

**THE IMPLEMENTATION OF HYPNOTEACHING METHOD TO
INCREASE THE STUDENTS CONCENTRATION IN LEARNING
ENGLISH OF SMP NEGERI 2 BATULAPPA PINRANG**



By

K A D I R
Reg. Num: 11.1300.110

PAREPARE

**ENGLISH PROGRAM
TARBIYAH AND ADAB DEPARTMENT
STATE ISLAMIC COLLEGE (STAIN)
PAREPARE**

2016

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K A D I R
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Submitted to the English Program of Tarbiyah Department of State
Islamic College of Parepare in Partial Fullfilment
of the Requirements for the Degree of
Sarjana Pendidikan(S.Pd.)

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Skripsi

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English Program

Submitted By

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to

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PAREPARE**

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May the Almighty Allah SWT always bless us now and forever, Aamiin.

Parepare, Agust 22th 2016

The Writer,



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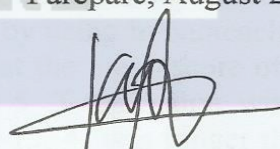
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ABSTRACT

K A D I R. *The Implementation Of Hypnoteaching Method To Increase The Students Concentration In Learning Of SMP Negeri 2 Batulappa Pinrang* (Supervised by Abd Haris Sunubi and Mujahidah).

This research was carried out at SMPN 2 Batulappa. Based on the observation of the researcher indicated that the difficulties of the students not only difficult to concentration but also in learning English subject. So the researcher was chosen hypnoteaching method as one of way in teaching to increase the students concentration in learning English, so the students feel relaxed and no pressure during the learning process. Students are more interested and more active to learn English. The objective of the research is to find out the students achievement, the students concentration in learning and do the hypnoteaching method can increase the students concentration in learning English subject.

The researcher used Pre Experiment method with one group pre-test design and post-test design. The population was the second grade students of SMP Negeri 2 Batulappa. The sample of this research was the second grade specifically for class VIII₃. They were 20 students in this class. The technique of purposive sampling and the data was analyzed by use statistic.

First result was the student's achievement in learning English at second grade of SMP Negeri 2 batulappa. From the data those researchers collect, the student achievement was at 32 and it has explained that the students SMP Negeri 2 Batulappa Achievement at level Very Poor. Second result was the student concentration in learning process by using questionnaire giving to the students. Result data from questionnaire explained that students had problem with concentration in learning process at class. From result data questionnaires, the researcher related the result data questionnaire to the theory Stage of Brain Concentration Frequency and the researcher find out that the students concentration at level Beta (14 ---- 100 Hz) which mean the student cannot have full concentration in learning. Third result of the data analysis showed that the students improvement by using hypnoteaching method, it is proved by the result of data statistical analysis at the mean score of the pre-test 32, 5 was lower than mean score in post-test 79, 5. T-test value with degree of freedom (df) = N-1 = 20- 2 = 18. While the t-test = 13, 4 was higher than t-table = 2,064 It means that alternative hypothesis (H_a) was accepted and Null hypothesis (H₀) was rejected. Based on the result of data analysis, the researcher concludes that using "hypnoteaching method able to increase the students concentration in learning of students Class VIII₃ SMP Negeri 2 Barulappa Pinrang.

Keywords: Achievement, Concentration, Hypnoteaching, Method, and Learning.

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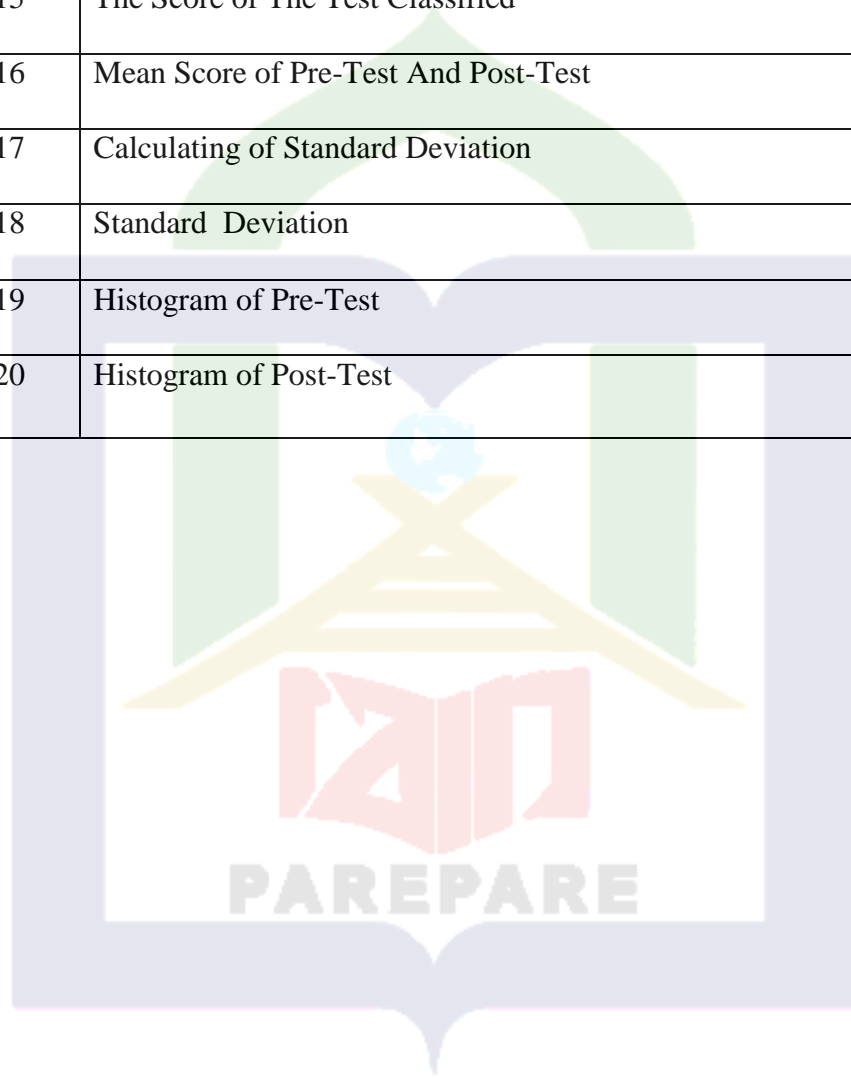
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CHAPTER I

INTRODUCTION

1.1 Background

Language is very important role in social relationship among human being. It was one of medium of communication which help not only interest but also to share with others. The most important oral communication in the world is English, because English was the primary International communication or also call Lingua Franca. It is the reason why many people want to study English.

Learning was a kind of process which includes developing and changing one's life and his/her attitude towards life. The meaning of learning has always been stressed by parents and teachers of students, particularly the ones who are learning English; the doubt of how this may be realized hasn't considered in particular. The parents and teachers of these students always remind and warn them to study hard and do their homework. Although these scholars are mindful of these warnings and suggestions, they are not able to discover a path of conveying action, or they find difficult to do because there are not specific suggestions as to how to manage it.

In instructing a foreign language at SMP Negeri 2 Batulappa Pinrang especially in second grade, the teachers also can meet such kind of events. Teachers warn their students to study hard, listen carefully and practice their homework in order to read a strange speech. Nonetheless, teachers was cannot lead their second class students of SMP Negeri 2 Batulappa Pinrang to how doing it. The cause why the teachers cannot lead their students depends on not knowing how to illustrate to them a beneficial way to be successful in reading English. Teachers may ask

themselves how they can be helpful and fruitful in the teaching process, but they also do not know exactly how doing it. One possible mode of assisting students of SMP Negeri 2 Batulappa Pinrang to be successful learners was to increase their motivation and decrease their anxiety, and make them grow aware of their capability in order to become efficient and good scholars. Foreign language instructors can use some different methods and techniques to increase their students' motivation and change their attitude toward Hypnoteaching Method. From all the explanation above, the researcher chooses SMP Negeri 2 Batulappa Pinrang as the place to make a research The Implementation of Hypnoteaching Method to Increase the Students Concentration in Learning English.

Hypnoteaching was a compounding of two words, hypnosis and teaching. Hypnosis means suggestion or giving suggestion and teaching means preaching or transferring knowledge. So, Hypnoteaching can be comprehended as suggesting the students to be smart. Teaching by hypnosis method was the up to date method applied in teaching learning activity whether informal or formal learning.

According to Novian, "Hypnoteaching involves conscious and unconscious mind. The Hypnoteaching learning method is learning method delivering lesson material by using unconscious languages to emerge suggestion for the students into full concentration about materials explained by the teachers because unconscious mind has a large dominant in the working process of our brain. And Hypnoteaching was a combination of five teaching learning method such as quantum learning, accelerate learning, power teaching, Neuron-Linguistic Programming (NLP) and hypnosis."

The advantage of learning Hypnoteaching, teaching and learning was that process has a more dynamic and there is good interaction between educator and learners. The learner can develop according to their talents and interest. The process of granting a lot of skill was in order here. The learning process was more diverse. The learner can easily master the material, because more motivated to learn. Learning is active. Monitoring of learners is more intensive. The learner is more imaginative and creative thinking. The learner is learning a pleasure. The power absorbed faster and more lasting, because students do not memorize. Attention of learners is successful of material.

From those phenomena, the researcher choose The Implementation of Hypnoteaching Method to increase the Students Concentration in Learning English of SMP Negeri 2 Batulappa Pinrang as the title of this researcher.

1.2 Problem statements

Based on the background, the researcher formulated the problem statements:

1. How is the students' achievement in learning English at second grade?
2. How is the students' concentration in learning English at second grade?
3. Is the hypnoteaching method can increase the students' concentration in learning English at second grade of SMP Negeri 2 Batulappa Pinrang?

1.3 Objective of Research

From the problem statement above, the researcher explains about the objective of the research like:

1. To know the students' achievement in learning English at second grade of SMP Negeri 2 Batulappa Pinrang.
2. To know the students' concentration in learning English at second grade of SMP Negeri 2 Batulappa Pinrang.
3. To know hypnoteaching method increases the students' concentration in learning English at second grade of SMP Negeri 2 Batulappa Pinrang.

1.4 Significance of research

By doing this study, the findings are expected to give useful contributions to the educational world. This research hopefully gives significance in teaching and learning English to the second grade students of SMP Negeri 2 Batulappa Pinrang. Moreover, it was expected that the findings will inspire the teachers to improve their knowledge about the technique, method and material of teaching English especially in increase the student's motivation in learning. Thus, the researcher also hopes that this research can be used as reference for all the people who want to be an English teacher.

