

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

English has four skills: speaking, writing, reading, and listening. Speaking is a very important part of learning a second language. The ability to communicate in a second language clearly and efficiently contributes to a learner's success in school and subsequent success in every phase of life. Therefore, it is very important for language teachers to pay great attention to teaching speaking. Rather than directing students to pure memorization, providing a rich environment in which meaningful communication occurs is desirable.<sup>1</sup>

With this goal in mind, various speaking activities such as those listed above can make a major contribution to students in developing the basic interactive skills necessary for life. These activities make students more active in the learning process and at the same time make their learning more meaningful and fun for them. Furthermore, the researcher assumed that students experienced anxiety especially in speaking class in learning English as a foreign language. It is often reported that they feel stressed when they take turns in class to talk. Furthermore, the researcher found that many students felt anxious and preferred to be silent when speaking in class. Students are reluctant to speak for fear of making mistakes and are immediately corrected by the teacher.

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<sup>1</sup> Hayrie Kayi, "Teaching Speaking: Activities to Promote Speaking in a Second Language, *The Internet TESL Journal*, Vol. 12, No. 11, (November 2006), 8.

The researcher found that students had the ability to speak in front of their friends but were less interested and less confident and some of the difficulties faced by students were that students had difficulty making sentences, ideas that would be conveyed. be blank in their minds, and think negatively what will be conveyed will not match good pronunciation. Language problems are very complex and unlike any other problem we come across. They are also, for everyone, an unavoidable problem.

In addition, the lack of motivation and interest, as well as the vocabulary they know is still lacking. Thus, students speak ungrammatically, and errors in pronunciation. Many factors make students feel anxious in language class. There are three factors, namely anxiety in communication, anxiety in facing exams, and anxiety in getting negative perceptions. These problems can be overcome by creating fun learning and good situations in language classes. Teachers can greet students, help students and provide positive reinforcement for students.

Based on the problems above and a preliminary study conducted on December 10, 2021 at the tenth grade of Al-Asmaniyah SMA, the researcher found that most of the students had problems in foreign language classes, especially in speaking classes. Students feel anxious and embarrassed to convey their ideas in front of the teacher and their friends. In addition, students lack confidence and lack of vocabulary. Considering the previous point of view, the researcher wants to provide a solution, especially in reducing students' anxiety in speaking, so that students will be better at speaking. Based on these facts, the researcher assumes that mastery of English will not develop when the problems faced by students are not immediately addressed.

By doing this research, the researcher hopes that this research can overcome students' difficulties, especially in anxiety by using the hypnoteaching method. Hypnoteaching doesn't mean study while sleeping, but hypnoteaching is a method learning that is carried out by hypnotizing the students through the suggestions given by the hypnotist.<sup>2</sup>

Hypnoteaching is teaching by creating a comfortable and relaxing situation, and bringing students to the subconscious. In this condition students will easily accept suggestions even though the situation is not with the subconscious meaning that students are not aware of the situation that is happening. Research tries to convey positive words to motivate students to overcome anxiety, trauma, and other psychological disorders.

The researcher chose this method because the researcher believed that hypnoteaching suggested students to be interested and motivated in the learning process. In learning, the teacher actually does not need to make students fall asleep while giving suggestions. Teachers only need to use some subconscious language or persuasive language (such as positive sentences) as a means of communication and student expectations so that they can foster student interest in their souls.

The researcher concludes that hypnoteaching is a method that suggests and motivates students to be interested in learning by conveying information to students. student's subconscious mind. Through this research, the researcher will analyze the use of hypnoteaching and hope that by using this method, students will be

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<sup>2</sup> Achmad Setya Roswendi and Denok Sunarsi, *Dinamika Dan Perkembangan Hypnotherapy Dalam Perspektif Interdisipliner*, (Banten: Runzune Sapta Konsultan, 2020),108.

more confident and easier to say what to say when students speak and confident to stand in front of other students. Based on the description above, the researcher wants to conduct a study entitled "The Effectiveness of the Hypnoteaching Method on Students' Speaking Anxiety".

### **B. Research of Problem**

How is the effectiveness of hypnoteaching method in reducing students' speaking anxiety?

### **C. Objective of The Study**

To measure how is the effectiveness of hypnoteaching method in reducing students' speaking anxiety.

### **D. Scope and Limitation**

To make this research more clear and specific, this study focuses on the use of hypnoteaching in reducing students' speaking anxiety. The researcher focuses on monologue text and dialogue text with the topic of narrative text, what is on your mind, encouraging, persuading, and hoping. Then the researcher determined the level of anxiety there were five levels of anxiety, namely very low, low, medium, high, and very high anxiety levels. This research was conducted on tenth grade students of SMA Al-Asmaniyah.

### **E. The Significant of the study**

This research is expected to provide a significant contribution both theoretically and practically.

#### **1. Theoretical Significance**

This research is expected to strengthen and prove other theories and can provide useful information about the benefits of

using hypnoteaching as a method in the teaching and learning process, especially in learning to speak.

## 2. Practical Significance

There are many practical meanings of research that can be of benefit to teachers; students, and future researchers. First, for teachers, by using this method the teacher can get more information about hypnoteaching in teaching English. Teachers can also develop materials using this method to be applied in the classroom. Second, for students, this research helps students to solve their problems especially about anxiety. Third, for future researchers, it is hoped that it can be a useful reference for other research on how to overcome anxiety in teaching speaking using this method in the classroom.

## **F. Operational Definition of Term**

The title of this research is “The Effectiveness of Hypnoteaching Method Toward Students Speaking Anxiety” In understanding the topic of this research easily, the researcher wants to explain the operational definition of the term.

### 1. Hypnoteaching

Hypnoteaching in this study is one of the methods in teaching English. Researchers use hypnoteaching in teaching speaking. The purpose of using this method is to make students enjoy the learning process. Furthermore, hypnoteaching brings students in a comfortable condition, interested, and enjoying the learning process.

### 2. Speaking anxiety

The classic problem faced by students where students start to frighten them with suffering is shaking and sweating. In addition, students find it difficult to draw and convey their ideas in their

minds even though they are good learners in other subjects. Therefore, students make mistakes and are embarrassed because their friends are better than them. The students feel stressed and freeze when they have to act in front of other students.

## **G. Organization of Writing**

To make this research easy to be comprehended, the researcher divides this research into five chapters:

**Chapter I** is Introduction. In this chapter the researcher puts some points: The Background of the Study, Research Problems, Objectives of the Study, Scope and Limitations, Significant of the Study, Operational Definition of Term and Organization of Writing, Hypothesis.

**Chapter II** is Theoretical Foundation. This chapter presents about the Definition of Hypnoteaching, Definition of Speaking, Types of Speaking, Definition of Anxiety, Level of Anxiety, Definition of Hypnoteaching, Application of Hypnoteaching in the Learning process, Advantages and Disadvantages of Hypnoteaching, Theoretical Framework, Previous Study..

**Chapter III** is Research Methodology, which consist of the Research Method, Place and time of study, Research Variables, Population and Sample, Research Instrument, Data Collecting Procedure and Data Analysis Technique.

**Chapter IV** is Finding and Discussion, which consist of research finding and discussion.

**Chapter V** is closing, which consist of conclusion and suggestion.

**H. Hypothesis**

H<sub>1</sub>: There is a effectiveness of the Hypnoteaching method on the speaking skill of Al Asmaniyah High School students.

H<sub>0</sub> : There is no effectiveness of the Hypnoteaching method on speaking skill of Al-Asmaniyah High School students.