortunately they attended English class without a clear view of its importance for their own selves in the future. In this case, again, students' motivation to learn English is significant factor which seems to be the major problem. In addition, the atmosphere in the classroom seemed less supportive of the learning process. The environment also causes student motivation to decrease. Therefore, it is considered essential to implement a method to maintain and increase motivation, especially in teaching reading.

Meanwhile, Keller Keller (2008) mentioned to have motivated students, their curiosity must be aroused and sustained; the instruction must be perceived to be relevant to personal values or instrumental to accomplishing desired goals; they must have the personal conviction that they will be able to succeed; and the consequences of the learning experience must be consistent with the individual incentives of the learner.

In carrying out learning activities, a teacher must be able to determine the right strategy for her students. This aims to create a varied classroom learning atmosphere. The variety of methods will attract students' attention, so they will feel enthusiastic about learning. In addition, students are not quickly bored because of the variations used by the teacher. In line with Rusdiana and Heryati, who said that the selection of learning method greatly influences the interest and participation of students in learning and affects the understanding of the material received (Rusdiana & Heryati, 2015, p. 47). Moreover, using appropriate teaching methods and learning resources influences the students' motivation to learn a target language, so the teacher must be aware of the techniques used for classroom activities to

achieve the learning goals (Dwinalida & Setiaji, 2020, p. 46). To overcome these problems, the teacher can choose a suitable learning method: hypnoteaching. Hypnoteaching comes from the words hypnosis and teaching. Hypnoteaching is a new learning method to help students achieve enthusiasm in teaching and learning.

Based on a preliminary interview with an English teacher in SMP Istiqomah Sambas Purbalingga, on April 8, 2023, the teacher stated that she used hypnoteaching method in teaching reading. There were several reasons why the teacher used this method, as follows: 1) The students have low English communicative competence, 2) The students were less motivated to learn, 3) Students had low learning enthusiasm because they were bored with monotonous reading activities. Looking at these conditions, the teacher tried a variation on the reading activity, namely, using hypnoteaching method.

A relevant research on hypnoteaching method by Zuhri and Sukarnianti shown that the hypnoteaching method influences students' English skills. However, how to apply this learning method in teaching reading, especially in SMP Istiqomah Purbalingga has not been revealed. Hence, this research needs to be done to provide detailed knowledge for teachers who want to try to implement this method in teaching reading. The school was chosen because the teacher implemented the hypnoteaching method in teaching reading and has experience applying it in the learning activity. Therefore, this research was entitled “**The Implementation of Hypnoteaching Method in Teaching Reading for the seventh-Grade Students of SMP Istiqomah Sambas Purbalingga**”.

## **B. Clarification of Key Terms**

Having the clarification of key terms in the research is essential. The clarification of crucial terms aims to avoid misunderstandings about the research.

### 1. Teaching Reading

Teaching is a complex process; it does not only give information to the students from the teacher. Teaching reading is the process of transferring knowledge from teacher to students by using certain methods and strategies as well as specific materials so that students can understand about reading (Yuliani, 2014). The teacher should use methods and strategies in teaching and learning process the classroom. The Teacher must have the right method to achieve the goals of teaching reading. Teaching reading aims to make students become efficient and effective readers. A teacher needs the ability to organize the teaching process, including teaching the material to the students and encouraging them to study hard.

### 2. Hypnoteaching Method

Hypnoteaching is one of teaching methods that have been found to help increase motivation, confidence, and the quality of students' learning process by connecting the conscious and subconscious mind. The implementation of hypnoteaching method during the teaching learning process influences the results of learning and motivation of the students (Rahmawatinigrum, 2012). Moreover, hypnoteaching method builds students' inner motivation to continue to enjoy the learning process and persuades students to be comfortable with the learning atmosphere (Jaya, 2010). Hypnoteaching as a learning method by giving students suggestions to become more creative and active (Jaya, 2010). The process of learning using hypnosis is more focused on providing positive advice from both the teacher and the students.

## C. Research Questions

1. How does the teacher implement hypnoteaching method in teaching reading for seventh grades students of SMP Istiqomah Sambas Purbalingga?



2. What are the advantages and disadvantages of hypnoteaching method in teaching reading for seventh-grade students of SMP Istiqomah Sambas Purbalingga?

#### **D. Research Objectives**

1. To describe and analyze how the teacher implements hypnoteaching method in teaching reading for seventh-grade students of SMP Istiqomah Sambas Purbalingga.
2. To describe and analyze the advantages and disadvantages of hypnoteaching method in teaching reading for seventh grades students of SMP Istiqomah Sambas Purbalingga .

#### **E. Aims and Significances of the Study**

1. For the Institution  
Hopefully, this research can be a helpful insight for those concerned in teaching English and expected to contribute to teaching English, especially concerning how hypnoteaching can be beneficial for teaching reading.
2. For Teacher  
The result of this research is expected to give information and description as feedback to improve the quality of teaching and learning process for learners, especially teaching reading.
3. For Further Researchers  
Hopefully, this research can be a worthwhile direction and reference material for further researchers that relate to hypnoteaching method.

#### **F. Structure of The Study**

To make systematic research, it is necessary to classify the structure of this research. This research is divided into five chapters as follows:

Chapter I is introduction. It consists of the background of the research, clarification of terms, research questions, the research's object, the

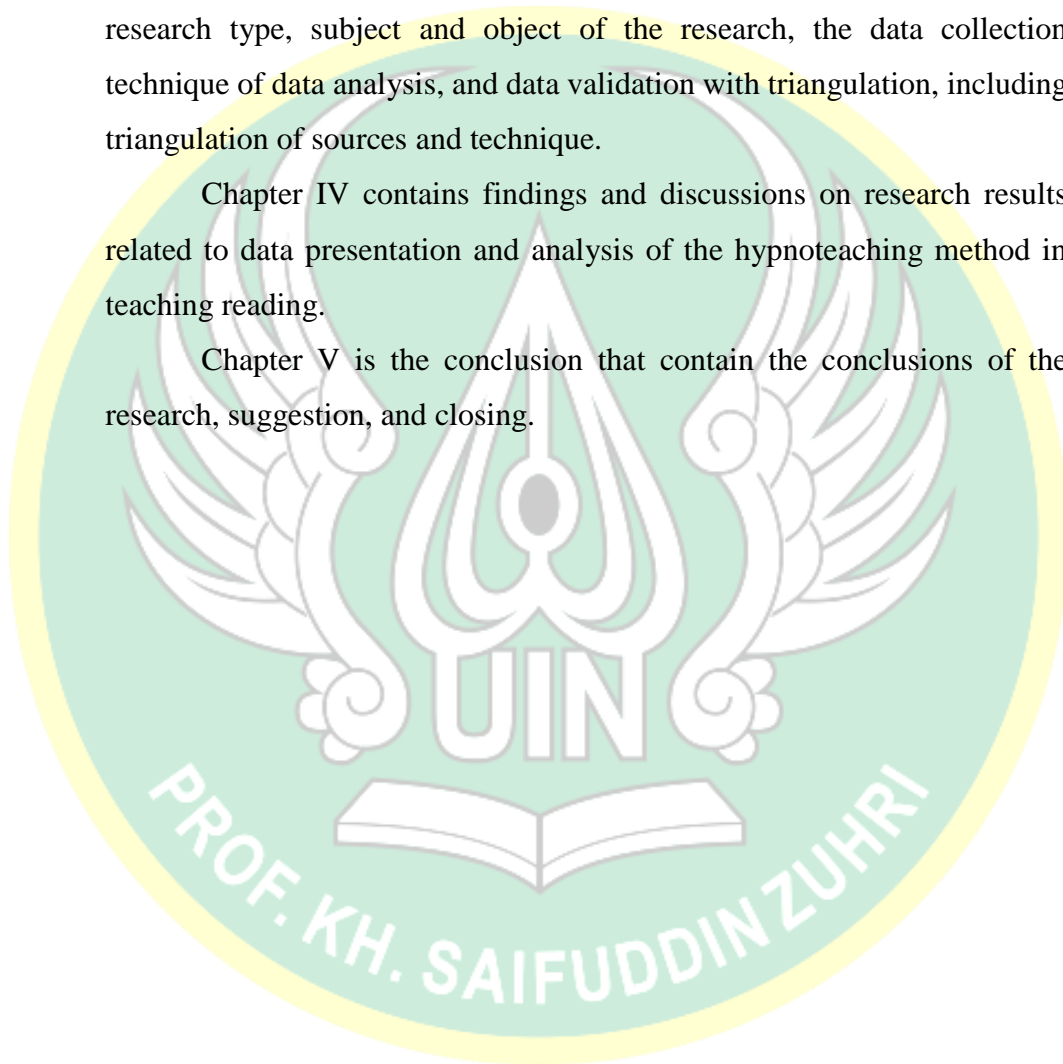
research, the subject of the research, significances of the research, and the structure of the research.

Chapter II is the literature review. It explains the theoretical framework that consist of the cooperative learning, numbered heads together, reading, teaching reading, and previous studies.

Chapter III is the research method. This chapter consists of the research type, subject and object of the research, the data collection technique of data analysis, and data validation with triangulation, including triangulation of sources and technique.

Chapter IV contains findings and discussions on research results related to data presentation and analysis of the hypnoteaching method in teaching reading.

Chapter V is the conclusion that contain the conclusions of the research, suggestion, and closing.



## CHAPTER II

### LITERATURE REVIEW

In this chapter, the researcher explains the theoretical framework, review of relevant studies, and research hypothesis.

#### A. Theoretical Framework

##### 1. Reading

###### a. The Definition of Reading

Reading is the proses of associating the reader's background knowledge with information in the text to get the meaning of the text (Ardiana & Sabiq, 2020). The goal is to understand the text rather than obtain the meaning from an isolated word or sentence. The purpose for reading determines understanding, the readers' strategies and knowledge, the nature of the text, and the context. Decoding requires translating the symbols of the writing system into the spoken words they present.

Reading is the process of constructing meaning by coordinating number of complex process including word reading, word and world knowledge, and fluency (Klingner et al., 2007). Reading comprehension no limited to knowledge of textual information, but comprehension becomes the complex interaction of text, and contextual factors.

From the definition above, reading is an activity which aims to find information in a reading text by combining it with the reader's ability to produce meaning based on his or her prior knowledge which is then used according to the needs of the reader. The essence of reading comprehension is to understands all the information that delivered by the writer. It also refers to the ability to connect between the words in a text, and the relationship between ideas conveyed in a text.

## b. Kinds of Reading

According to Harmer, reading can be divided into two categories, namely extensive and intensive (Harmer, 2007, p. 283).

### 1) Extensive reading

According to Harmer, extensive reading is a reading activity that involves students to enjoy, also known as reading for pleasure (Harmer, 2007, p. 283). This kind of reading activity does not pay attention to the detailed construction of a reading text. This reading includes activities that take place either inside and outside of the classroom. In addition, Hedge in Alyousef states that extensive reading is a skimming and scanning activity. Hedge also mentions that the number of children who read comprehensively varies depending on their enthusiasm level and the resources available in their schools. A highly motivated teacher with adequate training can select appropriate handouts or activity books for their students (Alyousef, 2006, p. 66).

### 2) Intensive reading

Intensive reading refers to the detailed emphasis on the structure of reading texts that typically occurs in the classroom (Harmer, 2010, p. 286). Usually, intensive reading is paired with learning activities. In intensive reading activities, students are required to determine the type of text they are reading, uncover the particulars of meaning, examine the use of certain vocabulary and grammar structures, then apply the information from the text to other learning tasks.

## c. Aspects of Reading

There are some important aspects of reading comprehension that need to be learned. There are five components of reading comprehension which should be focused when reading a text, they are (Stanley, 2004):

### 1) Finding detail information (explicit)

Factual information requires readers to scan specific details. The factual information is the information that explicitly stated in the text. There are many types of the question of factual information such as question type of reason, purpose, result, comparison, means, identity, time and amount in which most of the answers can be found in the text.

2) Finding the main idea

Reading concern with meaning to a greater extent than it is with form. An efficient reader understands not only the ideas but also their relative significance as expressed by the author, in order words, some of the ideas are subordinate while other subordinates.

3) Finding the meaning of vocabulary context

Finding the meaning of vocabulary in context means that reader could develop his or her ability in guessing the word which is familiar or not, by relating the close meaning of unfamiliar words to the text and the topic of the text is read. The words have nearly equivalent meaning when it has it or nearly the same meaning as another word.

4) Identifying reference

In English, as in other language, it would be clumsy and boring to have and to repeat the same word or phrase every time a reader used it. To know the reference used in a text is very important because reference often used in order to avoid the subject's repetition.

5) Identifying inference (Implicit information)

The important thing needed in reading understands. Making inferences is how students could think more about the implicit meaning in the text. It is a skill that allows students to use their prior knowledge toward the text to understand something that is not directly stated in the text. Form the theory, it can be concluded

that there are five aspects of reading comprehension that should be mastered by the students.

d. The Importance of Reading

Delivering an idea can not only be done by having an oral conversation or speech but also by having some notes in the form of written language. Reading is a written art that contains much knowledge and tries to find the main purpose of the text. All reading comprehension requires the reader to make inference (Israel & Duffy, 2009). When a reader makes a prediction, he or she uses background knowledge to "infer" what will come next. However, most people will be a pleasure to remember what is being written by the writer.

Based on the explanation above, the researcher concludes that reading comprehension is very important in order to allow the students able to share and write their idea, it is also help the readers to be awake their understanding.

## 2. Teaching Reading

a. Definition of Teaching Reading

Teaching reading is the process of transferring knowledge from teachers to students by using certain methods and strategies as well as certain materials so that students can understand about reading (Yuliani, 2014). In teaching reading comprehension, teachers need to assess comprehension for many different purposes. It also an important active thinking activity the students use while reading and trying to make sense of the text. The students or readers are not only read but they also analysis or predict what happens and tell in the text. Reding comprehension also needs students to relate their prior knowledge to fully understand what is in the text. Reading comprehension involves much more than readers' responses to the text.(Klingner et al., 2007)

In teaching reading, the teacher is expected to give an opportunity for students to read the texts comprehensively. It means that the teacher

should create a situation where students can read the text silently and after that discuss the text together. Teaching reading comprehension is not easy, the teacher should use some strategies in teaching and learning process the classroom. A teacher needs the ability to organize the teaching process including how to teach the material to the students, how to encourage the students to study hard. Because reading comprehension is an important skill, it is the key or getting information or science that the students have read.