CHAPTER II

REVIEW OF LITERATURE

2.1 Some pertinent Ideas

2.1.1 Definition of Hypnoteacing

2.1.1.1 Hypnosis

Hypnosis is derived from the word "Hypnos" which is the name of the Greek god of sleep. The word "hypnosis" was first being introduced by James Braid, a famous British doctors. In the period practice hypnosis James Braid uses this method is to replace the function of the drug in reducing pain patients while undergoing surgery.¹ Before the time of James Braid hypnosis known as mesmerism and Magnetism, Milton H. Ericson said that hypnosis is a verbal communication followed by nonverbal persuasive and suggestive to someone so that he became creative then react in accordance with the basic value system of spiritual owned. Verbal persuasion can be used in a variety of scope both in terms of promotion product or motivation of the teacher to the students in the learning process. Verbal persuasion in schools conducted by teachers during the learning process by motivating the students that they have the ability to achieve goals that they are looking for the best performance, According to Jaya the word hypnosis itself has been transformed into Indonesian became "hypnosis" that some definitions are as follows: - (1) Hypnosis is a technique or practice in influencing others to enter into a hypnotic trance (2) Hypnosis is a condition where the attention became very focused so that the level of suggestibility (acceptance) is increasing very high (3) Hypnosis is the art of communication to

¹Andri Hakim, *Hynosis in teaching: cara dahsyat mendidik & mengajar* (Jakarta: Visimedia, 2010), p. 1.

persuade someone that affect the level of consciousness. Achieved by lowering the brain waves of Beta be the Alpha and Theta (4) Hypnosis is the art of communication to explore the subconscious mind.²

"Hypnosis can be interpreted as a relaxed state, focus or the concentration, which is characteristic of the condition in which the sensors are the human senses become much more active". Definition of hypnosis published in the journal US Department of Education, Human Services Division, is; "Hypnosis is the bypass of the critical factor of the conscious mind Followed by the establishment of acceptable selective thinking" or "Hypnosis is a critical factor penetration conscious mind followed by receipt of an idea or suggestion". Furthermore, in the book Professional Affairs Board of the British Psychological Society states that "hypnosis can reduce anxiety, stress and other psychological problems. Development until today, hypnosis is very helpful in developing the performance of self and learning process.

2.1.1.2 Teaching

Teaching or teach is give someone knowledge or to train someone; to instruct.³ Eclectic approach should be used naturally by the teacher. The knowledge of children, knowledge of modern interests and problems are suppressing the rigid method of teaching and the teacher's ability. Therefore, a teacher should have knowledge of every method. The burden of the modern teacher has increased because

²Universitas Sumatera Utara, Pengaruh Hynoteacing Dalam Hasil Belajar Siswa Smp Negeri 17 Medan, <http://repository.usu.ac.id/bitstream/123456789/39298/4/Chapter%20ll.pdf> (Accessed on 9 November 2015).

³Cambridge advanced Learner's dictionary third edition, (Cambridge University:Produced for Cambridge university press by Amanda, 2008)[PC Application].

he has to apply new methods with a view to the children's knowledge for the changing age, and the progress of the civilization.

An effective way is for teachers to provide a variety of activities to meet the needs of different learning styles so that all students will have at least some activities that appeal to them. Brown insists that teachers should take an approach that includes most if not all of the principles he has concluded. A teacher has to take all the principles in the respects of cognition, affection and linguistics into consideration at the same time.⁴

In Indonesia the teacher is not always as education source but also a figure for the student. It explain in Indonesia law said the teacher must equip not only the students education but also in moral. It because the student models the entire thing from their teacher, if they can't be a good example to the students so don't blame the students went the students go wrong with her/his attitude.

2.1.1.3 Hypnoteacing

John Gruzelier, (Psychologist of Imperial College in London) doing research using fMRI, a tool to determine brain activity. Gruzelier found that people who are in a hypnotic state, increased brain activity in particular brain section that affect the process of high-level thinking and behavior. Gruzelier said that humans are able to do things that he himself did not dare to dream, so hypnosis greatly impact in motivating and improving performance. In the process of teaching and learning, hypnosis or Hypnoteaching also good to motivate students, improve Traffic concentrating,

⁴Brown D. *Teaching by Principles: An interactive Approach to Language Pedagogy*. New York: Prentice Hall, Regends, 1994), p. 74

confidence, discipline and organizational⁵. John Gruzelier explains from his statement, hypnoteaching is one of the solutions to make brain performance increase to a high level. So it is a great choice if the teacher uses this hypnosis method to the students in the learning process to increase the concentrating, confidence, discipline and organizational.

State that hypnoteaching is a teaching method, which in delivering material; the teacher uses sub-conscious words which can grow up the interest of the students. Similar with Hajar says Hypnoteaching is an art of communication by giving hypnotic words; yet the teacher does not have to be a hypnotist.⁶ Hypnoteaching itself means an attempt to decrease the frequency of brain waves so that learners become relaxed and more suggestive in capturing the positive values of a teaching process. Thus, in Hypnoteaching is not hypnosis as understood in several television shows such as Uya Kuya, Romy Rafael and so on. But in learning hypnosis is only directed to create conducive conditions in the learning process.⁷

Hypnoteaching is defined from two words: hypnosis and teaching. Hypnosis is a mental state like sleep, in which a person's thoughts can be easily influenced by someone else.⁸ Teaching is the imparting of knowledge by a teacher or other

⁵John Gruzelier, *Contemporary Hypnosis*, Vol 17, Department of Cognitive Neuroscience and Behaviour, Imperial College Medical School (2000), p51

⁶Teaching Pragmatics in the Ethiopian context, http://www.slideshare.net/kashaqaa/teaching-pragmatics-in-the-ethiopian-context?next_slideshow=1 (access on 9 November 2015).

⁷Ahmad Munadi, "Hypo-Teaching dalam proses pembelajaran pendidikan agama islam," Scribd.com. <https://www.scribd.com/doc/77596548/Fat-Hurrah-Man-Inovasi-Pendidikan-Islam#scribd> (access on 9 November 2015).

⁸Cambridge Advanced Learner's Dictionary- 3rd Edition Application (access on 9 November 2015).

knowledgeable person.⁹ Hypnoteaching is combining from five deferent methods. Its quantum learning, accelerated learning, power teaching, neuron-Linguistic Programming (NLP), and hypnosis;

Quantum is the interaction that converts light into energy.¹⁰ According Bobby DE potter and Mike Hernacki, base from Dr. Georgi Lozanov, a Bulgarian educator are experimenting with what he called the "suggestology" or "suggestopedia". The principle is that the suggestion and certainly affects the outcome of the learning situation, and every detail anything positive or negative to give suggestions. Some the techniques used to give positive suggestions is to seat pupils comfortably, put background music in the classroom, the participation of individuals, using posters to give a great impression while highlight information, and provide teachers were trained in the art of teaching suggestion.¹¹

Accelerated Learning (AL) is how to learn quickly and naturally which is the modern movements that change how to learn in a structured education and training. Dave Meier, the book writer of *The Accelerated Learning Handbook* published by McGraw-Hill New York in 2000, invites us to renew the approach to learning to meet the dynamic demands of this high culture, which is metabolized. Accelerated Learning updating learning methods conventionally, which was born at the beginning

⁹"Teach," *Wikipedia the free encyclopedia*. <https://en.wikipedia.org/wiki/Teach> (access on 9 November 2015).

¹⁰Birucakrawala, makalah quantum learning. <http://birucakrawala.blogspot.co.id/2013/02/makalah-quantum-learning.html> (accessed on 11 October 2015).

¹¹Birucakrawala, makalah quantum learning. <http://birucakrawala.blogspot.co.id/2013/02/makalah-quantum-learning.html> (accessed on 13October 2015)

of the era of industrial economy, tends to resemble the shape and style of the factory: mechanization, standardization, controls the outside, one-size-for-all, conditioning behavioristic (reward and punishment), fragmentation, and pressure on the format of "I-talk-you-hear" (also known as boring technique). Where feel that that is the only way to prepare students live a life are dry and boring.¹²

Power Teaching is the answer to Classroom Management concerns in nearly any classroom, at any grade level. Currently Power Teachers are using these methods in classrooms that literally range from Kindergarten to college level with great success.¹³ Power Teaching is a learning method developed by western countries. This method is quite interesting, because it can increase students' attention and concentration. For the learning method is feasible for adoption by the teachers in Indonesia. The step-by-step learning method Power teaching activities are as follows: Class- Yess, Micro Lecture, Teach-Oke, Score board, Hand and eyes and the last is comprehension Check.¹⁴

Neuro-linguistic programming (NLP) is an approach to communication, personal development, and psychotherapy created by Richard Bandler and John Grinder in California, United States in the 1970s. Its creators claim a connection between the neurological processes ("neuro"), language ("linguistic") and behavioral

¹²Gardu Guru, "kembangkan kepentingan pendidikan" *blog Gardu Guru*.
<http://garduguru.blogspot.co.id/2009/07/accelerated-learning.html> (access on 13 October 2015)

¹³Learn NC, K-12 Teaching and Learning From UNC School Education.
<http://www.learnnc.org/pddir/powerteach> (access on 13 October 2015)

¹⁴Catatan Kang Guru, Power teaching sebuah metode belajar.
<http://goeswarno.blogspot.co.id/2010/09/power-teaching-sebuah-metode-belajar.html> (access on 10 October 2015)

patterns learned through experience ("programming") and that these can be changed to achieve specific goals in life.¹⁵

Bandler and Grinder claim that NLP methodology can "model" the skills of exceptional people, then those skills can be acquired by anyone. Bandler and Grinder also claim that NLP can treat problems such as phobias, depression, habit disorder, psychosomatic illnesses, myopia, allergy, common cold, and learning disorders, often in a single session. NLP has been adopted by some hypnotherapists and in seminars marketed to business and to government.¹⁶

Hypnosis is a state of human consciousness involving focused attention and reduced peripheral awareness and an enhanced capacity for response to suggestion.¹⁷ Theories explaining what occur during hypnosis fall into two groups. Altered state theories see hypnosis as an altered state of mind or trance, marked by a level of awareness different from the ordinary conscious state. In contrast, Non-state theories see hypnosis as a form of imaginative role-enactment.¹⁸

During hypnosis, a person is said to have heightened focus and concentration. The people can Concentration intensely on a specific thought or memory, while blocking out sources of distraction.¹⁹ Hypnotized subjects are said to show an

¹⁵Tosey, P. & Mathison, J., *Introducing Neuro-Linguistic Programming Centre for Management Learning & Development, School of Management*, (University of Surrey, 2006), p. 55.

¹⁶"Neuro Linguistic," *Wikipedia the free Encyclopedia*. https://en.wikipedia.org/wiki/Neuro-linguistic_programming (access on 9 November 2015).

