CHAPTER I
INTRODUCTION

A. Background Of The Research

Language is a tool that used to make communication between people in the world. It is an important for us, not only used to make communication with another, but also to express someone’s idea and to give information as well as to feel by oral or written way. English is very important in this very important in this globalization era. Beside that English is also often used in daily life, such as food packing, signpost, as if English were high and low. So that English is taught by almost each of country as foreign language or as second language. Jeremy adds that “... English seems to be one of the main languages of international communications;...” ¹ Many things are learnt in English, in the basics, including four skills that are speaking, listening, writing, and reading.

Listening skill in English as foreign language also plays an important role in building communication skill today. Therefore, teaching listening skill is one that must be taught by a teacher to the students aimed to improve students’ listening skill in English. But many teachers tends to get neglected that skill. Beside the difficulties in listening such as mention above, listening needs motivation, more concentration, and needs the interesting subject. Listening also is barely learnt several school, so the students do not usually learn something which improve their comprehension of the way word pronunciation, improve their vocabulary their speaking etc.

Barely is listening learnt in several schools especially in junior high school, unlike other skills such as reading , and writing, listening is only

learnt once or twice in a year, for first and second grade, and for third grade is more learnt. It is maybe because student will deal with listening test. Like Jack Richards’ statement, he says that “for many years, listening skills did not receive priority in language teaching.” Maybe because many people said that listening difficult to learnt. Alan Malay adds “Listening involves motivation and concentration, and you can listen badly if you are not interested in the subject, or it is one that you do not know much about it, or if there are a lot of distractions which make it difficult to focus on listening.”

As foreign speakers of the English language, the Listening aspect is the first step in tapping and understanding the language. By hearing it will get used to understand vocabulary in english. In the acquisition of the first language in children, like us as Indonesians who learn English is as a child is learning English, children can not speak to master the language, but they hear, always hear the vocabulary and sentence every day from his parents.

In English learning, the language skills of listening teachers often use the lecture method, which makes students become saturated, sometimes teachers want their students can use the language in all communication situations correctly even though they do not have enough grammar skills and enough words. Addressing the problem teachers need to teach students a listening strategy, identify appropriate or inappropriate information, and tolerate a lack of word-of-mouth understanding.

Learning English in junior high school is not a subject that is a top priority, but a supporting lesson, in learning, listening is rarely taught to students, therefore they do not understand English comprehensive.

In preparation for learning in class, the teacher does not start English lessons incorrectly, makes students not as enthusiastic as learning, not ready

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to learn, and makes students afraid to learn. Gradually their language skills will not develop.

From the whole process of education in schools, learning is the most important activity. This means that the success of achieving educational goals depends a lot on how to manage the learning process effectively. In Government Regulation Number 32 of 2013 concerning National Education Standards, it is stated that the learning process in education units is organized interactively, inspiratively, fun, challenging, motivates students to actively participate, and provides sufficient space for initiative, creativity, and independence in accordance with talents, interests, and physical and psychological development of students. From the whole process of education in schools, learning is the most important activity. This means that the success of achieving educational goals depends a lot on how to manage the learning process effectively. In Government Regulation Number 32 of 2013 concerning National Education Standards, it is stated that the learning process in education units is organized interactively, inspiratively, fun, challenging, motivates students to actively participate, and provides sufficient space for initiative, creativity, and independence in accordance with talents, interests, and physical and psychological development of students.4

The three activities are preliminary activities, core activities and closing activities are a series of learning activities in one meeting (face-to-face) that cannot be interrupted because they all affect the achievement of learning objectives. Therefore the teacher must be able to carry out his role as a facilitator, communicator and motivator in managing learning activities so that learning activities take place effectively.

In fact, the writer views that the students at the first grade of SMPN 4 Kota Serang still meet some difficulties in the implementation. Most of the

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students still feel strange and face some difficulties with English lesson especially in improving their listening ability. This failure of the English teaching learning process at the first grade of SMPN 4 Kota Serang maybe many factors, such as, the teaching technique, the teaching media, the teaching motivation, the students it self, the environment, etc. Therefore, the writer tries to solve this problem.