Reading is a form of experience. Reading brings us in contact with the minds of great authors, with the written account of their experiences (Patel & Jain, 2008). Teachers think of reading comprehension as what students are taught to do in reading instruction during the early school years and as the reading capacities they are expected to display throughout the middle and high school years (Snow, 2002). Based on the explanation above, the researcher concludes that teaching reading comprehension as the process to help the students learn how to contact the written account of their experiences in reading instruction during the teaching and learning process.

b. The Difficulties of Teaching reading

Difficulties may face by the teacher in teaching reading comprehension in the classroom. Some difficulties or problem are explanation by experts. The difficulty is something that complicated to do. It will be seen from students' mistake or error learning process. In fact, many junior high school students often find difficulties in reading comprehension. These difficulties result in the student's poor performance in the reading test. Thus, these factors arise some difficulties in reading comprehension.

There are some factors difficulties faced by students divided into external and internal. Internal factor includes physics, intellectual, and psychological. While external factors includes family and school

environments. There are some internal factors that influence students in reading comprehension.

There are three common problem that usually encountered by the teacher in teaching reading.

- 1) Vocabulary oriented teaching. In this case, the teachers' presentation mainly focuses on vocabulary. As a result, the teachers have no idea about the complexity of the reading process.
- 2) The teacher seldom get down to learn their students' needs, have them analyzed and tailor the teaching method. Here, the teachers just rigidly follow the natural arrangement of texts and exercises with the help of their perceptual experiences. Then, they exploit the text just for its own sake, not to use it as a tool to teach students to read effectively.
- 3) The lack of theoretical knowledge of EFL. It can affect a situation where the teachers usually have little idea about how to plan a lesson regularly and systematically. Thus, what the teachers often do just sitting on the desk, going through.

Moreover, there are many difficulties in teaching reading as follow:

- 1) How to train the students to be fluent in the recognition of words and phrases.

Fluent recognition of words and phrases as used here includes the ability to associate them with their proper meanings. In recognizing words the eyes are fixated on only a few letter. A child must spend years in practice before he can attain general facility in word and phrase recognition which characterizes a good reader but he can begin in primary grades the information of reading habits which will be of use to him later on.

- 2) How to secure appropriate supplementary material in a usable form.

The amount of material in school readers is not sufficient and third and fourth grades especially the vocabulary in the readers is



often too advanced and the content too manager. The supplementary material must be appropriate, not too easy nor too difficult, must be interesting and avoid duplication.

- 3) How to get the students to comprehend the material which they read.

All teachers are familiar with the experience of having pupils' rates of reading far in advance of their comprehension. Failure to comprehend may be due to several cause such as a lack of a good method of silent reading, lack of practice in reading silently due either to insufficient opportunity or to the absence of a strong motive, and lack of sufficient acquaintance with the necessary vocabulary.

- 4) How to train pupils to recognize certain difficult words or letters.

Some children with normal vision seem to have difficulty with certain words or letters such as distinguishing between such words as was and saw left and left, and WMD and with, and such letters as 'b' and 'd' in print.

#### c. Principles of teaching reading

There are six principles of teaching reading (Harmer, 2007):

- 1) Encourage students to read as often and as much as possible.

The more students read, the better students are. The teacher should encourage the students to read both extensively and intensively (Harmer, 2007). It would be good if the teacher discussed this principle with the students.

- 2) The students need to be engaged with what they are reading.

The teacher should also do their best to ensure that the students engage with the topic of the reading text. Likewise, outside of normal lesson time, when the students read extensively, the students should engage in enjoyable reading (Harmer, 2007)

- 3) Encourage the students respond to the content of a text.

It is important for students to study about the meaning of the text. The teacher must give the students opportunity to respond to the message in a certain way (Harmer, 2007). It is important that they

should be allowed to express their feeling about the topic as to provide personal involvement with the topic.

4) Prediction is a major factor in reading.

In the classroom, the teacher must provide 'hints' to the students so that they also have the opportunity to predict what will happen to the text they read (Harmer, 2007).

5) Match the task to the topic when using intensive reading text.

After discussing what reading texts the students will read, the teacher needs to choose good reading assignments such as the right types of questions, appropriate pre and post reading activities, and useful study exploits (Harmer, 2007).

6) Exploit reading texts to the full.

Good teacher integrated reading text into interesting lesson sequences, use topics for further discussion and assignment, use language for learning and then activation and use various activities to bring text to life.

Based on the explanation above, it can be inferred that the teacher who gets difficulty in teaching reading might not realize that affective factors also play a significant role in how reading helps one learn a language. In other word, students' interest, the recognition of words and phrases, selecting and adapting materials is useful to make the process of teaching and learning effective, to comprehend the material, recognize certain difficult words or letters. To develop speed in silent reading. Thus, in order to make reading activity meaningful teacher should find an interesting stories often serve as a stimulus because the pupil becomes interested in the interesting of the story and wants to know the outcome.

### 3. Hypnoteaching Method

#### a. Definition of Hypnoteaching

Hypnoteaching is combination from the words hypnosis and teaching. Hypnosis means suggestion and teaching means sharing knowledge and experience. According to Hajar (2011) hypnoteaching is the art of communicating teachers by giving suggestions so that it can produce smart students. By giving suggestions, students can concentrate on a certain situation. It is beneficial to the information in any form conveyed by the teacher can be received and stored in students' memories.

Jaya (2010) also said hypnoteaching is teaching that involves the conscious and subconscious mind. Applying the subconscious mind for students, it makes suggestions easily accepted. So the students easy to understand the subject matter because they are enthusiastic and fascinated with the suggestion sentences expressed by the teacher. In the other word, hypnoteaching is one of the teaching method that processing of entering information into the conscious mind by suggestion to deliver the information in subconscious mind to be stored and functioned as needed for students in increase motivation, focus and quality of learning.

As the application of hypnoteaching does not makes students fall asleep in class, but they have been conditioned to learn. In this case, students ready to study in a fresh condition and ready to accept the subject matter. To apply hypnoteaching teachers are required to stable the mentally and physically because teacher was also asked to positive self-talk for herself. So the teacher is also ready in teaching their students.

#### b. The Mechanism of Hypnoteaching

The subconscious mind is intimately associated with hypnosis. The subconscious and conscious minds interact and function in tandem. The high degree of consciousness is found in the subconscious mind, not in the absence

of consciousness. According to Gunawan (2006) in human brain, conscious mind affects 12% while the subconscious mind affects 88%, both of them influence the behavior, mind-set, attitudes and habits of someone. The function of the conscious mind is to store and recall details of every unique experience, including critical elements, reasoning, analytical, short-term memory, and willpower.

The mechanism hypnosis is closely related to someone's brain activity. Every brain activity has its own wave. There are four brain waves that will process the suggestions. Based on Yustisia (2012) description of brain waves are:

1) Beta (12-25 cps/normal)

In such conditions as cognitive, logical, analytical, concentration, left brain, active, prejudice, worried, anxious, panic, and stressed. In this condition someone is in full consciousness and able to do or think two ideas or more. Therefore, in this frequency the mind is very crowded, it is hard to receive suggestion.

2) Alpha (7-12 cps/basic meditative)

In such conditions as relaxation, meditative, focus, super learning, access to the subconscious, comfortable, sincere, relaxed, calm, happy and fresh. In this condition someone will learn and absorb information very well and also reduce mental and emotional stress. In this frequency, students can accept the suggestion very well.

3) Theta (4-7 cps/mediatif)

In such conditions as deep relaxation, intuition, affirmation, subconscious mind, visualization, sincere, imagination, and creative. In this frequency, every suggestion given is well received in the subconscious mind and sometimes someone can find a solution for a problem that is complicated and severe in this phase.

#### 4) Delta (0,5-4 cps/sleep well)

In such condition as sleep well without dream, there are no active minds and feelings. In this condition someone release of growth hormone and loss of physical awareness. In this frequency, suggestion cannot be heard and accepted.

From the description above, the teacher needs to understand each students' brain waves and the teacher can change the condition of students' brain waves from beta frequency to alpha by applying the principles of hypnoteaching.

#### c. Elements of Hypnoteaching

According to Noer (2010), a teacher has a pay attention to the element of hypnoteaching during the teaching and learning process as follows:

##### 1) The teacher's appearance,

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 teacher to always look neat. Therefore, the appearance of good will make confidents is high.in addition, an attractive appearance also can be a powerful magnet for students. The better the teacher's appearance it makes the more confident as strong magnetic for students.

##### 2) The teacher's empathetic and sympatic

A teacher should have a sense of empathy and sympathy for their students. With empathy, the teacher will always try to help their students who are feeling difficulties. In addition, the teacher also has a strong determination to develop and advance their students

##### 3) Teacher's language

The teacher has to rain herself for each speech uttered and language used to the students. Not only a good vocabulary and

language but also can hold back emotions, not mocking, not easily provoked anger, demeaning or cornering students, appreciate potential and students' ability. It will greatly affect the students in teaching learning process.

4) Teacher's movement

The teacher's movement is very influential for kinesthetic students. In teaching process, the teacher should use the good style of body language for what is delivered to the students more impressively.

5) Teacher motivates students by story

This is one of the keys to the success of hypnoteaching which is characterized as the basic work of mind that related to imagination and fantasy. When the students have some problem and does not have the motivation to learn, the teacher can obey and guide students by telling stories about successful and inspiring people because stories can build spirit, imagination, and fantasy.

From those elements, it can be summed up that by interesting, comfortable learning process and creating a fun, it is easy for the teacher to master the students' heart. As we know, to master the students' mind, the teachers have to master their heart first.

d. The Principle of Hypnoteaching

To apply the hypnoteaching method there are several principles that should be considered in order to make it effectively. The principle in implementing hypnoteaching as follows (Hajat, 2012):

- 1) Understand what students need
- 2) Preparing learning and material
- 3) Teach according to the lesson plan
- 4) Doing affirmation which is positive word to replace negative values in the subconscious mind

- 5) Applying visualization as tools for students to exploring as many ideas as possible related to the topic of learning
- 6) Conduct evaluations to determine the extent to which students understand the material that has been learned
- 7) Makes reflection that student already passed during the learning process.

e. The procedure of Hypnoteaching

There are several steps that teacher have to do in implementing hypnoteaching which consists of six stages ( Yustisia, 2012):

1) Intention and motivation in ourselves

The great intentions will lead to high motivation and commitment in pursuing something. A person's success depends on the intention to try to achieve that success. In teaching is much needed intention of the teacher to be serious because it will provide maximum results for students. It will be seen from the way of teacher teaches the learns.

2) Pacing

Pacing means equating position, language, brainwave and gesture, so that each message delivered can be accepted and well understood by students. The teacher have to able to equate her world with the students' world. Students who hate the lessons that the teacher gives, it means that the teacher's brainwaves are not equivalent with students. Example of equating position is the teacher's position the same as the student who is sitting while discussing about the difficulties of material, because students will be more comfortable because there is a similarity with the teacher.

3) Leading

Leading means lead or direct something. When students feel comfortable with the teacher, then almost everything that the teacher says or assigns to the students will be done happily.

4) Using positive word

The use of positive word is appropriate with the workings of the subconscious mind that does not want to accept negative words. The words the teacher gives, both directly and indirectly, greatly affect the psychological condition of students so that they are more confident and comfortable in the learning process. The words can be asking or appeals. If there are things that should not do by students, the teacher should asking by replacing negative words with positive words. For example during the teaching process and the class is noisy, the teacher can ask them with “can calm down, later we continue to tell stories together” not using word “Do not be noisy”.

5) Giving compliment

The basic characteristics of students are happy of reward. Reward can increase students’ self-esteem and self-concept. By reward students will be encouraged to do more than before.

6) Modelling

Modelling is the process of giving examples both though speech and behavior consistently. After students feel comfortable with the teacher, she needs to streamline her behaviour so that it is consistent with her words and teachings, so that the teacher is always as a trusted person for students.

f. Advantages and Disadvantages of Hypnoteaching Method

According to Yustisia (2012), hypnoteaching for students has both advantages and disadvantages, with the advantages being as follows:

- 1) Teachers can design engaging learning activities to keep students interested,
- 2) The information can keep students' attention,
- 3) Learners will be more motivated to



Meanwhile the disadvantages of hypnoteaching method as follows:

- 1) Due to the large number of students in a class, it is challenging for teachers to focus on each student individually,
- 2) Teachers need to learn and practice to implement the method hypnoteaching.
- 3) The lack of facilities and infrastructure in schools that could support the implementation of learning methods hypnoteaching.

## **B. Previous Studies**

This research used various research, a journal and thesis as reference material while producing this thesis. When discussing these issues, the previous research serves as a foundation for theory, comparisons, and references. The following is a list of the material used to conduct the literature review:

The first study was conducted (Sukma Ilyas, 2022). Entitled “*The Use of Hypnoteaching Strategy to Motivate the Student to Learn English at SMAN 7 Makassar*”. The objective of this research was to find out whether the use of hypnoteaching strategy motivates the student to learn English. This research took place at SMAN 7 Makassar. The population of this research was the students of SMAN 7 Makassar. Based on the result of the mean score, that the use of the hypnoteaching method can motivate the students to learn English. It was proved by the result of the post-test which was higher than the result of the pre-test (38.63 >89.60). Then, the researcher concluded that the use of hypnoteaching strategy motivates the students to learn English.