¹⁷"Hypnosis," *Wikipedia the free Encyclopedia*, <https://en.wikipedia.org/wiki/Hypnosis> (access on 14 October 2015)

¹⁸Lynn S, Fassler O, Knox JAY, Fassler and Knox. "Hypnosis and the altered state debate: something more or nothing more?". *Contemporary Hypnosis* (2005). p. 21

¹⁹Segi, S.. "Hypnosis for pain management, anxiety and behavioral disorders". (Factiva, 2012). P. 51.

increased response to suggestions²⁰ Hypnosis is usually induced by a procedure known as a hypnotic induction involving a series of preliminary instructions and suggestions. The use of hypnotism for therapeutic purposes is referred to as "hypnotherapy", while its use as a form of entertainment for an audience is known as "stage hypnosis".²¹

2.1.1.4 Procedures of Hypnoteaching

There is procedure in doing hypnoteaching method to the students, this procedure is must be done step by step to rich the gold. Ibnu Hajar expressed some basic steps that need to be done in implementing the method Hypnoteaching: Intention and motivation within you, Pacing, Leading, Use positive words, Give compliments and Modeling.²²

2.1.1.4.1 Intention and Motivation within Yourself

In implementing this method, a teacher must have a strong intention, because this intention will bring high motivation and strong commitment. The reason doing this step is to convince yourself to be a good teacher that can teach student. If the teacher convince can't convince there self to be a good teacher so this method can't successfully or in other word it fail. There is many thing teacher can do to motivated there self by; by understand the material, listening music, instrument physic and also don't be shame to ask other teacher advise.

²⁰Lyda, Alex. "Hypnosis Gaining Ground in Medicine," Columbia.edu, Columbia News (01 October 2011).

²¹"Hynosis," *Wikipedia the free Encyclopedia*, <https://en.wikipedia.org/wiki/Hypnosis> (access on 9 November 2015).

²²Ibnu Hajar, *Hypno Teaching: Memaksimalkan Hasil Proses Belajar-Mengajar dengan Hipnoterapi*, (Yogyakarta: Diva Press, 2011), p. 100.

2.1.1.4.2 Pacing

Pacing is to equate the position, gestures, language, and brain waves with another person or in this case are students. The technique of doing this is pacing: (1) Imagine age equivalent the student and the teacher (2) use language or words that frequently used by the students (3) do the movements and facial gestures according to the theme of language (4) associated the theme of the discussion with the theme that is a trend among students (5) always update the knowledge related to the theme of discussion.

2.1.1.4.3 Leading

Leading means to lead and directing someone or something. This process is performed after pacing. In learning process, the teacher must combine Pacing and Leading skill. Combine between this both skills can create conducive and affective condition learning process. Leading process is to guild the student's in to material that the teacher teaches. The purpose is to avoid the student's from misunderstanding or confuse from the teacher want to teach.

2.1.1.4.4 Use Positive Word

The next step is to support the students use positive words. Positive words means here is correspond to the working system subconscious mind that does not accept negative suggestion, example: - You are smart students, it would be better if you tidy up your clothes. Many teacher uses to giving positive worlds accompanied also giving negative words, example: - You are smart students, but the clothes are not neat. In these conditions the students was not motivated with the positive words but make the students pride down. It caused the unconscious mind cannot accept the negative words.

2.1.1.4.5 Give Compliments

Give praise to others is actually indirectly increasing the dignity of the person. Praise or Compliments is one way to establish a person's self-concept. So give sincere compliments to the students especially when he managed to do or achievement. Even the slightest form of achievement, still gives praise or Compliments. Including when he managed to make a positive change in them, though probably still is below the standard of his friends, still give praise. With compliments, one will be compelled to do more than ever.

2.1.1.4.6 Modeling

Modeling is the process exemplified through speech and behavioral consistent. It is very necessary and one of the keys Hypnoteaching. Once students become comfortable with teachers, and then the teacher can navigate the students as the teacher wants, with also positive words. It is also necessary to gain the trust of students so the teacher always becomes a trusted figure.

2.1.2 Definition of Concentration in Learning

Concentration is to direct your attention or your efforts towards a particular activity, subject or problem.²³ According Wilson, Concentration is the ability to focus on tasks with no disturbed and affected by stimuli that are internal and external.²⁴ From the Wilson definition of concentration, the researcher explain the meaning from Wilson is concentration is an ability focus on one subject with no disturbed from other thing or else. The concentration as constant changes related to two dimensions of wide (width) and dimension of centralizing (focus).²⁵ The researcher understand the meaning Nideffer explain that concentration is about changes dimension width to focus dimension, because how its work by. Concentration is the source of strength of mind and work on memory and forgetting where the mind cannot work to forget and remember at the same time. When someone starts a weak concentration it will tend to be easy to forget something and vice versa if the concentration is still strong enough then it will be able to remember for a long time.²⁶ Hendrata statement was made the researcher realize the source of the concentration is on human mind, if the mind lost it strength or in other word weakness so the concentration is weak to.

The concentration is the concentration mental function of an object such as the concentration of the mind, attention and etc. In studying the concentration needed in

²³“Cambridge,” Cambridge Dictionary English online.

<http://dictionary.cambridge.org/dictionary/english/Concentration?q=Concentration> (access on 3 November 2015).

²⁴Wilson, Schimed.com.paper.2001 (access on 3 November 2015).

²⁵Marjukifarm, “makalah psikologi tentang konsentrasi,” *Blog Marjukifar*. <http://mardjukifams.blogspot.co.id/2014/01/makalah-psikologi-tentang-konsentrasi.html> (access on 3 November 2015).

²⁶Hendrata, “konsentrasi belajar,” *Blog Hendrata*. <http://hendrata.blogspot.com/2009/2010/konsentrasi-belajar.html> (access November 3, 2015)

the form of attention centered on a lesson. Thus the concentration is one aspect that encourages students to achieve good performance and if this concentration is reduced, in following the lessons in the classroom and personal learning will be disrupted.²⁷ From the statement Djamarah say, the researcher understands in doing concentration, object must focusing in the mind to make full concentrating of something.

Based on all of the above definition, the researcher is make conclusion that Concentration or concentrate in learning is the centralization of functions of one's soul and thoughts related to learning objects (receipt of information about lessons) wherein the concentration of learning is very important in the learning process because it is a basic effort to achieve better learning. The power and the weakness of the concentration are in the mind of human, in order to make the mind power full to do concentration human, people or students must dodge thing that make the mind from disturbed thing make the concentration weak of lost.

²⁷Syaiful Bahri Djamarah, *Psikologi Belajar* (Jakarta : Rineka Cipta, 2008), p. 35.

2.1.2.1 Stage of Brain Concentration Frequency

Actually there are many books that explain about brain frequency. Those discoveries have made the revolution of modern human way of thinking and acting. Discovering about human brain frequency has not only important to only education, but it is also important to the other domain. Some of the emotions in humans are interconnected to brain frequency. Happy, calm and peaceful emotions actually have created different frequencies than the other emotions.²⁸

Table 2.1 Brain Frequency

Frequency	Thought and emotion conditions
Beta (14----100 Hz)	Cognitive, analysis, logic, left brain, prejudice, conscious mind. Active, worried, afraid, stress, surfeited, and other negative emotion.
Alfa (8----13, 9 Hz)	Relax, mediating, super learning, control, focus, access to the subconscious. Calm, peace, chill out, fresh, happy, intermission.
Theta (4----7, 9 Hz)	Intuition, imaginative, problem solving, access the subconscious very relaxed, calm, peaceful, resigned

²⁸Farida Yunita Sari, S.Si C.Ht, CI, CNLP Partitioner & Mr. Mukhlis. ST, C.Ht, CI, NLPTM Partitioner, *Hypnolearning 1 Menit Bikin Gila Belajar & Siap Jadi Juara* (Ciganjur-Jagakarsa Jakarta selatan: Visimediapustaka, 2011), p.24

Delta (0, 1----3, 9 Hz)	sleep without dreams no thoughts and feelings ²⁹
----------------------------	--

2.1.2.1.1 Beta (14----100 Hz)

This frequency, people are in active condition, full conscious, and logic domination. This is normal human condition that experience every daily day except when human sleep. People are ordinary in this frequency when people at work, speak, thinking about problem people deal with and other activity. In this frequent the brain brings up the emotion like; worried, afraid, stress, and anger.

2.1.2.1.2 Alpha (8----13,9 Hz)

This is the wave of the brain that generates emotions solemn, relaxed, mediating, comfortable, and sincere. The mind works relatively quiet and relaxed. On wave conditions, the brain commands the body to release the hormone serotonin and endorphins. A hormone that produces happy emotion. At the moment this is the most ideal waves for our brains absorb information. Understandably small children tend to learn faster, one answer is because when we were children, thought waves that often arise is the alpha waves.

²⁹Farida Yunita Sari, S.Si C.Ht, CI, CNLP Partitioner & Mr. Mukhlis. ST, C.Ht, CI, NLPTM Partitioner, *Hypnolearning 1 Menit Bikin Gila Belajar & Siap Jadi Juara* (Ciganjur-Jagakarsa Jakarta selatan: Visimediapustaka, 2011), p.25

2.1.2.1.3 Theta (4----7, 9 Hz)

Thought waves with low frequency those often bring out our creative and intuitive. Some remarkable discoveries were resulting person when his state of mind is at alpha---delta wave. Automatically, we are in great shape solemn, deep silence, deep-meditation, and "is able to hear the" subconscious instincts. Your body will release the hormone melatonin, catecholamine, and arginine-vasopressin. This condition may be achieved by the scientists, scholars, and monks when they are relaxed, calm, solemn, chanted prayers to the deity in the stillness of the night.

2.1.2.1.4 Delta (0,1----3, 9 Hz)

The delta waves appear when we were still asleep without dreams. Its frequency is low. In this frequency brain produces human growth hormone is good for health. With this hormone cells of our body rejuvenation process and make the process of self-healing (healing itself). If someone is sleeping in a state of stable delta, sleep quality is very high. Although only briefly fell asleep, he would wake up with the body remains fresh.³⁰

Hypnoteacing method works in level of Alfa frequency 8---13, 9 Hz. In this condition, we place people mind in hypnosis state. At this hypnosis state condition brain more easy receive the information and put in long term of memory without distortion from other thought that can make the brain disturb.

³⁰Andi Hakim, *Hypnosis in Teaching Cara Dasyat Mendidik & Mengajar* (Ciganjur-Jagakarsa Jakarta selatan: Visimediapustaka, 2010) p.50

2.1.2.2 The Factor of Concentration in Learning

2.1.2.2.1 Environment

Environment can affect the ability to concentrate; students will be able to maximize the ability to concentrate. If students can know what factors affect the concentration, the student is able to use the capabilities of the students at the time and the right atmosphere. Environmental factors that affect the concentration learning are sound, lighting, temperature, and design study.

2.1.2.2.2 Sound

Everyone has a different reaction to sounds, some like to learn while listening to music, learn crowded place, and with friends. But there can only learn a quiet place without sound, or some are able to learn to place under any circumstances. Usually sound has an enormous effect on the concentration of one's learning. even in several studies conducted by famous researcher, they found there was some kind of sound very make someone can achieve the level of concentration such as the sounds of nature, rain drops, water flow and more voices or sound are making someone striking a high level of concentration.