Many students feeling difficult to learning listening because in the school is not facility to learning listening. The student’s only learning practice with listen to music through mobile phone. The student’s are feel very less, because students not understanding and not respond which the native speaker. To the effectiveness listening skill of students, the teacher must be have the foundation to responds on listening of students although with less facilitate on the school. And the writer try to apply a technique of listening to the improve students listening with the hypnoteaching.

Based on the problems of the condition, the researcher is interested to apply a method which is estimated by teacher able to support listening ability of learners, that is Hypnoteaching. According to Yustisia hypnoteaching is a method of learning in conveying teacher teaching materials by giving suggestions using language that is able to foster interest of learners in learning. Therefore learning will be more fun, peaceful, calm, relax, and enjoy. The writer a research project to developing students listening skill though hypnoteaching method, with the quantitative method of quasi-experimental. This title: The Effectiveness of Using Hypnoteaching in Teaching listening skill.

B. The Identification of the Problem

After the researcher observation and interview with English teacher at first grade of SMPN 4 Kota Serang, it is conluced there are three difficulties in learning listening at SMPN 4 Kota Serang.
1. They always find the difficulties of learning because they are not understood what is speak teacher.
2. Most of the students feel teaching learning process of listening are not interesting.
3. Most of the students feel teaching process of listening is burden of them.

C. Limitation of Problems
The author focuses on the method of hypnoteaching and with materials that are appropriate to the grade level of students; whether the use of media is effective or not in improving their listening skills.

D. The Statement of the Research
Based on the background of study above, the writer identify the research questions of this study that can be stated as follow:
1. How is student listening skill at first grade of SMPN 4 Kota Serang?
2. How is the effectiveness of hypnoteaching on students’s listening skill?

E. The Objective of the Research
The research objective that determined by writer are:
1. To find student listening skill at first grade of SMPN 4 Kota Serang
2. To know the effectiveness of using hypnoteaching in teaching listening skill

F. Significance of The Study
There are three categories of the important of the research
1. Researcher
   a. It can be used as a reference method for the future
   b. It can add insight for writer
2. Teacher
a. It is used as an input for teacher in the teaching
b. This method can be used in teaching learning

3. Student
a. Students get problem solving to understand the content of the topic in the listening
b. Students are more motivated to learn because this method is interesting and make learning process more enjoyable.
c. Students are easier to fill questions.

G. Hypothesis

The hypothesis is that there is a significant correlation between hypnoteaching with teaching listening. So that, the writer will take two variable, hypnoteaching as variable X and teaching listening as variable Y.

Based on the previous problem, the research stands as follow:

1. The null hypothesis \((H_0)\) : There is no significant effect of hypnoteaching on students’ listening ability. \((H_0) = t_0 < t_c = -\)

2. The experimental hypothesis \((H_a)\) : there is significant effect of hypnoteaching on students’ listening ability. \((H_a) = t_0 > t_c = +\)

H. Organization of writing

This paper is divided into five chapters. The chapter as follows:

Chapter I is introduction; it contains background of the research, identification of the problem, limitation of the problems, the statement of the research, objective of the research, significance of the study, hypothesis and organization of writing.

Chapter II is theoretical framework; it contains the definition of hypnoteaching, neuro linguistic programming, steps of hypnoteaching, strengths and weaknesses hypnoteaching method, definition of listening, concepts of listening, process of teaching listening, types of listening, the
process of listening, factors affecting listening, purpose of listening, the way of listening, assessing listening

**Chapter III** is methodology of the research; it contains the method of the research, time, and location, population and sample, the procedure of collecting data, the technique of analyzing data.

**Chapter IV** is result of the research; it contains the study of the data and the interpretation of data.

**Chapter V** is closing, it contains conclusion and suggestions.