The second a study entitled “*Using Hypnoteaching Method to Improve Learning Motivation and Speaking Skill of The Students of SMAN 3 Pangkajene* “. The objective of this research is to find out whether or not the application of hypnoteaching method’s improve the students’ achievement in speaking skill and to describe whether or not the use of Hypnoteaching trigger students’ motivation in learning Speaking at SMA Negeri 3 Pangkajene. This

research used quasi-experimental design. The population of this research is the tenth grade students of SMA Negeri 3 Pangkajene in 2016 / 2017 academic year. The result of data analysis shows that t-test value is greater than t-table value ( $5.79 > 2.1$ ) at level of significance ( $p = 0.05$ ). It means that there is a significant difference of speaking skill between two classes and it indicates that null hypothesis ( $H_0$ ) is rejected and alternative hypothesis ( $H_1$ ) is accepted. Therefore, based on the findings and discussion of this research, it can be concluded that the implementation of Hypnoteaching method improves students speaking skill. The result of data analysis from the questionnaire shows that 43.75% students can categorized as strongly motivated students after the treatment. Based on that, it can be concluded that hypnoteaching can improves student's motivation in learning speaking.

The third study that was carried out by (Siti Rismadilla, 2019) entitled "*Implementing Hypnoteaching in Teaching Speaking for Young Learner*" showed that hypnoteaching can improve young learners' achievement in speaking English. This is showed by the score from the pretest and post-test. There is significant differences score between pre-test and pots-test.

The fourth research that was conducted by Elin Fitriani (2021) entitled "*The Effect of Using Hypnoteaching Method Towards Students' Motivation in Learning English*" was a significant effect of hypnoteaching method toward students motivation in learning English. It was supported by the data, in which the mean score of the students in the score questionnaire without treatment is 71,38 which has been improving in the score questionnaire by using treatment is 85,74.

The fifth research carried out by Lismalinda (2019) entitled "*The Influence of Hypnoteaching Method on Students' Reading Motivation an Achievement in Secondary School*", the result of this research showed that there was the influence of hypnoteaching method toward the students' reading motivation of secondary school. The students were motivated intrinsically while they learned English reading passages.

From the various above, what distinguishes this research is the location, focus, and object of research. In this research, the writer leads the implementation of hypnoteaching method in teaching reading for seventh students at SMP Istiqomah Sambas Purbalingga. Therefore, this research deserves to be carried out.



## **CHAPTER III**

### **RESEARCH METHOD**

This chapter presents a description of the research methodology. It focuses on the methodology used to conduct this research including the research design, research site and participants, objects and subjects of the research, data collection technique, data analysis, and triangulation

#### **A. Research Design**

This study used a descriptive-qualitative research design to answer research questions. According to (Creswell, 2009) qualitative research is intended to deeply explore, understand and interpret social phenomena within natural things. This study used descriptive qualitative because it described the actual situation of the research object specifically and the data retrieved in non-numeric form or that cannot be processed in the form of numbers. This research aimed to describe an understanding of how a teacher can implement the hypnoteaching method in teaching reading. Field research was used in this study to collect data and information from informants to obtain the required data related to the research being carried out. Data was collected in the form of words or pictures. The data obtained includes the results of in-depth interviews, field notes, and lesson plans.

#### **B. Research Site and Participants**

This research was conducted at SMP Istiqomah Sambas Purbalingga, which is located at Jl. AW Sumarmo No. 52A, Purbalingga, Central Java. There are several reasons for choosing this school as follows:

1. SMP Istiqomah Sambas Purbalingga is a school whose teachers apply the hypnoteaching method in teaching reading.
2. The teacher has well experienced in applying the hypnoteaching method in the learning activity.

The participants in this research were an English teacher and seventh-grade students at SMP Istiqomah Sambas Purbalingga, with total 34 students in one class.

### C. Time of The Research

This research was carried out from April 2022 to November 2023

Table 1. The Timeline of the Research

No	ACTIVITIES	TIME	PLACE
1.	Preliminary Observation	April 3-8, 2023	SMP Istiqomah Sambas Purbalingga
2.	First observation	September 15, 2023	SMP Istiqomah Sambas Purbalingga
3.	Second observation	November 6, 2023	SMP Istiqomah Sambas Purbalingga
4.	Third observation	November 10, 2023	SMP Istiqomah Sambas Purbalingga
5.	Fourth observation	November 13, 2023	SMP Istiqomah Sambas Purbalingga
6.	Interviewing the students	November 17, 2023	SMP Istiqomah Sambas Purbalingga
7.	Interviewing the teacher	November 24, 2023	SMP Istiqomah Sambas Purbalingga

### D. Object and Subject of the Research

The object of this research was the implementation of hypnoteaching method in teaching reading. This study focused on the process of teaching reading to seventh grade students at SMP Istiqomah Sambas Purbalingga through the implementation of hypnoteaching method in teaching reading.

The subjects of this research were an English teacher and seventh-grade students of SMP Istiqomah Sambas Purbalingga. There were three English

teachers in this school. However, only one English teacher used hypnoteaching method in teaching reading. The school recommends the teacher as a resource person and the teacher who teaches using hypnoteaching method in teaching learning. The number of students in that class was 34, with 16 male students and 18 female students.

## **E. Data Collection Techniques**

There are several techniques have been applied in this research for data collection, as follows:

### **1. Observation**

In this research, the researcher collected data by observing the object. The observation focused on the learning process during the implementation of the hypnoteaching method in teaching reading. According to Creswell (2009) observation is a technique of seeing and observing changes in social phenomena that are developing and growing.

There are two kinds of observation: nonparticipant observation and participant observation (Fraenkel and Wallen, 2009).

- 1) Nonparticipant observation is the researchers do not participate in the observed activity, but rather sit on the sidelines and watch. They are not directly involved in the situation they are observing.
- 2) Participant observation is the researchers participate in the situation or setting they are observing.

In this research, the researcher chose non-participant observation. The researcher only observes the English teacher and students' teaching and learning. Observation carried out this activity to find more information about using hypnoteaching method in teaching reading in seventh grade at SMP Istiqomah Sambas Purbalingga. Therefore, the researcher can get accurate information.

The observations were carried out at four meetings. There were scheduled for September until November. The researcher described and

observed all the activities in class and the library. The instruments used in this research was the observation checklist, to write some activities in the classroom and all the important things, and some addition information. Furthermore, the observation checklist had been prepared before the observation.

## **2. Interviews**

Interview is a data-gathering instrument that involves direct verbal interaction between individuals (Creswell, 2009). In addition, researchers use interviews to learn more about the informant. This study used semi-structured interviews with open-ended questions to obtain more information.

This study conducted interviews with several respondents, there were the English teacher, and representatives of randomly chosen seventh grade students of SMP Istiqomah Sambas Purbalingga to obtain data on the implementation of hypnoteaching method in teaching reading. They were four males and four females. The interview was conducted on November, 17 2023 and November, 24 2023 to know information about the use of hypnoteaching method in teaching reading, the reasons, procedures, benefits, and obstacles in implementing that method.

## **3. Documentation**

Documentation is a technique of collecting data which are appropriate with the research goals by accumulating and analysing documents, both in written and electronic forms (Creswell, 2009) . In the qualitative research, documentation is important to collect the data. The researcher need documentation to get information about the students response to get the materials from the teachers. In this research, documentation was collected from SMP Istiqomah Sambas Purbalingga by taking lesson plan. The lesson plan used as a research guide in this

research to assess the teacher suitability for instructing teaching reading through hypnoteaching method.

## **F. Technique of Data Analysis**

Several ways have been applied in this research as the technique of data analysis, as follows:

### **1. Data Reduction**

Data reduction is a form of analysis that sharpens, classifies, directs, removes unnecessary data, and organizes data so that conclusion can be drawn and verified (Milles & Hubberman, 1992). In this study, the researcher chose relevant information from the research. Data reduction aims to make it clearer, more understandable, and usable.

Interviews, observation, and documentation were used to collect the data. The researcher observed and interviewed English teachers and students at SMP Istiqomah Sambas Purbalingga. Then, the researcher interviewed the eight chosen students.

The several steps in analysis data in this research as follows:

- 1) The researcher collected the data through interview and observation.
- 2) The researcher transcribed, selected and focused on the data by referring to the research problems based on teacher's method in teaching reading using hypnoteaching method and how the teacher applies the method in teaching reading to students. It is needed for the next stage that has been data displayed so there is no displayed recurred data. Not all of the data discovered in the research are important. This means that important information must be taken and unimportant information must be ignored. In the process of data reduction, the researcher selected, focused, and simplified the data. The data are unimportant or do not support the data the researcher needs. The researcher used this technique to summarize the data obtained from observation and



interview so that the data obtained are in accordance with the things needed in the research.

## 2. Data Display

Data display is an organized, compressed assembly of information that permitted conclusion drawing and action (Miles & Huberman, 1984). In this study, tables and brief descriptions were used only for the data displayed. It is used to provide the results of the data obtained. The process of showing data simply in the form of brief descriptions and tables is used to master the data collected as the foundation for reaching the correct conclusion.

## 3. Conclusion Drawing or Verification

Drawing a conclusion is the last procedure of analysing the research data. Making conclusion refers to the process of determining to mean, regularities pattern, recognizing themes and explanation, which refers to drawing conclusion in the form of a draft based on the entire data collection. In this step, the researcher concluded and verified the data after the researcher rechecked the data obtain, then reduced and presented the data to answer the research question in this research. The technique used in the verification of this data was the data triangulation.

## **G. Triangulation**

In qualitative research, triangulation is the use of multiple methods or data sources to develop a comprehensive understanding of a phenomenon. (Patton, 1999, p. 1196). Sugiyono identifies two distinct categories of triangulation: source triangulation and technical triangulation. Technical triangulation occurs when researchers obtain data from the same source using multiple data collection techniques. On the other hand, source triangulation occurs when researchers obtain data from different sources using the same technique. (Sugiyono, 2017, p. 241). The triangulation used in this research was technical triangulation. The results of data collected during observation, interviews, and

documentation were compared in data triangulation analysis by reducing the bias that occurs during data collection and analysis as much as possible in order to check the correctness in different point of view.



## CHAPTER IV

### FINDINGS AND DISCUSSIONS

This chapter presents findings and discussions of the research based on data obtained at SMP Istiqomah Sambas Purbalingga. To answer the research questions the results were obtained using the methods of observation, interviews, and documentation techniques then discussed using previous theories. The research findings and discussion were divided into two stages: Implementing the hypnoteaching method in teaching reading for seventh grade at SMP Istiqomah Sambas Purbalingga and the advantages and disadvantages of implementing the method in reading class. The following are the findings and discussions:

#### **A. The Implementation of Hypnoteaching Method in Teaching Reading**

Based on the results of interview conducted with the teacher A as an English teacher at SMP Istiqomah Sambas Purbalingga, during preliminary research on 8 April 2023, it was known that in learning English, especially in reading, the students still have low English communicative competence and low motivation in learning English. This problem was because they did not know how they should learn it or what English would contribute to their future career. Hence, they were not motivated. In this case, students' motivation to learn English is significant factor that seems to be the major problem. Therefore, the English teacher said that in learning process must used creative method to motivate the students in teaching English especially in teaching reading.

Based on these conditions, the teacher decided to use hypnoteaching method in teaching reading. Based on the interview with Teacher A at SMP Istiqomah Sambas Purbalingga on November 24, 2023, the teacher said:

“The purpose in using hypnoteaching methods is it can be able to increase and maintain motivation in learning so that learning outcomes can be achieved optimally” (Teacher A)

According to the result of interview above, it can be concluded that the goal of the teacher using hypnoteaching method in teaching reading was to increase

and maintain motivation in learning. After observing the English teacher in teaching process using hypnoteaching method, some information relevant to the steps that the teacher took when using hypnoteaching method in teaching reading at SMP Istiqomah Sambab Purbalingga.

#### 1. The Preparation Stages

The purpose of planning here was the things that need to be prepared in advance by the teacher before the learning process using hypnoteaching method. In this step the teacher prepared learning resources, arranged lesson plans, prepared learning strategies, media, and prepared student evaluation. The preparations made by the teacher before applying learning methods as done by:

##### a. Prepared mentally

The teacher is one of the factors for success in learning process. It depends on the teachers' readiness to prepare the students for learning activities. Based on the Interview with Teacher A at SMP Istiqomah Sambas Purbalingga, on 24 November 2023 at 10.00 a.m.

The English teacher said:

*“The teachers must be ready before entering the class. To apply hypnoteaching, teachers must be mentally and physically stable because the teacher was also asked to talk positively about herself. So the teacher is also ready in teaching the students.”* (Teacher A)

##### b. Lesson plan

Lesson plans are systematic record of teachers' thought about that will be covered during a lesson. Before carrying out the learning process, the teacher prepared a lesson plan. The learning objective achieved competency in students after participating in learning activities. The learning objectives must be determined because learning objectives are the expectations to be achieved from a learning activity.

Based on the Interview with Teacher A at SMP Istiqomah Sambas Purbalingga, on 24 November 2023 at 10.00 a.m.

The English teacher said:

*“Before starting teaching learning, we determine the learning objectives because in the lesson plan this is very important. Learning objectives can influence other teaching components such as learning materials, teaching and learning activities, methods, media, and evaluation.” (Teacher A)*

This statement was also supported by assistant principal of academic affairs and curriculum, who argued:

*“Lesson plan is an important factor in learning process. By lesson plan the teacher will have an overview of activities that will be done in teaching process, delivered, and how to do it. Therefore, the professional teachers must have skills in developing lesson plan”.*

#### c. Material

The teacher prepared the material was obtain from syllabus, teacher handbook, LKS and the internet in addition. Teaching materials are all forms of material used to help teachers in the learning process. Teaching materials aim to help students learn something, make it easier for teachers to carry out learning, and make learning activities more interesting. As the Teacher A said in the interview on 24 November 2023 at 10.00 a.m.