2.1.2.2.3 Lighting

Lighting is one of the factors that influence less felt than the influence of noise, but there is also someone who likes to learn place of light, or enjoy learning a dark place, but the visual comfort can also be classified as one of the factors affecting the level of comfort in the room or building. Good lighting can make a person learn the power of concentration has increased dramatically and eliminating someone from feeling lazy and sleepy in the learning process, especially in the learning process in schools.

2.1.2.2.4 Temperature

Temperatures are factors that influence less felt than the influence of noise, but there is also someone who likes to learn in cold or warm happy place to learn, and also love to learn in cold or warm.

2.1.2.2.5 Design study

Design study is one of the factors that have an impact as well, namely as a media or tool in learning, for example, there is someone who likes to learn relaxed place while sitting in a chair, sofa, bed, or on the carpet. How to design the media and means of learning is one way that can make us more able to concentrate.

2.1.2.2.6 Learning modalities

Learning modality which determines the student can process any information received. Concentration in learning and creativity of teachers in developing strategies and teaching methods in the classroom will improve student learning concentration so that the results of learning will increase as well. The more information is received and absorbed by students; the ability to concentrate must be getting better and focus in following every learning process. Many ways offered by experts in improving student learning concentration, for example by increasing the alpha waves so that each student can concentrate well,³¹ then you can also adjust the position of the body at the time of learning, and learn the material (information) in accordance with the characteristics of the students themselves.

³¹Deporter, B, dkk. 2004. Quantum Teaching:Mempraktikkan Quantum Learning di Ruang-ruang Kelas. Bandung: Kaifa. p.24

2.1.2.2.7 Intercommunication

Intercourse can also affect students in a lesson, behaviors and their association, can affect the concentration learning is also influenced by several factors, such as technology developed at this time for example television, internet, etc. it is very influential on students' attitudes and behavior.

2.1.2.2.8 Psychology

Psychological factors can also affect how the attitudes and behavior of students in concentrate, for example, due to problems in the neighborhood and the family. This will certainly affect the psychological state of students, because students will lose their enthusiasm and motivation to learn, of course, will also affect the level of concentration of students will decrease.

Nugroho also revealed several factors that lead to concentration problems in learning, namely: (1) does not have the self-motivation: strong motivation arising within a student can learn much needed push. There are students who need stimulation as a good gift from parents when they excel. But parents should also be careful in giving a stimulus in the form of prizes to keep the child want to learn though not awarded the prize.(2) The atmosphere that is not conducive learning environment: crowded and noisy atmosphere can certainly interfere with students who want to study in a quiet situation. However, there is also the type of students who can learn by listening to music.(3) The health condition of the student: if the student does not seem serious on the subject matter that is being experienced, should not be hasty to judge that he is lazy to learn because it can be a health condition that is being problematic. (4) Students feel bored: lessons burden borne by students very much, especially when they have to follow the learning activities instituted formal

education (courses). Therefore, students should be given a short break to make themselves be relaxed.³²

According Slameto a person often has difficulty concentrating, which is due to: lack of interest in the subjects studied, disturbed by the environmental conditions (noise, the situation is chaotic and others), distractedly / health problems that disrupted (the agency weak), bored with the lesson / school and others.³³

2.1.2.3 The Aspect of Concentration in Learning

2.1.2.3.1 Concentration of the mind: A learning situation that requires quiet, comfortable, a person's attention in understanding the content of the lesson at hand.

2.1.2.3.2 Motivation: The desire or impulse contained within the individual to try to establish behavioral changes that better meet their needs.

2.1.2.3.3 Worries: feeling uneasy because someone was not optimal in doing his job.

2.1.2.3.4 Depressed feelings: feelings of someone who is not of an individual but rather encouragement / demands from other people and the environment.

³²Nugroho Adhi Purwono, "Jadilah Guru yang Inspiratif," *Blog Nugroho Adhi Purwono*. <http://guru-merdeka.blogspot.com/2007/10/jadilah-guru-yang-inspiratif.html> (aces on 2 November 2015).

³³Slameto, *Belajar dan Faktor-Faktor Yang Mempengaruhi* (Jakarta: PT.Rineka Cipta 2010), p. 35.

- 2.1.2.3.5 Disorders of thought: Barriers to someone who comes from within the individual and those around. For example: economic, family, personal problems of individuals.
- 2.1.2.3.6 Panic disorders: Barriers to concentrate in the form of anxiety waiting for the results to be performed or already performed by the person.
- 2.1.2.3.7 Readiness to learn: The state of someone who is ready will receive a lesson, so that individuals can develop their potential.³⁴

2.1.2.4 The characteristic concentration of learning

Engkoswara explain the classification of learned behavior that can be used to determine the characteristics of students who can concentrate are as follows:

- 2.1.2.4.1 Cognitive behavior, that behavior comes to knowledge, information, and issues of intellectual prowess. On cognitive behavior, students who have of learning concentration can be seen through: (1) Readiness of knowledge that can be immediately appear when needed, (2) Comprehensive in the interpretation of the information, (3) Applying knowledge acquired and (4) Able to make the analysis and synthesis of knowledge acquired.
- 2.1.2.4.2 Affective behavior, the attitudes and behaviors. At this behavior, students \who have of learning concentration can be seen from: (1) Acceptance is a certain level of attention, (2) Response, namely the desire to react to the

³⁴Perputakaan Pendidikan Indonesia, "Konsentrasi Belajar Siswa Yang Signifikan Berdasarkan Kondisi Temperature Dan Pencahayaan Ruang Kelas Di Sekolah Menengah Kejuruan Negeri 5 Bandung" http://a-research.upi.edu/operator/upload/s_tb_055186_bab_ii.pdf (access on 4 November 2015), p. 18.

material taught and (3) Suggests a view or a decision as integration of beliefs, ideas and attitudes.

2.1.2.4.3 Psychomotor behavior. At this behavior, students who have of learning concentration can be seen from: (1) they are correct body language from the teacher instructing and the student's response (2) Non-verbal communication such as facial expressions and movements full of meaning and (3) Language behavior. At this behavior, students who have of concentration in learning can be considered the language activities coordinated properly.³⁵

2.2 Previous Research Finding

Rodli Abdul Latif, Hypnoteaching method in Contextual Learning and Teaching (CLT) process is very influential on improvement of students' communication abilities in class XI IPA SMA Negeri 5 Yogyakarta. Rodli Abdul Latif also says that Hypnoteaching method in contextual learning and teaching is also effect on improving the students' critical analysis in class XI IPA SMA Negeri 5 Yogyakarta.³⁶

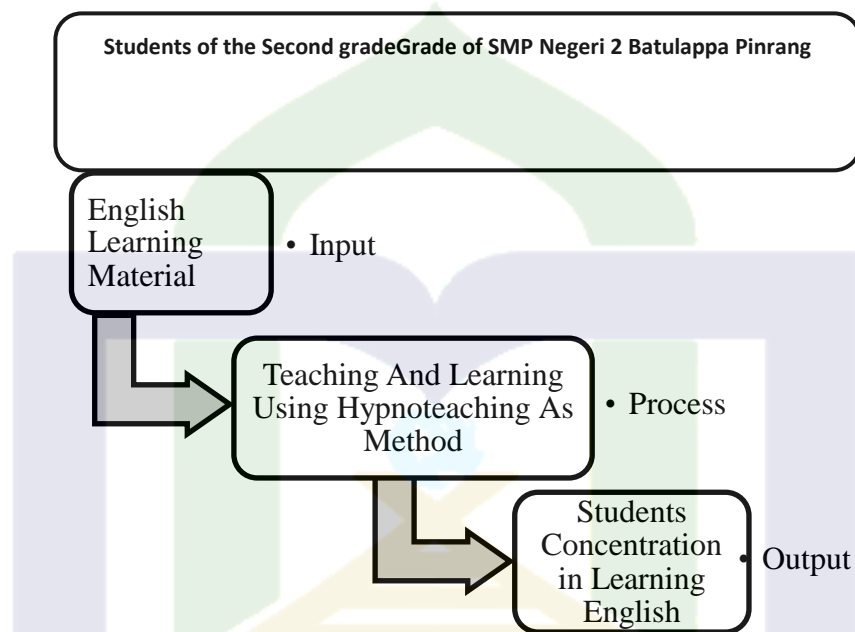
Mabruri Puput Wijanarko says from her research, Hypnoteaching method effect on elementary school students in grade 5 SD Negeri 1 Gambiranom years 2013/2014. The students more relaxing in learning process and also the teacher can

³⁵Engkoswara. *Ciri-ciri Siswa yang Dapat Berkonsentrasi Belajar*. <http://id.shvoong.com> (9 November 2015).

³⁶Abdul Latif, Rodli. 2013. *Pengaruh Hypnoteaching Dalam Contextual Teaching And Learning (CLT) Terhadap Kemampuan Komunikasi Dan Analisis Kritis Siswa Kelas XI IPA SMA Negeri 5 Yogyakarta*. (Unpublished; A Skripsi Of Biology Education Faculty Of Universitas Islam Negeri Sunan Kalija Yogyakarta), P. 27.

make the strong bond between the teachers to the students and the students to the teachers.³⁷

2.3 Conceptual framework



In diagram above, the three components of the research are state below:

1. **Input:** This refers to the English language learning material was being taught in the classroom.
2. **Process:** It refers to the use of Hypnoteaching method in teaching and learning English material
3. **Output:** It refers the result of the students increase concentration in Learning English

³⁷Puput Wijanarko, Mabruri. 2014. *The Using Hypnoteacing Method Increase The Students Relation With The Teacher In Learning Process On Elementary School Students In Grade 5 SD Negeri 1 Gambiranom*. (Unpublished; A Skripsi Pendidikan Usia Dini Fakultas Keguruan Dan Ilmu Pendidikan Uneversitas Muhammadiyah Suryakarta), P.53.

Input was means by researchers were the material that has taught was a matter of synergy with that taught by teachers of schools where a researcher doing research. Process meant here was the application of the method performed on students which became the object of study from the researchers. Method those used in this research was a hypnoteaching method to increase the concentration of students in the learning process and last the researchers was calculating outcomes an increase in the concentration of the students before and after application of the method.

2.4 Hypothesis

Hypothesis is the while answers to formulation of the problem posed. Based on the previous explanation and the conceptual framework, the researcher formulates the hypothesis as follows:

1. Null hypnoteaching (H₀): hypnoteaching method don't have effect in increase the students concentration in learning English at class VIII₃ at SMP Negeri 2 Batulappa Pinrang
2. Alternative hypothesis (H_A): hypnoteaching have effect in increase the students concentration in learning English at class VIII₃ at SMP Negeri 2 Batulappa Pinrang

2.5 Variable And Operational Definition Of Variable

2.5.1 Variable of the research

These researches have two variables; independent and dependent variable, namely:

1. Independent variable of this research is Hypnoteaching method
2. Dependent variable of this research is the student's Concentration.

2.5.2 Operational definition

1. Hypnoteaching method is one kind method that students relax in learning process and woke up the long term memory inside the student head and save the material learning in the long term memory.
2. Student's Concentration is the student's focus in teaching learning process at classroom. The result is more interaction between the students and the teacher in learning process and also in effect on the students score test in English.

CHAPTER III

METHOD OF RESEARCH

3.1. Research Design

This research is a quantitative study that pertained in the form of Pre Experiment with one group test, questioner, pre-test design and post-test design. The shape of pre experiment as shown in the following figure:³⁸

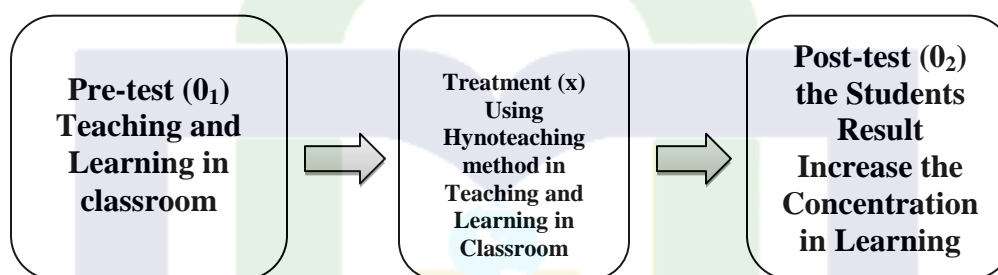


Figure 3.1, Research design

Where:

- O_1 : the result of the students' pre-test
- X : the treatment by using hypnoteaching method
- O_2 : the result of students' post-test

3.2. Object and Duration of the Research

The object of the research is in SMP Negeri 2 Batulappa Pinrang, Location of this school on Jalan Puang Sulebatang, district of Batulappa, sub Provence Pinrang regency south Sulawesi. The reasons of the researcher choose this location because

³⁸Sugiono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: Alfabeta, 2010), p, 109.

the researcher was graduated in SMP Negeri 2 Batulappa Pinrang and the duration of the research will be take one mount.

3.3. Population and Sample

3.3.1 Population

The population of the research was being the second grade of SMP Negeri 2 Batulappa Pinrang in academic year 2015/2016. Total numbers of the students are 61 which consisted of three classes namely Class VIII₁, VIII₂ and VIII₃. Class VIII₁ have 10 male and 10 female students, Class VIII₂ have also have 10 male and 10 female student's and the last Class VIII₃ have 11 male and 9 female.

Table 3.1 total number of students SMP Negeri 2 Batulappa Pinrang years 2015/2016.

No	Class	Sex		Total
		Male	Female	
1	Class VIII ₁	10	10	20
2	Class VIII ₂	10	10	20
3	Class VIII ₃	11	9	20
TOTAL STUDENTS				60

Source: SMP Negeri 2 Batulappa Pinrang Year 2015/2016

3.3.2 Sample

Based on the population above, the researcher was being used purposive sampling technique to second grade of SMP Negeri 2 Batulappa Pinrang. The sample has taken was Class VIII₃, because the English achievement subject of the students

was poor and has a poor record in presence English subject at class. The total number of Class VIII₃ was 20 students' consist to 11 male and 9 female.

Table 3.2 total number of students SMP Negeri 2 Batulappa Pinrang years 2015/2016

No	Class	Sex		Total
		Male	Female	
1	Class VIII ₃	11	9	20

Source: SMP Negeri 2 Batulappa Pinrang Year 2015/2016

3.4. Instrument of Research

At this instrument of research, the researcher was applying documentation, questioner and test. Documentation was the score data of student Class VIII₃ SMP Negeri 2 Batulappa Pinrang achievement in this case the researcher gathered from tests that has been given to students class VIII₃ SMP Negeri 2 Batulappa Pinrang and also answers the first problem statement. Questioners are used to determine the level concentration of students in the learning process in English and will be associated with the theory stage of brain concentration frequency and the last stage was the test. The researcher divides the test in two namely pre-test and post-test, pre-test was a test was given to the students Class VIII₃ SMP Negeri 2 Pinrang Before the treatment used and post-test was given after the treatment has being giving.

3.5. Procedure of Collecting Data

The data source of this action research was students Class VIII₃ SMP Negeri 2 Batulappa Pinrang. The technique of data collection done in the following way;

3.5.1 Observation

Observation is a way of collecting data by the researcher direct and systematic recording of the object to be studied. In this research, the researcher was collecting data score from the students Class VIII₃ SMP Negeri 2 Batulappa Pinrang by documentation and questioner. Documentation was given to students Class VIII₃ of SMP Negeri 2 Batulappa Pinrang before the pre-tests were conducted. Those are made by the researchers in order to determine how far the student Class VIII₃ SMP Negeri 2 Batulappa Pinrang achievement in English subject and also answer on the first question of this research. The source of this item question was from the English focus books Class VIII which this book that is used from student teacher to teach English subjects. Models of questions that made by the researchers are multiple choice and consists of 10 questions about the item paragraph about a sea eagle.

Questioner was given after the student was given the test. The questionnaire has 10 questions. This questionnaire has five options namely was Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree. The questionnaire was given to only students Class VIII₃ SMP Negeri 2 Batulappa Pinrang. The purpose of the questionnaire is to answer the question to second of the problem statement which asks state of concentration graders VIII₃ SMP Negeri 2 Batulappa Pinrang and from the result of questioner the researcher can related it to the theory of stage of brain

frequency to classification the stage of the students Class VIII₃ SMP Negeri 2 Batulappa brain.

3.5.2 Pre-test

The pre-test was giving to find out how the students' concentration in learning English. It will be spend time for 45 minutes. The researcher gives the pre-test to the student's second grade of SMP Negeri 2 Batulappa in the first meeting. This pre-test is giving to the students in the first meeting in the class room.

3.5.3 Treatment

After giving the pre-test, the researcher uses The Hypnoteaching Method to Increase the Students Concentration in Learning English. The steps were:

3.5.3.1 The first meeting

The researcher gives greeting and motivation to the students before the teaching begins. The researcher gives instruction to the students to remove all the tolls on the table that is no use in English learning process, and then the researcher give second instruction to the students to close those eyes. The third instruction is the researcher commands the students' to concentration in English topic Asking for/Giving Opinion in their mind, the Researchers playing music River Flows in You by Yimura piano version to avoid the stress of students in concentrate process, after seven until ten minutes hearing music The researcher start the teaching and learning process. In teaching and learning process the researcher use the easiest word to explain the topic Asking for/Giving Opinion and also translate it in bahasa Indonesia and also local language (mother tongue). In order to make to students more understand about the topic Asking for/Giving Opinion, the researcher use the students

environment as example like: there favorites film, from there village and many more. In teaching and learning process, the researcher is forbidden to use word as like:-No, Not, Do Not, Should Not or other negative word. The researchers approached the student who asked and answer the question by using three deferent languages: English, Indonesia and Local language in order that the bond between researchers and students are intertwined. After the researcher answer the entire question from the students, the researcher give conclusions of the topic Asking for/Giving Opinion using three difference languages: English, Indonesia and local language.

3.5.3.2 The second meeting

The researcher gives greeting and motivation to the students before the teaching begins. The researcher gives instruction to the students to remove all the tolls on the table that is no use in English learning process, and then the researcher give second instruction to the students to close those eyes. The third instruction is the researcher commands the students' to concentration in English topic in their mind, the Researchers playing music River Flows in You by Yimura guitar version to avoid the stress of students in concentrate process, after seven until ten minutes hearing music. In this meeting the researcher focusing giving task to the students' to testing and to know how far the students' understand about the topic Asking for/Giving Opinion. The researcher explains again the topic asking for/Giving Opinion in three different language once and make sure is understood about the material. Before closing the class meeting, the researcher tells the students the title topic for the next meeting.

3.5.3.3 The third meeting

The researcher gives greeting and motivation to the students before the teaching begins. The researcher gives instruction to the students to remove all the tolls on the table that is no use in English learning process, and then the researcher give second instruction to the students to close those eyes. The third instruction is the researcher commands the students' to concentration in English topic Expression ask, give, refuse goods the Researchers playing music Stillness of Dawn by Caribbean Dream to avoid the stress of students in concentrate process, after seven until ten minutes hearing music The researcher start the teaching and learning process. In teaching and learning process the researcher use the easiest word to explain the topic Expression ask, give, refuse goods and also translate it in bahasa Indonesia and also local language (mother tongue). In order to make to students more understand about the topic Expression ask, give, refuse goods, the researcher use the students environment as example like: there favorites film, from there village and many more. In teaching and learning process, the researcher is forbidden to use word as like:-No, Not, Do Not, Should Not or other negative word. The researchers approached the student who asked and answer the question by using three deferent languages: English, Indonesia and Local language in order that the bond between researchers and students are intertwined. After the researcher answer the entire question from the students, the researcher give conclusions of the topic Expression ask, give, refuse goods using three difference languages: English, Indonesia and local language.

3.5.3.4 The four meeting

The researcher gives greeting and motivation to the students before the teaching begins. The researcher gives instruction to the students to remove all the tolls on the table that is no use in English learning process, and then the researcher give second instruction to the students to close those eyes. The third instruction is the researcher commands the students' to concentration in English topic Expression ask, give, refuse goods in their mind, the Researchers playing music tropical night by Caribbean dream to avoid the stress of students in concentrate process seven until ten minutes hearing music. In this meeting the researcher focusing giving task to the students' to testing and to know how far the students' understand about the topic Expression ask, give, refuse goods. The researcher explains again the topic Expression ask, give, refuse goods in three different language once and make sure is understand about the material. Before closing the class meeting, the researcher tells the students the title topic for the next meeting.

3.5.3.5 The five meeting

The researcher gives greeting and motivation to the students before the teaching begins. The researcher gives instruction to the students to remove all the tolls on the table that is no use in English learning process, and then the researcher give second instruction to the students to close those eyes. The third instruction is the researcher commands the students' to concentration in English topic Narrative Text the Researchers playing music Fairy Tail themes song by Taylor Davis to avoid the stress of students in concentrate process, after seven until ten minutes hearing music The researcher start the teaching and learning process. In teaching and learning

process the researcher use the easiest word to explain the topic Narrative Text and also translate it in bahasa Indonesia and also local language (mother tongue). In order to make to students more understand about the topic Expression ask, give, refuse goods, the researcher use the students environment as example like: there favorites film, from there village and many more. In teaching and learning process, the researcher is forbidden to use word as like:-No, Not, Do Not, Should Not or other negative word. The researchers approached the student who asked and answer the question by using three deferent languages: English, Indonesia and Local language in order that the bond between researchers and students are intertwined. After the researcher answer the entire question from the students, the researcher give conclusions of the topic Narrative Text using three difference languages: English, Indonesia and local language.