*“In determining the material, we also consider several things such as students’ potential, intellectual development, benefits for students whether nor it is relevant to students’ need, and allocation of available time.” (Teacher A)*

#### d. Method and Media

The learning method is a way for teachers to optimize the learning process to achieve the expected learning goals (Marianingsih, N & Hidayati, M (2018). Furthermore, learning strategies are still conceptual and various methods of learning are used to implement them. A strategy is a series of activities that must be carried out to achieve certain goals (Sanjaya, 2008). Teaching effectively depend on the selection and use of learning methods and learning media. Using learning methods, the teaching and learning process will be fun and does not make students bored, and students can also grasp knowledge easily. Therefore, the teacher should be aware of the technique or media utilized in teaching in order to engage and inspire the

students to actively participate in the learning process. According to (Khairunnisa Dwinalida, 2022) The technique or media used must be interesting and appeal to the students' interests.

According to M. Tri Mulyanii (2000) there are several methods that can be used in teaching reading by hypnoteaching method:

- 1) Leaturing method in hypnoteaching
- 2) Question and answer
- 3) Discussion
- 4) Small group discussion
- 5) Demonstration
- 6) Giving assignment
- 7) and evaluation

Based on the interview with Teacher A at SMP Istiqomah Sambas Purbalingga on 24 November 2023 at 10.00 a.m.

The English teacher said:

*“In the learning process, teachers use learning media as an intermediary in conveying material so students can understand it. the media are power point, picture, and others. Using learning media in the teaching and learning process can develop students’ interests and desires, generate motivation and even psychologically influence learning. In addition, the teacher uses several methods to teach reading for seventh grade. Hypnoteaching is one of the method that I use in teaching and learning process”.* (Teacher A)

It was also supported by assistant principal of academic affairs and curriculum named Nue Ekowati, she said:

*“In the in teaching and learning process, teachers must be able to create a interesting atmosphere for teaching and learning activities, so that students do not get bored. Therefore, the teacher must use more strategies. In addition, this school has provided several media such as projectors to help the teacher in teaching and learning”.*

#### e. Evaluation

The teacher has several ways to evaluate the teaching and learning such as structured task, independent and unstructured assignments. This is in

accordance with the results of the interview with Teacher A at SMP Istiqomah Sambas Purbalingga on 24 November 2023 at 10.00 a.m.

The English teacher said:

*“The teachers must be able to measure the competencies that students have achieved from learning process, so that the teacher can determine the decision or treatment of the student. Whether improvements or need strengthening, further learning plans must be determined in terms of both material and learning strategy. Therefore, teachers must be able to prepare test instruments or non-test, whether the expectation of optimal mastery has been achieved or not. In evaluation, the teacher gave assignments during learning process in the class, both individual and group assignments, and usually provide homework so that the students study at home.”*  
(Teacher A)

This statement was also supported by assistant principal of academic affairs and curriculum, who argued

*“In addition, mastering the material and being able to do it in teaching and learning process, the teachers are also required to be able to implement them evaluation. The teacher's ability to evaluate is a very important teacher competency”.*

Teaching preparation aimed to estimate the actions to be taken in learning activities, and these results were in line with those of Firnando et al. (2011). During the first to fourth meeting observations, the teacher always did Packing and leading to build the students' concentration and motivation.

Based on the results of the interview, it can be concluded that the teacher made several preparations before teaching learning. The teacher had prepared several resources, including learning material and learning media, which will be used for reading activity using hypnoteaching method. This preparation was aimed at planning learning activities to run effectively.

## 2. The Implementation Stages

In this stage, it is explained how the implementation of hypnoteaching method in teaching reading for seventh-grade students at SMP Istiqomah

Sambas Purbalingga. The following is the process of implementation of hypnoteaching method.

The teacher always started the lesson during the first to the fourth observation by conducting an apperception and pacing with yelling. This is done with the aim of building students' enthusiasm to start the learning activities. That is to create an atmosphere of mental readiness which is intended to stimulate students' attention to focus on what will be studied.

The procedure of hypnoteaching method used by the teacher in line with the theory by Yustisia about the steps of Hypnoteaching method.

**Table. 2 Procedure of Hypnoteaching Method in Teaching Reading**

No	Procedure of Hypnoteaching Method	Presence of meeting 1		Presence of meeting 2		Presence of meeting 3		Presence of meeting 4	
		Yes	No	Yes	No	Yes	No	Yes	No
1.	Intention and motivation in ourselves	✓		✓		✓		✓	
2.	Pacing	✓		✓		✓		✓	
3.	Leading	✓		✓		✓		✓	
4.	Using positive word	✓		✓		✓		✓	
5.	Giving compliment	✓		✓		✓		✓	
6.	Modelling	✓		✓		✓		✓	

The following are procedures carried out using hypnoteaching method at SMP Istiqomah Sambas Purbalingga.

a. First meeting

1) Intention and motivation in ourselves

In teaching is much needed intention of the teacher to be serious because it will provide maximum results for students. It will be seen from the way of teacher teaches the learner. The first observation carried out on September 15, 2023, the material used in reading activity was describing hobbies and interests. The learning media used by the teacher were pictures of hobbies, and textbooks



for the learning media to deliver material in the classroom. The teacher entered the class enthusiastically, smiling and greeting. The teacher asks one of the students to lead a prayer before studying.

## 2) Pacing

It means equating position, language, gesture and brainwave so the students can accept each message the teacher delivers. The teacher did the pacing by yelling or shouting. On this step the teacher built closeness and warm atmosphere with the students, which is intended to harmonize brain waves between the students. Packing is done by yelling.

The teacher motivates students

***Everybody clap the best***

*I am the best*

*You are the best*

*We are the best*

*I am the best, you are the best, we are the best*

*Yes! Yes! Yes!*

Then, the teacher asked the students to stand up and provided focusing activities to increase their concentration. A series of brain dexterity movements did it. Then, the teacher provided a focusing technique. This focusing technique was instead a concentration exercise, not an attention grabber. However, the focusing model, greeting "Hello" and "Hi", was considered more effective. This was proven when the students were very crowded and unfocused, when the teacher called by "Hello", the students immediately directed their attention to teacher. They spontaneously responded with the converse expression "Hi".

## 3) Leading

Leading means lead or direct something. The teacher reviewed the previous material and conveyed the learning objectives. The first contract was created when doing activities in the class and applied only in the class. It needs to be made again for activities in the classroom. Contract was part of the leading techniques.

After the students enjoy the teaching and learning atmosphere through pacing stage, the teacher lead the students to do what teacher asked verbally. In the first observation, the main activity was describing hobbies and interests. Before the lesson started, the teacher asked the students, "what are your hobbies?", "Do you like playing an on-line game?" some students enthusiastically answered by raising their hands. The teacher's efforts to stimulate background knowledge by conducting questions and answers related to the reading text aim to make students interested in the activities to be carried out and ensure students were ready to read.

On the first session started with discussion. The students was divided into several groups. The students read the text about hobbies and interests. Then, the students completed the task through group discussion. During discussion activities, the teacher motivated students to express their opinions actively. The teacher goes around and accompanies the students.



**Figure. 1** The students discussed together

The following was a list of questions that teachers assign to work on group:

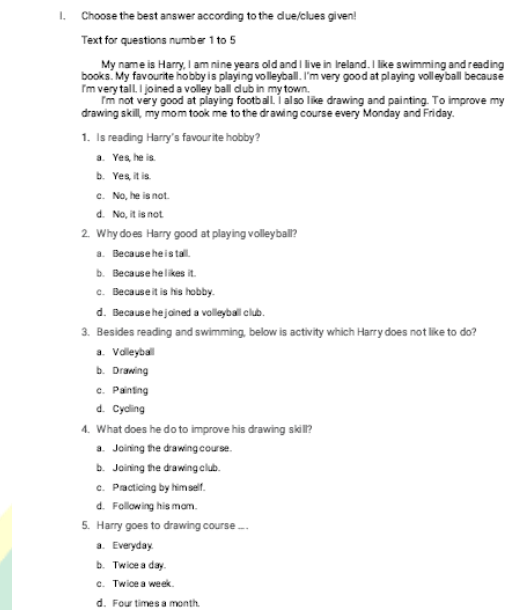


Figure. 2 Students Worksheet

After all groups have finished their assignment, the next activity is to guess vocabulary about hobbies by demonstrating it by a student. One group come to the front of the class and the teacher asked representatives from other groups to demonstrate a hobby determined by the teacher. The group guesses what hobby is being shown, and so does the next group.

Next is an individual assignment, students complete the vocabulary of the names of objects needed in certain hobbies. Students work in their own books. Then the teacher asked several students to read the results of their assignments.

#### 4) Using positive word

In this step, the teacher applied giving commendation with positive words, such as "Good job, I'm proud of you, you are great, " and the teacher used positive words in yells to motivate the students. The students were happy to follow the teaching and learning process in this session.

#### 5) Giving compliment

At this session, the teacher applied reward or appreciation to the students. After the student presents their information, the researcher gives accomplishment to students who answered. The teacher motivates students

with positive sentences, giving appreciations so that students are motivated in the questioning activity.

#### 6) Modelling

During the class the teacher showed good attitude such as smiling, showing good behaviour and always spread positive energy to the students. The teacher has done modeling well. In the implementation of this study, the teacher modeled the pacing using positive words, gentle behaviors, and good attitude.

In the last session, the teacher summarized the material, gave feedback, and gave motivation by story before ending the class. After following the steps above, the researcher ended the class by informing the students about what they should prepare for the next meeting.

#### b. Second Meeting

##### 1) Intention and motivation in ourselves

The second observation was carried out on November 6, 2023. The teacher entered the class by smiling and increasing her eyeball while smiling at the students. After that, she checked the students' attendance. Then, she invited the class to pray together.

##### 2) Pacing

The teacher did the pacing by yelling or shouting. On this step the teacher built closeness and warm atmosphere with the students, which is intended to harmonize brain waves between the students. Pacing is done by yelling.

The teacher motivates students

**I like to study English every day**

*I like to study English everyday*

*I like to study English everyday*

*I want to speak English, so I study English*

*I want to speak English everyday*

*English fun, English good*

*I am ready for speaking English*

*Yes yes yes*

In the second observation, the researcher saw the learning process in class VII. At the beginning of the lesson, the teacher gave positive suggestions by yelling. The teacher's modeling can be seen in this learning activity when yelling "I like to study English every day". The teacher gave suggestions to the students by yelling or showing appreciation, which can influence students. This positive suggestion will promote or order the subconscious mind to optimize the students' ability at the time in the classroom. Hypnoteaching is a way to form the students at the beginning of learning so they are ready and motivated to learn.

### 3) Leading

In this step, the researcher explained the core parts of the material that students will learn about daily activity (simple present tense). After that the teacher provides opportunities for students to ask questions related to the material to be worked on.

During the reading activity, reading aloud was used by the teacher as an example for students on how to pronounce reading texts correctly. Reading aloud was also used by the teacher as an example of how to translate the reading text into Bahasa properly and accurately. The teacher translated one sentence as an example, and then the students did the rest. The teacher used it to engage the students' participation by facilitating their reading and translation skills.

Then, the teacher asked students to write sentences containing vocabulary each student mentioned. students discuss it in groups. After that, each student comes forward to write a sentence with the subject sentence the teacher has determined. During this activity, one student did not want to come forward to write down the results of his discussion. Then the teacher approaches the student and motivates him, and the student finally wants to come forward and write sentences about what has been discussed. After the writing activity, the teacher checked the students' writing results and

reviewed them together. The teacher gave appreciation to the group that got the highest score.

4) Using positive word

When checking the student's attendance, some of students come late. In this case, the teacher doesn't give the students punishment but she gives the students motivation using positive words and avoid to use negative words such as: "Hopefully tomorrow you will come on time so it will help you to be more discipline". The teacher explains why is it important to come on time to the class so the student becomes more aware. The researcher also gives accomplishment for the students who attendance the class on time.

5) Giving compliment

After the writing activity, the teacher checked the students' writing results and reviewed them together. The teacher gave appreciation to the group that got the highest score and motivated other group.

6) Modeling

During the class the researcher showed good attitude such as smiling, showing good behaviour and always spread positive energy to the students. In the last session, the teacher summarized the material, gave feedback, and gave motivation by story before ending the class related to the lesson plan.

c. Third Meeting

1) Intention and motivation in ourselves

In the third observation, On Friday, November 10, 2023, the researcher observed the hypnoteaching method in teaching reading at SMP Istiqomah Sambas Purbalingga in seventh-grade students. Classes start at 10.50 and run until 11.45 because of Friday prayers and continue at 12.50. The material used in reading activity was the Daily activity (simple present tense). The teacher enters the class with a smile, says hello and invites the students to pray.

## 2) Pacing

Before learning begins the teacher asked the students to straighten their seats and ensures that the students are ready to start learning by asking "are you ready to study English" then the students respond enthusiastically, "yes we are ready" then continue with yelling.

### *English students*

*Creative*

*Innovative*

*Cheerful*

*And great*

After yelling, students received information regarding the connection between previous learning and the learning that will be implemented. Students received information regarding competencies, learning objectives, and learning steps that will be implemented. Several elements of hypnoteaching can be seen here, such as motivational sentences, pacing when the teacher smiles, and enthusiasm for entering class. Modeling when the teacher leads with positive sentences IF YOU'RE HAPPY. In this way, students' subconscious minds are hypnotized by the positive suggestions that the teacher conveyed

## 3) Leading

The teacher checked student attendance and conveys the learning objectives. The researcher gives the students a chance to prepare the presentation about 5 minutes. All the group must be ready for the presentation.

In the first session, students are guided to close their eyes before the main activity. When the eyes are closed, the teacher told the students to focus their minds for 5 minutes. The pacing is when the teacher guided students to focus their minds to receive the material. In next activities, students are motivated in discussion.

Since it was Friday, the class was paused to carry out Friday prayers. Learning activity continues at 12.50. After Friday prayers, classes started

again at 12.50 pm. The next activity is the teacher explained the function and structure of the simple present. Students listen to the teacher's explanation well. The teacher explained the learning material about the simple present using examples of students' sentences. Students enthusiastically analyze examples of simple present sentences. The teacher gave awards to students who participated in the activity. The teacher allowed students to ask questions and express their opinions.