3.5.3.6 The sixth meeting

The researcher gives greeting and motivation to the students before the teaching begins. The researcher gives instruction to the students to remove all the tolls on the table that is no use in English learning process, and then the researcher give second instruction to the students to close those eyes. The third instruction is the researcher commands the students' to concentration in English topic Narrative Text, the Researchers playing music Fairy Tails themes song by Taylor Davis and Lara to avoid the stress of students in concentrate process seven until ten minutes hearing music. In this meeting the researcher focusing giving task to the students' to testing and to know how far the students' understand about the topic Narrative Text. The researcher explains again the topic Narrative Text in three different language once and make sure is understood about the material. After than the researcher give the

posttest as the final test to the students' and explain this is the last meeting of the researcher to the students.

3.5.4 Post Test

After giving the treatment, the researcher gave the students post-test to find out the result of the treatment to make sure the students' concentration in learning English by using Hypnoteaching method. The research gave the same test in pre-test and post-test.

3.6. Technique of Data Analysis

Technique of data analyze, in this research the researcher will apply the test analyze quantitatively. This quantitative analysis employed statistically calculation to test the hypothesis. Some formulas will be applied in this research to process the data.

3.6.1 Collection data score achievement

Table 3.3 Classification Student's Achievement

Score	Classification
80 – 100	Very Good
66 – 79	Good
56 – 65	Fair
40 – 55	Poor
< 39	Very Poor ³⁹

³⁹Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*. Edisi Revisi; (Jakarta: Bumi Aksara. 2009), p. 245.

Formula

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

Where:

X = Mean score

$\sum x$ = The sum of the all score

N = Total Number of sample⁴⁰

3.6.2 Classifying of questioner on the following classification

To analyze the student's concentration, the researcher gives questionnaire to the students. The questionnaire of this research employ 10 question which of 5 positive and 5 negative statements. The researcher used liker scale that could be seen on the following table.

Tabel 3.4 Criteria of Questioner Score

Positive statement score	Category	Negative statement score
5	Strong agree	1
4	Agree	2
3	Undecided	3
2	Disagree	4
1	Strongly disagree	5 ⁴¹

⁴⁰Burhan Nurgiyantoro, *Penelitian dalam Pengajaran Bahasa Sastra*. (Yogyakarta: BPFE-Yogyakarta, 1987), p. 327.

⁴¹Sugiyono, *metode penelitian statistic* (bandung: alfa beta, 2011), p.126

If students answer all positive statement with strongly agree along with the entire one who answers all the positive statement with strongly disagree along with 5 negative ones with strongly agree will get 20 score. So the rating score ranges from 20 to 100 (interval 80). Since the questioner employ 5 level / category, the interval which will be used to determine the level / category of respondents was $80:5 = 16$. Accordingly the ratings score for each category range as shown in table as following:

Table 3.5 Score Category Questioner

Score	Category
81 – 100	Strongly Agree
61 – 80	Agree
41 – 60	Neutral
21 – 40	Disagree
0 – 20	Strongly Disagree ⁴²

The table means that the students Class VIII₃ SMP Negeri 2 Batulappa Pinrang was said to have strongly agree if the mean score 81 – 100 they has be said to have agree if the mean score are between 61 – 80 they was be said to have neutral if the mean score are between 41 – 60 they will be said to have disagree if mean score are between 21 – 40 and they will said to have strongly disagree if the mean score are between 0 – 20.

Calculating the rate percentage of students concentration score:

⁴²Riduwan and akdon. *Rumus dan data dalam analisis statistika*, (Bandung alfa beta, 2002), p.13

$$P = \frac{F}{N} \times 100\%$$

Where:

P = Percentage

F = Frequency

N = Total Number of sample⁴³

3.6.3 Scoring the students correct answer of pre-test and post-test by using this formula:

$$\text{Score} = \frac{\text{Students correct answer}}{\text{The total number of item}} \times 100 \text{ }^{44}$$

3.6.4 Classifying of students' score on the following classification:

Table 3.6 Classification Score

Score	Classification
80 – 100	Very Good
66 – 79	Good
56 – 65	Fair
40 – 55	Poor
<39	Very Poor ⁴⁵

⁴³L.R Gay, *Educational Research Competencies for Analisis and Application*. p. 225.

⁴⁴Igak Wardanhi & Kuswaya Wihardhit, *Penelitian Tindakan Kelas* (Jakarta: Universitas Terbuka 2008), p. 325.

⁴⁵Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*. Edisi Revisi; (Jakarta: Bumi Aksara. 2009), p. 245.

Classifying of students' score on the following classification is Standards-based testing, which assigns students to a small number of discrete performance categories, has become an important mode of communicating student assessment results for state school accountability programs. Under the federal No Child Left behind Act, students' categorical scores are used to assess schools' performance with "proficiency" being the key category. As a result, the analysis of potential student classification errors is important both for students, schools and the researcher.

3.6.5 Calculating the Frequency and percentage of the students:

$$P = \frac{F}{N} \times 100\%$$

Where:

P = Percentage

F = Frequency

N = Total Number of sample⁴⁶

The frequency distribution is a setting of rows of data into a table using form class and frequency. In this step the researcher is use this formula to find the percentage of the frequency to continuous to the next step.

⁴⁶L.R Gay, *Educational Research Competencies for Analysis and Application*. p. 225.

3.6.6 Accounting the mean score of the used the following formula:

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

Where: X = Mean score

$\sum x$ = The sum of the all score

N = Total Number of sample⁴⁷

Mean is a statistical measure of central tendency is most often used. On average there are several kinds, namely the arithmetic mean (arithmetic), geometric mean, median harmonics and others. But if only referred to with the word "average" only, then the average mean is the arithmetic mean (arithmetic).

3.6.7 Finding out the standard deviation of the students

$$SD = \frac{\sqrt{\sum x^2 - \frac{(\sum x)^2}{N}}}{(N-1)}$$

Where:

SD = Standard Deviation

$\sum x^2$ = The sum of score

$(\sum x)^2$ = The Square of the sum of the score

N = The total Number of the object⁴⁸

⁴⁷Burhan Nurgiyantoro, *Penelitian dalam Pengajaran Bahasa Sastra*. (Yogyakarta: BPFE-Yogyakarta, 1987), p. 327.

⁴⁸L.R Gay, *Educational Research Competencies for Analysis and Application*. p. 298.

Standard deviation is a statistical value that is used to determine how the distribution of data in the sample, and how close the individual data points to the mean - or average - the value of the sample. A standard deviation of the data set equal to zero indicates that all values in the set are the same. A value greater deviation would give meaning that the individual data points far from the average value.

3.6.8 Finding the significant between the mean score, pre-test and post-test by calculating the value of the test using the following formula:

$$t = \frac{D}{\frac{\sqrt{\sum D^2 - \frac{(\sum D)^2}{N}}}{N(N-1)}}$$

Where: D = the total score difference

$\sum D$ = the sum of total difference

$\sum D^2$ = The square of the sum score of difference

N = The total number of students

t = Test of significance.⁴⁹

In this final step in to know if there is significant between the mean score, pre-test and post-test of else. In this step the researcher knows the method have being effect on the target or does not effect on the target.

⁴⁹L.R Gay, *Educational Research Competencies for Analysis and Application*. p. 331.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of two parts, namely finding and discussion of the research. This chapter presents the description of the result and discussion of the data analysis of the second year students of SMP Negeri 2 Batulappa Pinrang. The finding deals with the score test of the students at school, data from the questioners, frequency score of pre-test, post-test, t-test, and test of significance. The discussion deals with the students' concentration ability and deals with findings explanation.

4.1 Findings

The researcher would answer the problem statement that mentions it the first part of this research. To find, out of the answer of the research question in the previous chapter, the researcher administered a basic test to know the score of the students class VIII₃ SMP Negeri 2 Batulappa Pinrang. The purpose of this basic test is to get the value of the students which of the values will be answered from the first question in this study, i.e. to know the achievements of students in the subjects of English language. The results of this test were appended by the researchers as a foundation to see the extent to which student achievement in English in school. The source of the test is taken from the book "English Focus" of class 2, which the book was used by students in learning English subject at SMP Negeri 2 Batulappa Pinrang.

4.1.1 Scoring of the Students Achievement

Table 4.1 Data Scoring of Student's Achievement Class VIII₃

No	Student's Name	Score
1	Respondent 1	40
2	Respondent 2	30
3	Respondent 3	50
4	Respondent 4	30
5	Respondent 5	40
6	Respondent 6	50
7	Respondent 7	50
8	Respondent 8	30
9	Respondent 9	10
10	Respondent 10	20
11	Respondent 11	50
12	Respondent 12	30
13	Respondent 13	30

14	Respondent 14	50
15	Respondent 15	20
16	Respondent 16	10
17	Respondent 17	40
18	Respondent 18	20
19	Respondent 19	20
20	Respondent 20	20
Total		640
Mean scores		32

$$\chi = \frac{\sum X}{N}$$

$$\chi = \frac{650}{20}$$

$$\chi = 32$$

Table 4.2 Classification Student's Achievement

Score	Classification
80 – 100	Very Good
66 – 79	Good
56 – 65	Fair
40 – 55	Poor
< 39	Very Poor

From the data mean score above, the researcher attributed to the table of classification student's achievement and the result was the students Class VIII₃ SMP Negeri 2 Batulappa achievement was at 32, it means the level of the student achievement was at level Very Poor.

After getting the value of the tests that has been done by students. The researchers continue the next step by giving a test questionnaire to students. The questioners test form provided by researchers amounted to ten items question and divided into five questions the positive and negative five questions.

4.1.2 The Description Through The Questionnaire

In the second part, the researcher uses two kind observation first diary observation and the second was questionnaire observation. The diary observation was done before the researcher given the students test to know their achievement in learning English subject or in other word the diary observation was being doing went the English teacher was teaching in the class VIII₃ SMP Negeri 2 Batulappa Pinrang. In the diary observation the researcher found that the students do not rely concentration in learning English subjects in the class it prove from some student are still playing in the classroom went the teacher was teaching, also few students having chit chat and the researcher see one of the students was sleeping in the classroom went in the middle of teaching and learning process. In other side the English teacher just reading the English book material without notice there students on want the students was doing in the classroom. After finishing reading the material in the book, the English teacher directly giving the student task without asking the students in the classroom do they understand about the material that the English teacher reads or not. From all of those situations happen in the classroom between the students and the teacher, the researcher take the preliminary conclusion that the students Class VIII₃ SMP Negeri 2 Batulappa cannot concentrate on learning the English subject because the way the English teacher teach the students. But to find the strong reason for this issue the researcher also used questionnaires observation. The question was being given to the students' class VIII₃ the English teacher monitoring them, the reason that the researcher was doing this is to make the students Class VIII₃ more honestly fill the question are, so the researcher can get the true data from the students. Below was

the data that the researcher get from questioner those being given to the students earlier.