4) Using positive word

During the teaching process, some of students were noisy, the teacher asked them with “*keep silent please*”. Not using word “*Do not be noisy*”.

5) Giving compliment

In this activity, the teacher appreciations to students who can answer the questions. The teacher has led well in this class. Therefore, students enjoy in learning process. The students enjoyed doing assignments independently and having good discussions because students' subconscious minds accept the learning material easily.

6) Modeling

During the class the researcher showed good attitude such us smiling, showing good behaviour and always spread positive energy to the students. In the last session, the teacher summarized the material, gave feedback, and gave motivation by story before ending the class related to the lesson plan.

d. Fourth Meeting

1) Intention and motivation in ourselves

In the fourth observation, researchers made observations regarding the application of hypnoteaching methods in teaching reading at SMP Istiqomah Sambas Purbalingga, held on Thursday, 13 November 2023. The researcher entered the class by smiling and increasing her eyeball while smiling at the students. Then, opened the lesson with greetings and invited students to pray together. After that, she checking the students' attendance and then asked them to mention a sentence in English.



## 2) Pacing

The teacher straightens the students' seats, encourages them to be dynamic, and motivates them by clapping together and shouting.

The teacher motivates students shouting:

***Hey We Gotta Learn English***

*We gotta come here*

*We gotta be happy today*

*We gotta learn English*

*Hey yo my friends*

*Join us, let's speak English*

*Will be enjoy*

*Belief your self, be confident*

*Keep it up, keep it up, do it*

*Come on come on friends*

*Start now, get ready for you*

After pacing, the students will feel comfortable with the teacher. At that moment, whatever the teacher said or assigned them would 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 it was difficult.

## 3) Leading

The teacher asked the students to sit in their groups determined at the previous meeting. Each group consists of 5 people. The teacher reviewed the assignment from the previous meeting regarding simple present tense. Each group was asked to read and make example sentences regarding the function of the simple present discussed at the previous meeting. To determine which group will present for the first, the teacher uses a game: singing together while taking turns holding the marker. After the singing stops, the student or group goes first. One of the students of the group come forward and write on the whiteboard then read what has been written. The teacher gave appreciation.

After the series of reading activities using the hypnoteaching method, the teacher evaluated the students to check their understanding of the material they studied. The task given is to answer several questions. The students worked on the questions individually and did the assignment by writing them on a piece of paper and collecting them.

4) Using positive word

One group didn't do their assignments and then the teacher used a hypnotic language pattern, namely cause-effect, where the teacher tells the cause and effect when the students didn't do their assignments and the teacher motivated the students. In this way, students will always be encouraged to do their assignments well.

5) Giving compliment

Before reading the students are motivated by asking "do you like reading?". Students "like miss" the teacher continues the question "why do you like reading?" Some students answered. "because reading increases knowledge" other students answered "because of reading we know many vocabularies". The teacher confirmed the students and appreciated their answers, "Yes, your answers are very correct, you are brilliant children."

6) Modeling

During the class the researcher showed good attitude such as smiling, showing good behaviour and always spread positive energy to the students. In the last session, the teacher summarized the material, gave feedback, and gave motivation before ending the class related to the lesson plan

Based on the explanation above, teaching reading using hypnoteaching method at SMP Istiqomah Sambas Purbalingga, the teacher has followed the steps carried out according to the hypnoteaching procedure according to the Yusittisia.

Below is a table of elements for implementing hypnoteaching method in teaching reading at SMP Istiqomah Sambas Purbalingga.

**Table.3 Elements of hypnoteaching method by yusittisia**

No	Element of hypnoteaching	Presence	
		Yes	No
1.	Teacher's appearance	✓	
2.	Teacher emphatic and sympatic	✓	
3.	Teacher's language	✓	
4.	Teacher's Movement	✓	
5.	Teacher Motivate students by story	✓	

Based on the observation, elements of hypnoteaching method by students in reading, are as follow:

1) Teacher's appearance

According to Noer (2010), the first element of hypnoteaching method is teacher's appearance. The better the teacher's appearance, the more confident and strong the magnet for students. Not only the level of confidence that can be obtained from good looking but also the level of positivity of the mind. Based on the observation the teacher prepared mentally before teaching and learning process to built the teacher's appearance.

Based on the observation, the teacher was confidence because the better the teacher's appearance it makes the more confident as a strong magnetic for students.

2) Teacher's empathetic and sympatic,

The second element of hypnoteaching method is teacher's emphatic and sympatic (Noer 2010). It can create good relations of the teacher with students because the teacher does not underestimate all the problems of her students and always gives approach and respond consistently, this makes students comfortable. Also the teacher built closeness and warm atmosphere

with the students in pacing before the beginning the lesson. Therefore, the students demonstrated readiness behaviors at the beginning of class.

Based on the observations, the researcher found that the teacher monitored the students' activities, as usual he approached the students more closely from table to table. The students enthusiastically asked some difficult words they found to the teacher. The teacher kindly and patiently helped them solve the difficulties. The teacher created good relations with students. The teacher did not underestimate all the problems of his students and always gives approach and respond consistently, this made students comfortable.

### 3) Teacher's language

The third element of hypnoteaching method is teacher's language. The teacher had to train herself for each speech uttered and language used to the students, so it is comfortable to hear. Not only a good vocabulary and language but also can hold back emotions, not easily provoked anger, not mocking, demeaning or cornering students, appreciate every work, potential and ability of the students. Based on the observations, the researcher observed that the teacher always appreciate the students and used positive word to motivate the students. In teaching learning process, the students had affect greatly.

The teacher had to train herself for each speech uttered and language used to the students, so it was comfortable to hear. The teacher could hold back emotions, appreciate every work and ability of students, demeaning or cornering students.

### 4) Teacher's Movement

The teacher moved all the limbs such as hands, expression, and sounds that are explored maximally and optimally to attract students' attention. The teacher used a good style of body language for what is delivered to students more impressive.

5) Teacher Motivate students by story

The teacher guided students by telling stories about successful and inspiring people because stories can build spirit, imagination, and motivate the students.



**Figure. 3** The teacher motivates students by story

**B. The Advantages and Disadvantages of Hypnoteaching Method in Teaching Reading for Seventh Grade Students at SMP Istiqomah Sambas Purbalingga**

On Friday, November 24<sup>th</sup> 2023, the researcher interviewed the seventh grade English teacher to determine the point regarding the reason why the teacher implement of hypnoteaching method in teaching reading of 7<sup>th</sup> grade in SMP Istiqomah Sambas Purbalingga. Beside the implementation of hypnoteaching method, there are several strengths and weaknesses of hypnoteaching method.

The advantages and disadvantages of hypnoteaching method in teaching reading:

a. The Advantages of hypnoteaching method

Based on observation and interview, there are several advantages of teaching reading using hypnoteaching method for seventh grade at SMP Istiqomah Sambas Purbalingga

1) The teacher keeps students' interest and attention.

The teachers can design engaging learning activities to keep students interested and keep students' attention. The teacher claimed that this method can make the students focused to the materials explained by the teacher. With this strategy the students interested in teaching learning process. Based on previous study conducted by Siti (2019) the use of hypnoteaching method was able to improve students' speaking ability. Hypnoteaching method gave students motivated to more active, confident in learning English especially reading. We know that hypnosis in learning goals to streamline the learning process itself, it makes more enjoyable and can focus students' attention so the learning goals are achieved optimally.

Hypnoteaching method in teaching reading at SMP Istiqomah Sambas Purbalingga have the primary advantages of improving students achievement. The teachers can design engaging learning activities to keep students interested and keep students' attention, says student 1. Another opinion, students 2, agreed that hypnoteaching method could keep students' interest, students' attention and students' focus to the materials explained by the teacher.

It was also supported by a student 3, he said:

“Students will focus on the materials explained by the teacher because the teacher keeps students interested and keeps students' attention.”

According to students 4, as follows:

“In my opinion, it was important to keep students' attention because the material will be easy to understand by the students.”

2) The students become more motivated to learn

This advantage can be proven by reviewing the observation and statements from teacher and students' interview. The second advantage of the hypnoteaching method in teaching reading for seventh grade at SMP Istiqomah Sambas Purbalingga is that the students become more

motivated to learn. Student 1, claims that hypnoteaching method can encourage students to active in teaching process because students more motivated in class.

It also was supported by a student 5, who argued:

“In learning process, the teacher always give suggestion, appreciation so that it can produce smart students.”

As explained by the teacher, as follows:

“By giving suggestion, students can concentrate on a certain situation. It is beneficial in any form conveyed by the teacher can be received and stored in students’ memories.” (Teacher A)

- 3) The students have demonstrated readiness behaviors since the beginning of class.

According to Novian (2010), Hypnoteaching involves conscious and unconscious mind. Hypnoteaching 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. Therefore, the students have demonstrated behaviors of readiness since the beginning of class. in applying hypnoteaching the teacher always do pacing in the bagining the class.

Based on observations and some supporting statements from students’ and teachers’ interviews, the researcher found several opinions about the third advantage of hypnoteaching method. According to a student 6, she said that before starting the lesson the students will pray together, it become more attentive. This statement was also supported student 7, who argued:

“The teacher come to the class then invited us to manage our breathing, pray together, and then made us concentrate and gave us further suggestions. After that continued to the lesson”.

As explained by the teacher, as follows:

“Pacing and leading is integrated the initial focusing, relaxation and suggestion, and building students’ strong intention has been proven to be more effective in improving the students’ focus, mental readiness, and intention of learning”. (Teacher A)

Based on the observations, hypnoteaching method the teacher can keeps students’ interest and attention, the students become more motivated to learn and the students have demonstrated readiness behaviors since the beginning of class. This was relevant to the theory by Yustisia (2012) in Dian Lestari (2019).

#### **b. The Disadvantages of Hypnoteaching Method in Teaching Reading**

Based on the result of observation and interviews with English teacher and several 7<sup>th</sup> grade students of SMP Istiqomah Sambas Purbalingga, the researcher found several disadvantages of teaching reading using hypnoteaching method.

##### **1) The teacher has difficulty to focus on each student individually**

Based on the result of observation and some supporting statements from teachers’ and students’ interviews, the researcher found some opinions about the first disadvantages of hypnoteaching method. The teacher difficulty to focus on each student individually is the first disadvantage of hypnoteaching method in teaching reading at SMP Istiqomah Sambas Purbalingga.

The classroom is a complex environment that requires teachers to provide individual focus of attention to influence students' learning and ensure effective instruction (Blomberg et al., 2011). A teacher's selective visual focus of attention is known to be a prerequisite for the teacher's noticing of relevant classroom events and interpreting the classroom events based on their professional knowledge of teaching and learning (Sherin & van Es, 2005). It can be very challenging for



teachers to focus immediate visual attention on all students who require individual academic support (van den Bogert et al., 2014). Therefore, teachers must identify students who need more individual support to develop their ability to learn English, especially reading. This was related to the theory by Yustisia (2012) the teacher have more ability in guiding students during the teaching-learning process and must pay attention to control students' intention.

As result of observations, the researcher found that teacher difficult to focus on each student individually. Due to the large number of students in a class, it is challenging for the teacher to focus on each student individually. It was also supported by some statements of interviews from students and teacher. According to a student 4, he taught that when the teacher pays attention to one of the students who needs more an explanation, the other students will feel jealous.

As a clarified by the English teacher:

“The teachers need special skills in conditioning the class. Therefore, not all teachers can use hypnoteaching method. The teacher must manage the strategy in conditioning the class”.

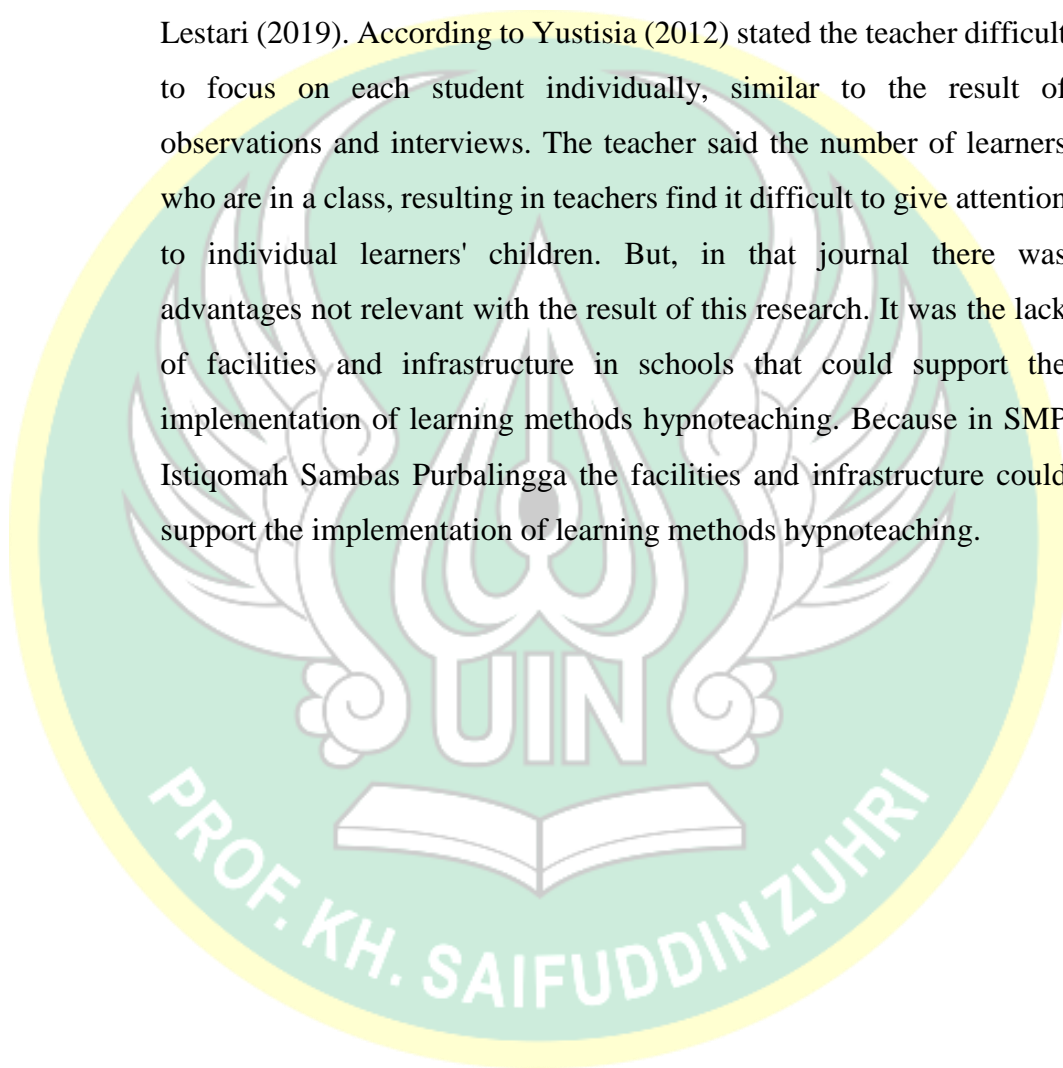
(Teacher A)

- 2) The teacher need to learn and practice applying hypnoteaching method  
The teacher must practice using the hypnoteaching method in class. Furthermore, this method still part of a new method and has not been widely used by teacher in Indonesia. This disadvantages aligns with Yustisia (2012) the teacher must have more practice in using hypnoteaching method.