Table 4.3 The Questionnaires Score

Respondent	1	2	3	4	5	6	7	8	9	10	Total
1	5	5	1	2	1	1	1	3	1	3	23
2	1	5	1	2	1	1	1	3	1	1	17
3	1	5	1	2	1	1	1	2	1	1	16
4	1	5	1	2	1	1	1	2	1	1	16
5	1	5	2	2	1	1	1	1	1	1	16
6	1	5	1	2	1	1	1	1	1	1	15
7	1	5	1	2	1	1	2	1	4	1	19
8	1	5	1	1	1	1	1	2	1	1	15
9	2	5	1	1	1	1	1	1	1	1	15
10	1	5	1	1	2	1	1	1	1	1	15
11	1	5	1	1	1	1	1	1	1	1	14
12	1	5	1	1	2	1	1	1	1	1	1 ⁵¹
13	1	5	1	5	2	1	1	2	1	1	20

14	1	5	1	1	1	2	1	1	2	1	16
15	1	5	1	1	2	1	1	1	1	2	16
16	1	5	1	1	1	1	1	1	1	1	14
17	3	5	1	1	1	1	1	2	1	1	17
18	4	5	1	1	1	1	1	1	1	1	17
19	2	5	2	3	2	1	2	1	1	1	20
20	4	5	1	1	1	1	1	1	3	2	20
Total	34	100	22	33	25	21	22	29	26	24	336

$$\begin{aligned}
 & \frac{\text{skor total}}{\text{Total students} \times \text{Total item} \times \text{Maximal Score}} \times 100\% \\
 & = \frac{336}{20 \times 10 \times 5} \times 100\% \\
 & = \frac{336}{1000} \times 100\% \\
 & = 33,6
 \end{aligned}$$

Table 4.4: Mata pelajaran bahasa inggris dalam kelas sangat menyenangkan

No	Question Alternative	Score	Frequency	Sum of Score
1	Strongly Agree	5	1	5
2	Agree	4	2	8
3	Neutral	3	1	3
4	Disagree	2	2	4
5	Strongly Disagree	1	14	14
Total			20	34

(Data Source: item questionnaire number 1)

Based on the table (4,4) item questionnaire number 1 that was gotten from 20 respondents, so was one respondent choose Strongly Agree, two respondents choose Agree, one respondent choose Neutral, two respondents choose Disagree and fourteen respondents choose Strongly Disagree. By continuing below can be shown, the students' interest learning English subject in class explained by Coolum below:

0	20	21	40	41	60	61	80	81	100
SD		D		N		A		SA	

So the students Class VIII₃ SMP Negeri 2 Batulappa not really enjoy or enjoying in learning English subject. Name $34/100 \times 100\% = 34\%$. From this data percentage of the respondents, the researcher classifies the respondents was not enjoy in learning English so it was Disagree.

Table 4.5 : Memulai pembelajaran bahasa inggris wajib membaca doa terlebih dahulu

No	Question Alternative	Score	Frequency	Sum of Score
1	Strongly Agree	5	20	100
2	Agree	4	0	0
3	Neutral	3	0	0
4	Disagree	2	0	0
5	Strongly Disagree	1	0	0
Total			20	100

(Data Source: item questionnaire number 2)

Based on the table (4.5) item questionnaire number 2 that were gotten from 20 respondents so was twenty respondents choose Strongly Agree, none choose Agree, no-one chooses Neutral none choose Disagree, no-one chooses Strongly Disagree. By continuum can be shown, the respondents really want done the prayer before doing the process teaching and learning below:

0	20	21	40	41	60	61	80	81	100
SD		D		N		A		SA	

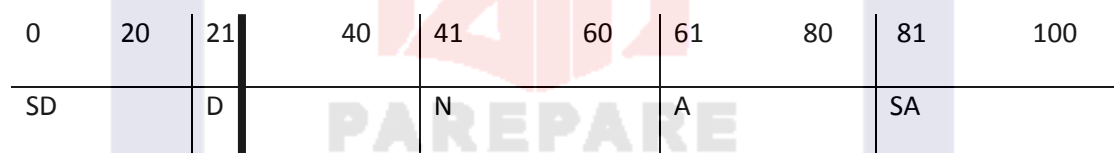
So, the students really want to do, pray before process teaching and learning began in the class. Namely $100/100 \times 100\% = 100\%$. From this data the respondents class VIII₃ SMP Negeri 2 Batulappa choose Strong Agree.

Table 4.6:Metode yang digunakan dalam belajar Bahasa Inggris menarik

No	Question Alternative	Score	Frequency	Sum of Score
1	Strongly Agree	5	0	0
2	Agree	4	0	0
3	Neutral	3	0	0
4	Disagree	2	2	4
5	Strongly Disagree	1	18	18
Total			18	22

(Data Source: item questionnaire number 3)

Based on the table (4,6) item questionnaire number 3 that was gotten from 20 respondents so was none choose Strongly Agree, none choose Agree, none choose Neutral, two respondents choose disagree, and eighteen respondents choose strong disagree. By continuum can be shown, the way teaching English subject was not interested to the students SMP Negeri 2 Batulappa:



So, the method using by a teacher at SMP Negeri 2 Batulappa in teaching was not really interested. Namely $22/100 \times 100\% = 22\%$ so, it was categorized Disagreed.

Table 4.7: Saya bisa memahami pembelajaran bahasa inggris dengan cepat

No	Question Alternative	Score	Frequency	Sum of Score
1	Strongly Agree	5	1	5
2	Agree	4	0	0
3	Neutral	3	1	3
4	Disagree	2	7	14
5	Strongly Disagree	1	11	11
Total			18	33

(Data Source: item questionnaire number 4)

Based on the table (4.7) item questionnaire number 4 that were gotten from 20 respondents so was one student choose Strongly Agree, none choose Agree, one respondent chooses Neutral, seven respondents choose Disagree and eleven respondents choose Strongly Disagree. By continuum can be shown, the respondents Class VIII₃ SMP Negeri 2 Batulappa Pinrang cannot really fast on understanding of English material, below:

0	20	21	40	41	60	61	80	81	100
SD		D		N		A		SA	

So, the respondents don't quickly understand in learning English material because the material was bored the students and also the students not really understand went the teacher explain the material doing in Indonesia language (*Bahasa*). Namely $33/100 \times 100\% = 33\%$ so, it was categorized Disagree.

Table 4.8: Belajar bahasa inggris itu mudah

No	Question Alternative	Score	Frequency	Sum of Score
1	Strongly Agree	5	0	0
2	Agree	4	0	0
3	Neutral	3	0	0
4	Disagree	2	5	10
5	Strongly Disagree	1	15	15
Total			20	25

(Data Source: item questionnaire number 5)

Based on the table (4.8) item questionnaire number 5 that were gotten from 20 respondents so was none choose Strongly Agree, none choose Agree, no-one chooses Neutral, five respondents choose Disagree and fifteen respondents choose Strongly Disagree. By continuum can be shown that respondents explain those English materials in hard to study, below:

0	20	21	40	41	60	61	80	81	100
SD		D		N		A		SA	

So, from the data above, the researcher see the respondents of Class VIII₃ SMP Negeri 2 Batulappa Pinrang try to explain that English subject is one hard subject in class. Namely $25/100 \times 100\% = 25\%$ so, it was categorized Disagree.

Table 4.9 : Belajar bahasa inggris itu membosankan

No	Question Alternative	Score	Frequency	Sum of Score
1	Strongly Agree	1	19	19
2	Agree	2	1	2
3	Neutral	3	0	0
4	Disagree	4	0	0
5	Strongly Disagree	5	0	0
Total			20	21

Data Source : item questionnaire number 6)

Based on the table (4.9) item questionnaire number 6 that were gotten from 20 respondents so was nineteen respondents choose Strong Agree, one respondent choose Agree, no-one chooses Neutral, no-one chooses Disagree and none choose Strongly Disagree, by continuum can be shown, English subject was the bored subject in class according to the respondents, below:

0	20	21	40	41	60	61	80	81	100
SA		A		N		D		SD	

So, according from the respondents English subject was the bored subject of the class, namely $21/100 \times 100\% = 21\%$ so, it was categorized agree. This 21 % explain that the respondents really see that English subject that made the respondents

bored to learn those subjects, in the end the respondents stated don't come in the class went this subject was teaching because the respondents lazy to come in the class.

Table 4.10: Saya selalu tertekan bila belajar bahasa inggris

No	Question Alternative	Score	Frequency	Sum of Score
1	Strongly Agree	1	18	18
2	Agree	2	2	4
3	Neutral	3	0	0
4	Disagree	4	0	0
5	Strongly Disagree	5	0	0
Total			20	22

(Data Source: item questionnaire number 7)

Based on the table (4.10) item questionnaire number 7 that were gotten from 20 respondents so was eighteen respondents choose Strong Agree, two respondents choose Agree, no-one chooses Neutral, no-one chooses Disagree and no-one chooses Strongly Disagree by continuum can be shown, the respondents always desperate went in learning English subject below:

0	20	21	40	41	60	61	80	81	100
SA		A		N		D		SD	

So, the respondents always desperate went in learning English subject, namely $22/100 \times 100\% = 22\%$ so, it was categorized Agree. From the data percentage the respondents have the problem of concentration in learning the English subject because the respondents desperate learning it.

Table 4.11: Saya selalu memikirkan hal-hal lain jika sedang belajar bahasa inggris

No	Question Alternative	Score	Frequency	Sum of Score
1	Strongly Agree	1	13	13
2	Agree	2	5	10
3	Neutral	3	2	6
4	Disagree	4	0	0
5	Strongly Disagree	5	0	0
Total			20	29

(Data Source: item questionnaire number 8)

Based on the table (4.11) item questionnaire number 8 that were gotten from 20 respondents so, was thirteen respondents choose Strong Agree, five respondents choose Agree, two respondents choose Neutral, no-one chooses Disagree and no-one chooses Strongly Disagree to the question do the respondent thinking other rather than English subject went learning English subjects in class can be seen in below:

0	20	21	40	41	60	61	80	81	100
SA		A		N		D		SD	

So, do the respondent thinking other rather than English subject went learning English subjects in class, namely $29/100 \times 100\% = 29\%$ so, it was categorized Agree. The data above explain most of the respondents cannot concentrate learning English in the class because the respondent thinking other outside of the English subject.

Table 4.12: Saya takut belajar Bahasa Inggris

No	Question Alternative	Score	Frequency	Sum of Score
1	Strongly Agree	1	17	17
2	Agree	2	1	2
3	Neutral	3	1	3
4	Disagree	4	1	4
5	Strongly Disagree	5	0	0
Total			20	26

(Data Source: item questionnaire number 9)

Based on the table (4.12) item questionnaire number 9 that were gotten from 20 respondents so, it was seventeen respondents choose Strongly Agree, one respondent chooses Agree, one respondent choose Neutral, one respondent chooses Disagree and no-one chooses Strongly Disagree to the question Do the respondents afraid in learning English subject and the respondents agree it prove by continuum can be shown below:

0	20	21	40	41	60	61	80	81	100
SA		A		N		D		SD	

So, do the respondents afraid in learning English subject, namely $26/100 \times 100\% = 26\%$ so, it was categorized Agree. From the data explain that the respondents of Class VIII₃ afraid to learn English because the respondents thing learning English was hard, learning was bored, and many other thing.