Based on the result of observation and some supporting statements from teachers' and students' interviews, the researcher found some opinions about the second disadvantages of hypnoteaching method. The teacher's role is very important when it would apply the learning method especially in hypnoteaching method. Therefore, teachers are also

obliged to many- lot to learn and practice in order to master this method and may apply to students with a good class. In addition, teachers also need to incorporate methods hypnoteaching with the method of discussion and administration tasks.

First and second disadvantages were relevant between the result of research observations with the theory by yustisia (2012) in Diana Lestari (2019). According to Yustisia (2012) stated the teacher difficult to focus on each student individually, similar to the result of observations and interviews. The teacher said the number of learners who are in a class, resulting in teachers find it difficult to give attention to individual learners' children. But, in that journal there was advantages not relevant with the result of this research. It was the lack of facilities and infrastructure in schools that could support the implementation of learning methods hypnoteaching. Because in SMP Istiqomah Sambas Purbalingga the facilities and infrastructure could support the implementation of learning methods hypnoteaching.



## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter explained the conclusion, suggestion and limitation of the research.

#### A. Conclusion

Based on the research that has been done through observation, documentation, and interviews with teacher A, it can be concluded that the implementation of hypnoteaching method in teaching reading for seventh grade students of SMP Istiqomah Samas Purbalingga has two stages. First, in the preparation stage, the teacher had prepared several resources, including prepared mentally, lesson plan, learning material, learning media, method and evaluation that used for reading activity using hypnoteaching method. Second, in the implementation stage, the teacher carried out the learning activity : Intention and motivation in ourselves, the teacher must instill a strong goal when using this method since a strong aim will result in great motivation and a strong commitment; Pacing, it means making the same position, body movement, language and brainwave with the students; Leading, After students enjoy the teaching and learning atmosphere through pacing stage, teacher can lead students to do what teacher asks verbally; Using positive words, the use of positive words is appropriate with the work of the subconscious mind which refuses negative words; Giving compliment, a reward for raising one's self-esteem is praise; Modeling, It is a process in giving examples of good protocols through consistent utterance and behaviour.

Furthermore, based on the results of interviews with students and teacher regarding their feedback, almost all of them found the concept of teaching reading with hypnoteaching method to be intriguing. Additionally, the researcher indicated that any several advantages and disadvantages of hypnoteaching method. The advantages: a) The teacher keeps students' interest and students' attention. b) The students become more motivated to learn. c) The students have demonstrated readiness behaviors since the beginning of class. And disadvantages: a) The teacher has difficulty to focus on each student

individually. b) The teachers need to learn and practice applying hypnoteaching method.

## B. Suggestion

Based on the research finding and discussion, the writer would like to provide the following suggestions for English teacher, students, and other researcher.

### 1. For the teachers

As a result of this research, it is hoped that this study will motivate teachers to use an effective and interesting way to teach reading to their students. It is also hoped that teacher will be able to implement the other interesting teaching method in class.

### 2. For students

Hopefully, this result would assist students to improve their reading comprehension. It is also expected to encourage students to participate in and respond to their classmates more successfully during the learning process.

### 3. For other researchers

The researcher hopes that this research can be useful for all parties, and the results of this research are expected to help further researchers as a source of research in future research that have similar problem.

## C. Limitation of study

Based on the research that has been conducted on the implementation of hypnoteaching method in teaching reading at SMP Istiqomah Sambas Purbalingga has several limitations were time constraints because the time was cut off the project to strengthen the Pancasila students profile (p5) and the middle exam. Therefore, only four observations were made for this investigation.

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# APPENDICES



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## APPENDICES

### APPENDIX 1

#### Certificate of Having Conducted Research


**YAYASAN ISTIQOMAH SAMBAS PURBALINGGA**  
**SMP ISTIQOMAH SAMBAS PURBALINGGA**  
 "STATUS AKREDITASI : A"  
 Jl. A.W. Soemarmo 52-A Purbalingga ☎ (0281)895635 - 53318  
 E-mail : [smpistiqomahsambas@yahoo.co.id](mailto:smpistiqomahsambas@yahoo.co.id) Website : [smpistiqomahsambaspbg.sch.id](http://smpistiqomahsambaspbg.sch.id)



**" Dengan Sadar Mutu Menjadi Sekolah Unggul, Model dan Islami "**

**SURAT KETERANGAN PENELITIAN**  
 Nomor : AKS III – 2 / 035 / XII / 2023

Yang bertanda tangan di bawah ini :

Nama : SYAEFUDIN PURWANTO, S.Pd., M.Pd.  
 NIY : 280607122  
 Jabatan : Kepala SMP Istiqomah Sambas Purbalingga


Menerangkan dengan sebenarnya, bahwa :

Nama : Himatul Aulia  
 NIM : 1917404078  
 Program Studi : Bahasa Inggris  
 Universitas : UIN Prof. K.H. Saifuddin Zuhri Purwokerto  
 Tahun Akademik : 2023/2024

Adalah benar – benar telah melaksanakan Penelitian di SMP Istiqomah Sambas Purbalingga dengan judul **"The Implementation of Hypnoteaching in Teaching English at SMP Istiqomah Sambas Purbalingga"** pada September - Oktober 2023.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Purbalingga, 19 Desember 2023  
 Kepala Sekolah

  
**SYAEFUDIN PURWANTO, S.Pd., M.Pd**  
 NIY:280607122

## APPENDIX 2

## Observation Checklist

## The Observation Checklist

Observation guidelines for teacher

School : SMP Istiqomah Sambas Purbalingga

Subject : Teacher A

Class : 7 A

Observation date : 15<sup>th</sup> September 2023

No	The steps of Hypnoteaching	Percent		Note
		Yes	No	
1.	Intention and motivation in ourselves	✓		<ul style="list-style-type: none"> <li>The researcher entered the class by smiling and increasing her eyeball while smiling at the students.</li> </ul>
2.	Pacing	✓		<ul style="list-style-type: none"> <li>Yell</li> <li>The teacher invited the students to stand up and provided focusing activities to increase their concentration.</li> </ul>
3.	Leading	✓		<ul style="list-style-type: none"> <li>The teacher asked the students to make a group which consist by 5 students</li> <li>After that each group were asked to compile information about</li> </ul>

				<p>describing hobbies and interest in 15 minutes.</p> <ul style="list-style-type: none"> <li>• After that the teacher asked the students to present their information in front of their friend.</li> </ul>
4.	Using positive word		✓	
5.	Giving compliment		✓	<ul style="list-style-type: none"> <li>• The teacher gave accomplishment to the student who already dared to come in front of the class and as a reward the student got a point.</li> </ul>
6.	Modeling		✓	<ul style="list-style-type: none"> <li>• During the class the researcher showed good attitude such as smiling, showing good behavior and always spread positive energy to the students.</li> <li>• Teacher Motivate students by story</li> </ul>

### The Observation Checklist

Observation guidelines for teacher

School : SMP Istiqomah Sambas Purbalingga

Subject : Teacher A

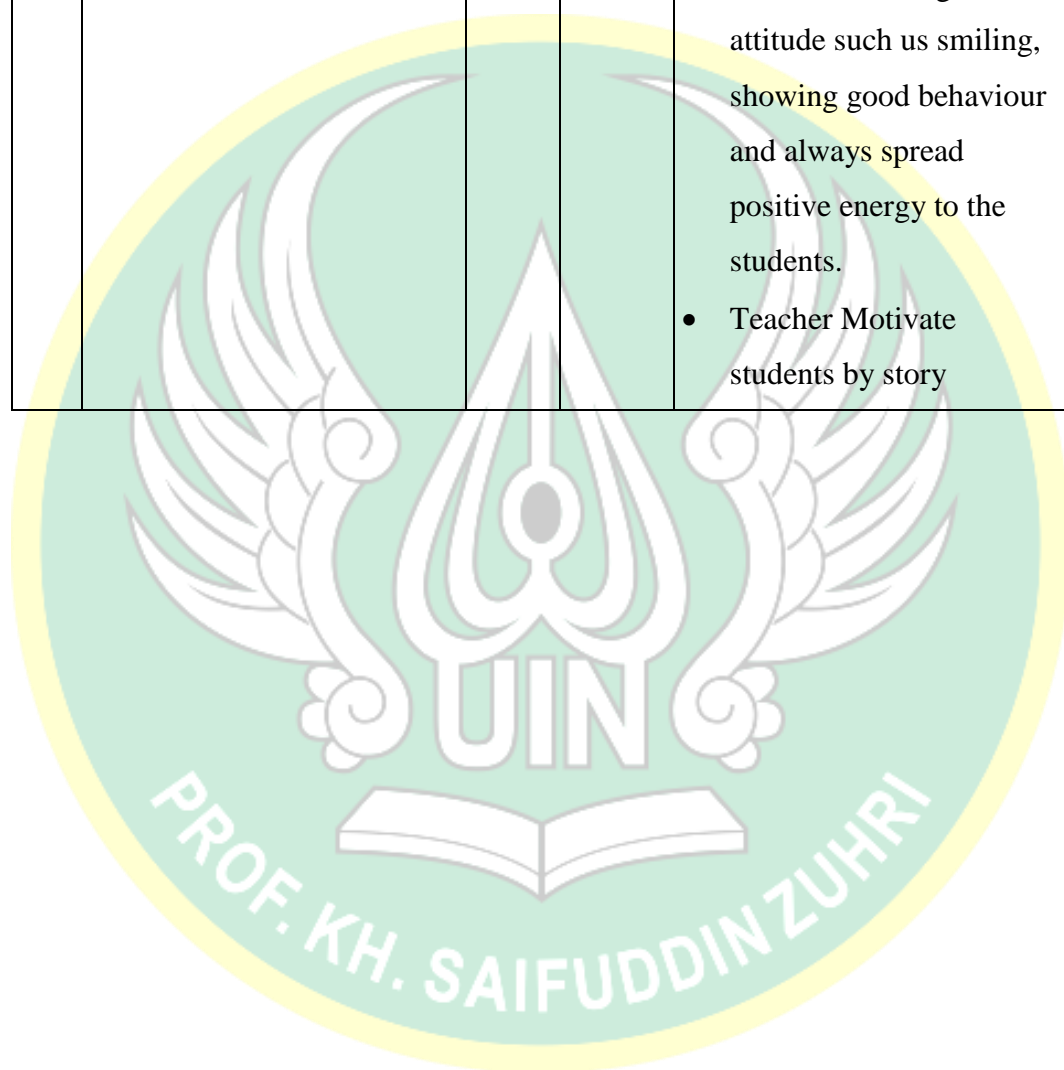
Class : 7 A

Observation date : 6<sup>th</sup> November 2023

No	The steps of Hypnoteaching	Percent		Note
		Yes	No	
1.	Intention and motivation in ourselves	✓		<ul style="list-style-type: none"> <li>The teacher entered the class by smiling and increasing her eyeball while smiling at the students</li> </ul>
2.	Pacing			<ul style="list-style-type: none"> <li>The teacher invited the class to pray together</li> <li>Then, the teacher invited the class to shouting (Yell)</li> </ul>
3.	Leading	✓		<ul style="list-style-type: none"> <li>The teacher explains the core parts of the material/project that students will learn about daily activity (Simple Present tense)</li> <li>After that the teacher provides opportunities for students to ask</li> </ul>

			<p>questions related to the material/project to be worked on.</p> <ul style="list-style-type: none"> <li>• The teacher asked the students to make a group which consist by 5 students</li> <li>• The teacher asked the students to write sentence containing vocabulary each students mentioned.</li> </ul>
4.	Using positive word	✓	<ul style="list-style-type: none"> <li>• During the learning activity there was student didn't want to come forward and write down the result of the discussion. Then, the teacher doesn't give the students punishment but she gives the students motivation using positive words and avoid to use negative words.</li> </ul>
5.	Giving compliment	✓	<ul style="list-style-type: none"> <li>• The teacher gave accomplishment to the student who already dared to come in front of</li> </ul>

				the class and as a reward the student got a point.
6.	Modeling	✓		<ul style="list-style-type: none"><li>• During the class the teacher showed good attitude such as smiling, showing good behaviour and always spread positive energy to the students.</li><li>• Teacher Motivate students by story</li></ul>



### The Observation Checklist

Observation guidelines for teacher

School : SMP Istiqomah Sambas Purbalingga

Subject : Teacher A

Class : 7 A

Observation date : 10<sup>th</sup> November 2023

No	The steps of Hypnoteaching	Percent		Note
		Yes	No	
1.	Intention and motivation in ourselves	✓		<ul style="list-style-type: none"> <li>The teacher entered the class by smiling and increasing her eyeball while smiling at the students</li> </ul>
2.	Pacing			<ul style="list-style-type: none"> <li>The teacher invited the class to pray together</li> <li>Then, the teacher invited the class to shouting (Yell)</li> </ul>
3.	Leading	✓		<ul style="list-style-type: none"> <li>The teacher gives the students a chance to prepare the presentation about 5 minutes. All the group must be ready for the presentation</li> <li>The group who was mentioned present their text of daily activity.</li> </ul>



				<p>Each students have a chance to read a paragraph of the text</p> <ul style="list-style-type: none"> <li>•</li> </ul>
4.	Using positive word	✓		<ul style="list-style-type: none"> <li>• After the student presents their work, the teacher gives accomplishment to the student who already present the text in front of the class and as a reward for the students who was excited to follow the class as well, they got a bonus point</li> </ul>
5.	Giving compliment	✓		<ul style="list-style-type: none"> <li>• The teacher gave accomplishment to the student who already dared to come in front of the class and as a reward the student got a point.</li> </ul>
6.	Modeling	✓		<ul style="list-style-type: none"> <li>• During the class the teacher showed good attitude such us smiling, showing good behavior and always spread positive energy to the</li> </ul>

				<p>students positive energy to the students.</p> <ul style="list-style-type: none"><li>• Teacher Motivate students by story</li></ul>
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### The Observation Checklist

Observation guidelines for teacher

School : SMP Istiqomah Sambas Purbalingga

Subject : Teacher A

Class : 7 A

Observation date : 13<sup>th</sup> November 2023

No	The steps of Hypnoteaching	Percent		Note
		Yes	No	
1.	Intention and motivation in ourselves	✓		<ul style="list-style-type: none"> <li>The teacher entered the class by smiling and increasing her eyeball while smiling at the students</li> </ul>
2.	Pacing			<ul style="list-style-type: none"> <li>The teacher invited the class to pray together</li> <li>Then, the teacher invited the class to shouting (Yell)</li> </ul>
3.	Leading	✓		<ul style="list-style-type: none"> <li>The teacher reviewed the assignment from the previous meeting regarding daily activity (simple present tense)</li> <li>The group was asked to read and make example of sentence regarding the</li> </ul>

				function simple present tense.
4.	Using positive word	✓		<ul style="list-style-type: none"> <li>• One group didn't do their assignment and the teacher used positive word to motivated the students.</li> <li>• The teacher used a hypnotic language pattern</li> </ul>
5.	Giving compliment	✓		<ul style="list-style-type: none"> <li>• The teacher gave accomplishment to the student who already dared to come in front of the class and as a reward the student got a point.</li> </ul>
6.	Modeling	✓		<ul style="list-style-type: none"> <li>• During the class the teacher showed good attitude such us smiling, showing good behavior and always spread positive energy to the students positive energy to the students.</li> <li>• Teacher Motivate students by story</li> </ul>

### APPENDIX 3

#### Interview Guideline

Interviewee : Teacher A

Date : 24<sup>th</sup> November 2023

#### Interview for the teacher

1. Bagaimana persiapan sebelum mengajar menggunakan metode hypnoteaching?
2. Bagaimana cara ibu membuka pelajaran?
3. Apakah yang dilakukan oleh ibu menjadikan pembejajaran bahasa inggris dikelas menarik?
4. Bagaimana kondisi siswa dikelas ibu mengajar?
5. Bagaimana kemampuan bahasa inggris siswa kelas VIII dalam skill reading?
6. Apa kendala yang sangat signifikan dalam mengajar reading di kelas VIII?
7. Bagaimana cara mengatasi kendala tersebut?
8. Bagaimana rata rata kemampuan siswa dalam menerima materi pembelajaran dengan menggunakan metode hypnoteaching?
9. Bagaimana prestasi belajar siswa setelah diterapkannya metode hypnoteaching?
10. Apakah metode hypnoteaching Method dapat memotivasi siswa dan lebih antusias dalam pembelajaran bahasa inggris terutama reading?
11. Apa kelebihan dari Hypnoteaching Method?
12. Apa kekurangan dari Hypnoteaching Method?
13. Apakah memilikim dampak yang baik dengan menggunakan Hypnoteaching Method dalam teaching reading?
14. Bagaimana hasil pembelajaran bahasa inggris dengan menggunakan metode hypnoteaching
15. Apakah metode ini efektif untuk diterapkan dalam teaching reading?

### Interview for the students

1. Identitas siswa
2. Bagaimana saat ibu mengajar dikelas?
3. Apa yang paling disenangi oleh anda ketika ibu guru mengajar?
4. Apakah anda suka bahasa Inggris?
5. Bagaimana tanggapan anda dengan pembelajaran bahasa inggris di sekolah?
6. Bagaimana cara guru menyampaikan materi pelajaran?
7. Apakah guru dalam memberi pembelajaran bahasa inggris selalu menggunakan metode pembelajaran?
8. Bagaimanakah dengan materi yang diajarkan, apakah anda memahami apa yang disampaikan oleh guru bahasa inggris?
9. Media apakah yang digunakan guru bahasa inggris dalam pembelajaran dikelas?
10. Bagaimanakah kegiatan pembelajaran yang dilakukan oleh guru bahasa inggris pada saat membuka pelajaran?
11. Bagaimanakah kegiatan pembelajaran yang dilakukan oleh guru bahasa inggris pada saat menutup pembelajaran
12. Menurut anda mana yang lebih sulit dari 4 skill (reading, speaking, writing, listening)?
13. Bagian manakah yang menurut anda itu susah?
14. Apa yang anda lakukan untuk mengatasi kesulitan tersebut?
15. Bagaimana menurut anda terkait pembelajaran bahasa Inggris menggunakan metode yang diterapkan oleh guru bahasa inggris?
16. Apakah anda lebih termotivasi dalam reading?
17. Apakah dengan menggunakan metode yang diterapkan oleh guru bahasa inggris membantu anda dalam reading?
18. Apakah dengan menggunakan metode tersebut membantu anda lebih termotivasi?

19. Kemajuan apa yang anda rasakan selama pelaksanaan kegiatan pembelajaran bahasa Inggris dalam skill reading dengan menggunakan metode tersebut?
20. Apa kelebihan dari pembelajaran menggunakan metode yang diterapkan oleh guru bahasa inggris?
21. Apa kekurangan dari pembelajaran menggunakan metode yang diterapkan oleh guru bahasa inggris?



## APPENDIX 4

**Transcription of Interview Results**

Interviewee : Teacher A

Date : 24<sup>th</sup> November 2023

**Interview for the teacher**

Researcher : *“Bagaimana persiapan sebelum mengajar menggunakan metode hypnoteaching? “*

Teacher A : *“Hal yang perlu disiapkan sebelum mengajar menggunakan hypnoteaching yaitu pertama persiapan mental, Guru harus bersiap sebelum memasuki kelas. Untuk menerapkan hypnoteaching, guru harus stabil secara mental dan fisik karena guru juga diminta berbicara positif tentang dirinya. Jadi guru juga siap mengajar siswanya. 2). Modul ajar, sebelum melakukan pembelajaran guru harus menyusun modul ajar agar tujuan pembelajaran bisa dicapai dengan baik. 3). Materi, dalam menentukan materi, kami juga mempertimbangkan beberapa hal seperti potensi siswa, perkembangan intelektual, manfaat bagi siswa apakah relevan atau tidak dengan kebutuhan siswa, dan alokasi waktu yang tersedia. 4). Metode dan media, dalam proses pembelajaran, guru menggunakan media pembelajaran sebagai perantara dalam menyampaikan materi agar siswa dapat memahaminya. Media yang digunakan adalah power point, gambar, dan lain-lain. Penggunaan media pembelajaran dalam proses belajar mengajar dapat mengembangkan minat dan keinginan siswa, membangkitkan motivasi bahkan mempengaruhi pembelajaran secara psikologis. Selain itu, guru menggunakan beberapa metode untuk mengajar membaca untuk kelas tujuh. Hypnoteaching adalah salah satu metode yang saya gunakan dalam proses belajar mengajar. 5). Evaluasi, Guru harus mampu mengukur kompetensi yang telah dicapai siswa dari proses pembelajaran, sehingga guru dapat*



*menentukan keputusan atau perlakuan terhadap siswanya. Baik perbaikan atau perlu penguatan, rencana pembelajaran selanjutnya harus ditentukan baik dari segi materi maupun strategi pembelajaran. Oleh karena itu, guru harus mampu menyiapkan instrumen tes maupun non tes, apakah harapan ketuntasan optimal telah tercapai atau belum. Dalam evaluasi, guru memberikan tugas-tugas selama proses pembelajaran di kelas, baik tugas individu maupun kelompok, dan biasanya memberikan pekerjaan rumah agar siswa belajar di rumah. “*

- Researcher : *“Bagaimana cara ibu membuka pelajaran? “*
- Teacher A : *“saya membuka pembelajaran dengan salam lalu melakukan pancing untuk memotivasi siswa dengan yel yel“*
- Researcher : *“Bagaimana rata rata kemampuan siswa dalam menerima materi pembelajaran dengan menggunakan metode hypnoteaching? “*
- Teacher A : *“kemampuan mereka baik dalam menerima materi. “*
- Researcher : *“Bagaimana prestasi belajar siswa setelah diterapkannya metode hypnoteaching? “*
- Teacher A : *“Bagus, banyak peningkatan“*
- Researcher : *“Apakah metode hypnoteaching Method dapat memotivasi siswa dan lebih antusias dalam pembelajaran bahasa inggris terutama reading? “*
- Teacher A : *“ya, sangat membantu“*
- Researcher : *“Apa kelebihan dari Hypnoteaching Method? “*
- Teacher A : *“mengajar menggunakan metode hypnoteaching sangat membantu untuk membuat siswa lebih focus dan siap dalam menerima pembelajaran. Dengan menggunakan hypnoteaching pula siswa lebih termotivasi dalam belajar karena dalam metode hypnoteaching gurur selalu memberikan sugesti dan menggunakan kata kata yang positif baik untuk memuji siswa maupun dalam menegur siswa. “*

- Researcher : *“Apa kekurangan dari Hypnoteaching Method? “*
- Teacher A : *“kendala atau kekurangan dari metode hypnoteaching adalah guru kesulitan untuk focus pada setiap siswa. pemahaman siswa dalam menerima pembelajaran berbeda beda. Ada siswa yang sangat aktif dan ada juga yang masih merasa malu dalam memberi pendapat. Terkadang siswa merasa cemburu dan merasa tidak diperhatikan ketika guru memberi perhatian kepada siswa yang membutuhkan penjelasan lebih. “*
- Researcher : *“Bagaimana hasil pembelajaran bahasa inggris dengan menggunakan metode hypnoteaching “*
- Teacher A : *“Hasilnya bagus“*
- Researcher : *“Apakah metode ini efektif untuk diterapkan dalam teaching reading? “*
- Teacher A : *“ya menurut saya metode ini efektif dalam teaching reading“*

#### **Interview for the students**

- Researcher : *“Bagaimana saat ibu mengajar dikelas?”*
- Siswa 1 : *“menyenangkan”*
- Siswa 2 : *“guru mengajar tidak membosankan”*
- Siswa 3 : *“tidak membuat bosan,, karena pada awal pembelajaran guru selalu mengajak menyanyikan yel yel”*
- Siswa 4 : *“materinya mudah dipahami*
- Siswa 5 : *“menyenangkan”*
- Researcher : *“Apa yang paling disenangi oleh anda ketika ibu guru mengajar?”*
- Siswa 1,2,4 : *“yel yel“*
- Siswa 6 : *“berceria di akhir pembelajaran“*
- Siswa 3,5 : *“selalu memberi motivasi jadi lebih bersemangat saat pembelajaran“*
- Researcher : *“Apakah anda suka bahasa Inggris? “*
- Siswa 1 : *“ya saya suka*

- Siswa 2 : *suka sekali*
- Siswa 3 : *suka*
- Siswa 4 : *sedikit senang dengan bahasa inggris*
- Siswa 5 : *ya saya suka*
- Researcher : “*Bagaimanakah dengan materi yang diajarkan, apakah anda memahami apa yang disampaikan oleh guru bahasa inggris? “*
- Siswa 1 : “*mudah dipahami“*
- Siswa 2 : “*ya, mudah untuk dipahami“*
- Siswa 3 : “*mudah dipahami, guru mengajar dengan jelas“*
- Siswa 4 : “*mudah dipahami, dan tidak membosankan*
- Siswa 5 : “*mudah dipahami“*
- Researcher : “*Media apakah yang digunakan guru bahasa inggris dalam pembelajaran dikelas? “*
- Siswa 1 : “*terkadang menggunakan power point, gambar“*
- Siswa 2,6 : “*menggunakan buku, gambar, video“*
- Siswa 3 : “*menggunakan powerpoint, text, video“*
- Siswa 4, 7 : “*menggunakan buku, gambar, video*
- Siswa 5 : *menggunakan buku, video, gambar“*
- Researcher : “*Bagaimanakah kegiatan pembelajaran yang dilakukan oleh guru bahasa inggris pada saat membuka pelajaran? “*
- Siswa 1,5 : “*sangat menyenangkan, setiap awal pembelajaran yell yell, terkadang ice breaking“*
- Siswa 2,4 : *menyenangkan, kami jadi antusias mengikuti pembelajaran*
- Siswa 3, : *sebelum pembelajaran dimulai selalu menyanyikan yel yell*
- Siswa 7 : *Guru datang ke kelas lalu mengajak kami mengatur pernafasan, berdoa bersama, kemudian membuat kami berkonsentrasi dan memberikan motivasi. Setelah itu dilanjutkan ke pelajaran*
- Researcher : “*Bagaimanakah kegiatan pembelajaran yang dilakukan oleh guru bahasa inggris pada saat menutup pembelajaran “*
- Siswa 1 : *memberi tugas, dan bercerita tentang cerita yang memotivasi*
- Siswa 2 : *berdoa sebelum selesai pelajaran, dan bercerita tentang story*

- Siswa 3 : *mengulang kembali pembelajaran yang telah dipelajari dan bercerita*
- Siswa 4 : *memberi tugas, dan bercerita tentang cerita yang memotivasi*
- Siswa 5 : *“Memberi tugas, dan bercerita tentang cerita yang memotivasi”*
- Researcher : *“Menurut anda dari 4 skill (reading, speaking, writing, listening) mana yang paling disukai? “*
- Siswa 1 : *“Reading“*
- Siswa 2 : *“Reading“*
- Siswa 3 : *“speaking“*
- Siswa 4 : *listening“*
- Siswa 5 : *reading“*
- Researcher : *“Bagaimana menurut anda terkait pembelajaran bahasa Inggris menggunakan metode yang diterapkan oleh guru bahasa Inggris? “*
- Siswa 1 : *menyenangkan“*
- Siswa 2 : *“tidak membuat bosan“*
- Siswa 3,6 : *“jadi lebih siap untuk belajar“*
- Siswa 4 : *“belajarnya lebih focus, karena menjaga perhatian siswa itu penting karena materi akan mudah dipahami oleh siswa “*
- Siswa 5, 7 : *jadi lebih termotivasi, percaya diri*
- Researcher : *“Apakah anda lebih termotivasi dalam reading? “*
- Siswa 1 : *“Iya menjadi lebih percaya diri ketika mengungkapkan pendapat*
- Siswa 2 : *“iya, sekarang lebih suka untuk membaca, terkadang membaca materi sebelum guru mengajar*
- Siswa 3 : *“iya “*
- Siswa 4,6 : *iya sekarang sudah tidak malu ketika presentasi maju kedepan kelas “*
- Siswa 5 : *iya“*
- Researcher : *“Kemajuan apa yang anda rasakan selama pelaksanaan kegiatan pembelajaran bahasa Inggris dalam skill reading dengan menggunakan metode tersebut? “*

- Siswa 1,8 : *“Dari awal pembelajaran sudah semangat untuk mengikuti kegiatan“*
- Siswa 2,6 : *“Lebih termotivasi, tidak malu lagi untuk membaca dalam bahasa inggris“*
- Siswa 3 : *“Semakin suka belajar bahasa inggris“*
- Siswa 4 : *“Lebih termotivasi“*
- Siswa 5 : *“Lebih bersemangat“*



## APPENDIX 5

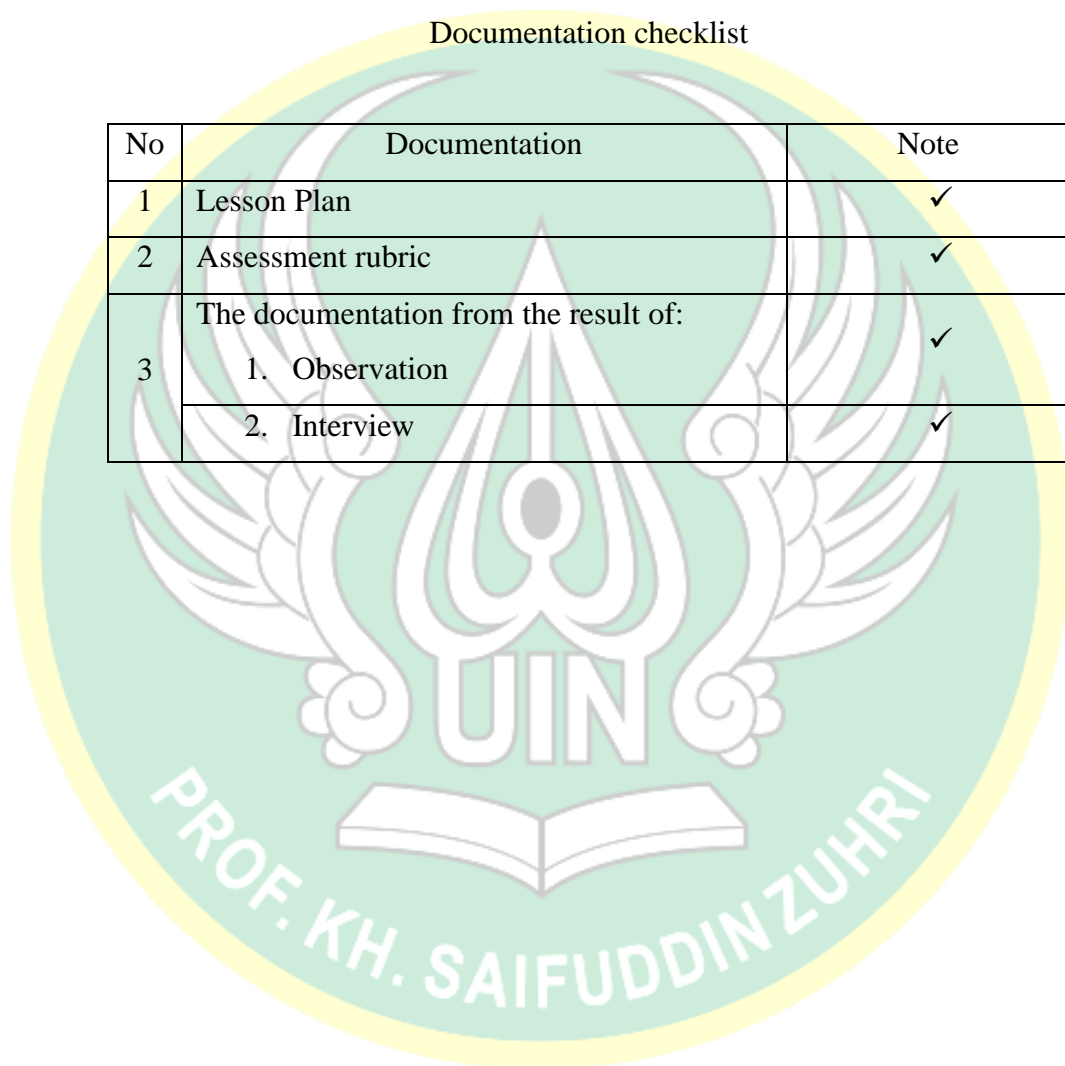
## Documentation Guide

## Documentation Guide

- a. Lesson Plan
- b. Assessment rubric
- c. The documentation from the result of observation and interview

## Documentation checklist

No	Documentation	Note
1	Lesson Plan	✓
2	Assessment rubric	✓
3	The documentation from the result of:	✓
	1. Observation	✓
	2. Interview	✓



## APPENDIX 6

## Lesson Plan

Kegiatan pembelajaran	
Pertemuan ke 2 (Membaca – Memirsa)	
Kegiatan Pendahuluan	<ol style="list-style-type: none"> <li>1. Guru memberi salam.</li> <li>2. Guru mengajak peserta didik mengawali kegiatan pembelajaran dengan berdoa bersama.</li> <li>3. Guru memeriksa kehadiran peserta didik.</li> <li>4. Guru membangkitkan motivasi belajar peserta didik dengan mengajak peserta bernyanyi yel yel “ Every body Clap the Best”</li> <li>5. Guru mengaitkan materi yang akan dipelajari dengan apa yang sudah peserta didik pelajari sebelumnya dengan mengajukan beberapa pertanyaan pemantik seperti: <ul style="list-style-type: none"> <li>• What you like at most?</li> <li>• What do you enjoy every day?</li> <li>• Do you like playing an on-line game?</li> </ul> </li> <li>6. Guru menyampaikan tujuan pembelajaran yang akan dicapai, serta manfaatnya dalam kehidupan sehari-hari.</li> <li>7. Guru menyampaikan garis besar cakupan materi dan lingkup penilaian hari ini, yaitu tentang pembelajaran</li> </ol>

	reading (membaca) terkait dengan hobbies and interests melalui tes tertulis dan lisan.	
Kegiatan Inti	<ol style="list-style-type: none"> <li>1. Peserta didik memperhatikan contoh text tentang hobbies and interests.</li> <li>2. Peserta didik dibagi menjadi beberapa kelompok</li> <li>3. Peserta didik mengidentifikasi berbagai kosa kata atau ungkapan yang berkaitan dengan hobbies and interests dalam text tersebut secara berkelompok</li> <li>4. Peserta didik mengidentifikasi berbagai informasi dari dalam text tersebut baik informasi umum maupun informasi khusus.</li> <li>5. Peserta didik mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks dalam text tersebut dengan menjawab pertanyaan terkait teks.</li> </ol>	60
Kegiatan Penutup	<ol style="list-style-type: none"> <li>1. Peserta didik mendapatkan umpan balik dari proses dan hasil pembelajaran.</li> <li>2. Peserta didik dengan bantuan dari guru, membuat rangkuman/simpulan pelajaran.</li> <li>3. Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka</li> </ol>	10




	<p>melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.</p> <ol style="list-style-type: none"><li>4. Peserta didik memperhatikan informasi guru tentang rencana kegiatan pembelajaran yang akan datang, yaitu tentang ungkapan terima kasih.</li><li>5. Peserta didik dan guru mengucapkan salam perpisahan</li></ol>	
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## APPENDIX 7

## Munaqasah Recommendation



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
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Jalan Jenderal A. Yani, No. 40A Purwokerto 53126  
 Telepon (0281) 635624 Faksimili (0281) 636553  
 www.uinsalzu.ac.id

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**REKOMENDASI MUNAQSYAH**

*Assalamu 'alaikum Wr. Wb.*

Yang bertanda tangan dibawah ini, Dosen Pembimbing Skripsi dari mahasiswa :

Nama : Himatul Aulia  
 NIM : 1917404078  
 Semester : 10 (Sepuluh)  
 Jurusan/Prodi : FTIK/TBI  
 Angkatan Tahun : 2019

Judul Skripsi : The Implementation of Hypnoteaching Method in Teaching Reading for Seventh Grade Students of SMP Istiqomah Sambas Purbalingga

Menerangkan bahwa skripsi mahasiswa tersebut telah siap untuk dimunaqsyahkan setelah mahasiswa yang bersangkutan memenuhi persyaratan akademik yang ditetapkan.

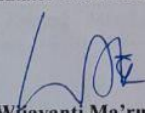
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*Wassalamu 'alaikum Wr. Wb.*

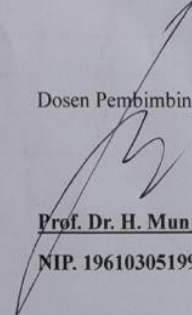
Dibuat di Purwokerto  
 Tanggal: Maret 2024

Dosen Pembimbing

Mengetahui,  
 Coordinator Prodi TBI




**Desi Wijayanti Ma'rufah, M.Pd**  
 NIP. 199212152018012003



**Prof. Dr. H. Munjin, M.Pd.I**  
 NIP. 196103051992031003

























## APPENDIX 8


## Thesis Supervision Form


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**Blangko Bimbingan Skripsi**

Nama : Himatul Aulia  
 NIM : 1917404078  
 Jurusan/Prodi : Tadris Bahasa Inggris  
 Pembimbing : Prof. Dr. H. Munjin, M.Pd.I  
 Judul : The Implementation of Hypnoteaching Method in Teaching Reading for Seventh Grade students of Smp Istiqomah Sambas Purbalingga

No	Hari/Tanggal	Materi Bimbingan	Tanda Tangan	
			Pembimbing	Mahasiswa
1	Kamis, 8 Juni 2023	ACC Seminar Proposal		
2	Kamis, 3 Agustus 2023	Revisi Bab II		
3	Senin, 21 Agustus 2023	Bimbingan Instrument Observasi		
4	Senin, 27 Noveber 2023	Bimbingan Bab IV		
5	Rabu, 27 Desember 2023	Revisi Findings and Discussions		
6	Rabu, 3 Januari 2024	Revisi Discussions		
7	Selasa, 30 Januari 2024	Revisi Triangulations		
8	Rabu, 7 Februari 2024	Revisi Triangulations		
9	Kamis, 7 Maret 2024	Bimbingan Bab IV		
10	Senin, 18 Maret 2024	Bimbingan Bab IV - V		
11	Senin, 25 Maret 2024	Revisi conclusion		
12	Rabu, 27 Maret 2024	Bimbingan Bab I - Bab V		

Dibuat di : Purwokerto  
 Pada tanggal : Maret 2024  
 Dosen Pembimbing  
  
**Prof. Dr. H. Munjin, M.Pd.I**  
 NIP. 196103051992031003

## The Documentation of Research Activities

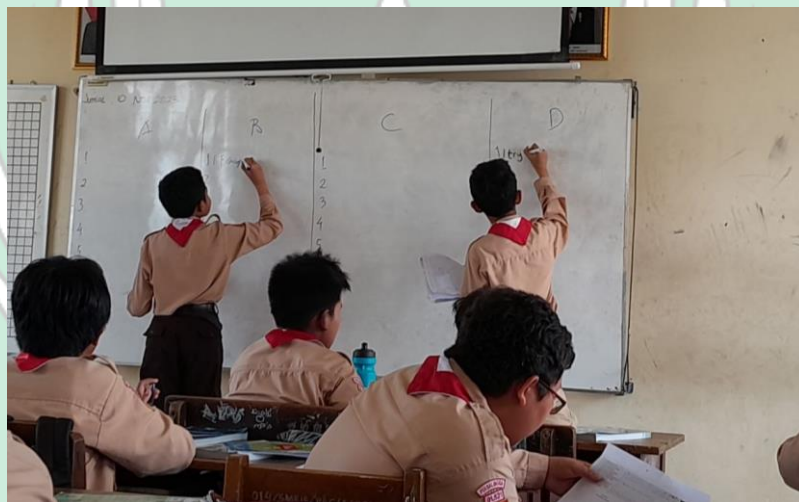
### Documentation first observation



## Documentation second observation



## Documentation third observation



Documentation fourth observation



Documentation interview with English Teacher



Dr. SAIFUDDIN



## Documentation interview with Students