Table 4.13: Metode pembelajaran Bahasa Inggris tidak menyenangkan

No	Question Alternative	Score	Frequency	Sum of Score
1	Strongly Agree	1	17	17
2	Agree	2	2	4
3	Neutral	3	1	3
4	Disagree	4	0	0
5	Strongly Disagree	5	0	0
Total			20	24

(Data Source: item questionnaire number 10)

Based on the table (4.13) item questionnaire number 10 that were gotten from 20 respondents so was seventeen respondents choose Strongly Agree, two respondents choose Agree, one respondent chooses Neutral, no-one chooses Disagree and none choose Strongly Disagree to the question do the method in English learning is fun:

0	20	21	40	41	60	61	80	81	100
SA		A		N		D		SD	

From this data, the researcher know that the respondents or the students Class VIII₃ SMP Negeri 2 Batulappa Pinrang doesn't fill joy or have fun in learning English subject in class. Namely $24/100 \times 100\% = 24\%$ so, it was categorized Agree. This result of data proves how uninterested the English subject was at class.

From result diary observation and data questioner was given to the students Class VIII₃ SMP Negeri 2 Batulappa Pinrang, the researcher comes to the conclusion to the second problem statement “How is the students’ concentration in learning English at second grade of SMP Negeri 2 Batulappa Pinrang” was the student Class VIII₃ SMP Negeri 2 Batulappa Pinrang Cannot concentration in learning English subjects in class. Also from the theory of state of brain concentration frequency, the students Class VIII₃ SMP Negeri 2 Batulappa Pinrang was on Beta Frequency (14----100Hz). This frequency, people are inactive condition, full consciousness, and logic domination. This was a normal human condition that experience every daily day except when human sleep. People are ordinarily in this frequency when people at work, speak, thinking about problem people deal with and other activity. In this frequent the brain brings up the emotion like; worried, afraid, stress, and anger. To make the students can full concentration in learning English subject, first was the students Class VIII₃ Beta brain frequency must be removed to Alpha brain frequency (8----14,9 Hz). This is the wave of the brain that generates emotions solemn, relaxed, mediating, comfortable, and sincere. The mind works relatively quiet and relaxed. On wave conditions, the brain commands the body to release the hormone serotonin and endorphins a hormone that produces happy emotion. At the moment this is the most ideal waves for our brains absorb information. Understandably small children tend to learn faster, one answer is because when we were children, thought waves that often

arise is the alpha waves. To remove the student Class VIII₃ SMP Negeri 2 Batulappa Beta brain frequency to Alpha, the research use hypnoteaching method in learning proses for six meetings to see are this method can solve the students' problem about concentration in learning English subjects in class.

To answer the last problem statement from this research “Is the Hypnoteaching method can increase the students’ concentration in learning English at second grade of SMP Negeri 2 Batulappa Pinrang?”, the researcher was using Pre-test and Post-test. Pre-test was given before the treatment began and Post-test after treatment. The researcher was collecting the data score from the Pre-test and Post-test and used a formula to find there was any difference before and after the treatment was done. The design of this research is pre experimental with pre-test and post-test design.

The collected data, the researcher had given to the students a pre-test and post test which consist of 10 items, the materials of the test are divided into 3 type topic which; asking for/giving an opinion, expression (ask, give, reject) and narrative text. The test was done two times, pretest was given before the treatment and post test was given after the treatment.

In the pre-test, the researcher found many incorrect answers and questions that are not answered by the students. Its because the students don’t know how to answer the correctly answer.

In the treatment, the researcher used “hypnoteching method in learning process to make the students focus increase in learning English. Treatment is done six meetings in 3 different topics with each one topic divides into two meetings, and in

every each meeting the researcher use 3 different languages (English, Indonesia and pationjjo) to make more easy to understand all about the material that the researcher explain about. The researcher not found any mean problem in teaching and learning process with the students it's because all most of the students in the class know the researcher is one of their family, brother and friends. The students really are enthusiastic it because this the first time the students doing relaxing movement and Accompanied by music instrument before studying.

In the post-test, there are many students answering the test, the student's concentration was increased. It was continued by analyzing their score between pretest and posttest. It aimed to find out the significance of the students' improvement in concentration. In pretest and posttest the researcher collected data as the test that had been given to the students' score which is tabulated in the table. The table similar steps also applied with pretest and posttest of experiment class to find out the students' score. The result illustrated in the presentation as follow us:

4.1.3 Scoring of students' answer of pre-test and post-test.

Table 4.14 Scoring of students' answers class VIII₃

No	Student's Name	Students' scores	
		Pre-test	Post-test
1	Respondent 1	60	80
2	Respondent 2	50	70
3	Respondent 3	60	80

4	Respondent 4	40	90
5	Respondent 5	60	80
6	Respondent 6	20	70
7	Respondent 7	20	60
8	Respondent 8	50	90
9	Respondent 9	20	100
10	Respondent 10	30	100
11	Respondent 11	20	100
12	Respondent 12	20	90
13	Respondent 13	20	60
14	Respondent 14	20	50
15	Respondent 15	40	90
16	Respondent 16	20	50
17	Respondent 17	40	60
18	Respondent 18	20	70
19	Respondent 19	20	100

20	Respondent 20	20	100
Total		650	1590
Mean scores		32,5	79,5

Table 4.13 shows the students result of score pre-test and post-test. The total score before the researcher use hypnoteaching method is 650 total score and Mean score is 32, 2 and then after the researcher use hypnoteaching method the total score and also the Mean score increase to 1590 total score and Mean score is 79, 5. In about a month and a half or six meeting the researcher can see the increasing number correct answer from the students. Table 4.13 explains that most of the students have been increasing them score after the treatment hypnoteaching method being used to the students Class VIII₃ of SMP Negeri 2 Batulappa Pinrang.

4.1.4 The score of the test classified into five levels as qualified as follows.

Table 4.15 The Score Of The Test Classified

No	Classification	Score	Pre-test		Post-test	
			F	Percentage	F	Percentage
1	Very good	80 – 100	-	-	12	60%
2	Good	66 – 79	-	-	3	15%
3	Fair	56 – 65	3	15%	3	15%
4	Poor	40 – 55	5	25%	2	10%

5	Very poor	< 39	12	60%	-	
Total			20	100%	20	100%

The table 4.14 show that the score of classify of the sample of pre-experiment class in pre-test got variety classify where 12 students (60%) very poor, 5 students (25%) poor, and 3 students (15%) fair. While the score in post-test got too variety score, 12 students (60%) very good, 3 students (15%) got good, 3 students (15%) got fair and 2 students (10%) got poorer. It was shown that there was improvement between pre-test and post-test in the second grade students of class VIII₃.

4.1.5 Finding out the mean score of the students answer

4.1.5.1 Pre-test

$$\chi = \frac{\sum X}{N}$$

$$\chi = \frac{650}{20}$$

$$\chi = 32,5$$

4.1.5.2 Post-test

$$\chi = \frac{\sum X}{N}$$

$$\chi = \frac{1590}{20}$$

$$\chi = 79,5$$

Table 4.16 Mean Score of Pre-Test and Post-Test

CLASS	Mean scores	
	Pre-test	Post-test
VIII ₃	32, 5	79, 5

Table 4.15 Mean score of the pre-test and post-test explain there is increasing number from 32, 5 to 79, 5 Mean score. This increasing of mean score happened because the treatment hypnoteaching method that the researcher did with the students at Class VIII₃ to make the students concentration increase in learning English and it proved in the mean score table there was changing number mean score.

4.1.6 Calculating of Standard Deviation

Table 4.17 Calculating of Standard Deviation

No	Student's Name	X	Y	X ²	Y ²
1	Respondent 1	60	80	3600	6400
2	Respondent 2	50	70	2500	4900
3	Respondent 3	60	80	3600	6400
4	Respondent 4	40	90	1600	8100
5	Respondent 5	60	80	3600	6400
6	Respondent 6	20	70	400	4900
7	Respondent 7	20	60	400	3600

8	Respondent 8	50	90	2500	8100
9	Respondent 9	20	100	400	10000
10	Respondent 10	30	100	900	10000
11	Respondent 11	20	100	400	10000
12	Respondent 12	20	90	400	8100
13	Respondent 13	20	60	400	3600
14	Respondent 14	20	50	400	2500
15	Respondent 15	40	90	1600	8100
16	Respondent 16	20	50	400	2500
17	Respondent 17	40	60	1600	3600
18	Respondent 18	20	70	400	4900
19	Respondent 19	20	100	400	10000
20	Respondent 20	20	100	400	10000
Total		650	1590	25900	132100

4.1.6.1 Pre-test

$$SS = \sum X^2 - \frac{(\sum X)^2}{n}$$

$$SS = 25900 - \frac{(650)^2}{20}$$

$$SS = 25900 - \frac{422500}{20}$$

$$SS = 25900 - 21125$$

$$SS = 4775$$

$$SD = \sqrt{\frac{SS_x}{n-1}}$$

$$SD = \sqrt{\frac{4775}{20-1}}$$

$$SD = \sqrt{\frac{4775}{19}}$$

$$SD = \sqrt{251,3}$$

$$SD = 15,8$$

4.1.6.2 Post-test

$$SS = \sum Y^2 - \frac{(\sum Y)^2}{n}$$

$$SS = 132100 - \frac{(1590)^2}{20}$$

$$SS = 132100 - \frac{2528100}{20}$$

$$SS = 132100 - 126405$$

$$SS = 5695$$

$$SD = \sqrt{\frac{SSY}{n-1}}$$

$$SD = \sqrt{\frac{5696}{20-1}}$$

$$SD = \sqrt{\frac{5696}{19}}$$

$$SD = \sqrt{632,7}$$

$$SD = 25,1$$

Table 4.18 Standard Deviation

Class	Standard of Deviation	
	Pre-test	Post-test
VIII ₃	15,8	25,1

The table 4.17 show that the different score of standard of deviation that is an improved score of pre-test to the post-test. It was shown by the value of standard of deviation where pre-test is 15,8 to be post-test is 25,1. From this different kind of

number in standard of deviation the researcher proves there is increasing number after the treatment being using to the students Class VIII₃ SMP Negeri 2 Batulappa Pinrang. The deference of the number standard deviation pre-test to post-test is 9, 6, it quite increase number for only six meeting teaching by using hypnoteaching methods to the students Class VIII₃ SMP Negeri 2 Pinrang.

4.1.7 The Calculating of T Test

$$t = \frac{|X_1 - X_2|}{\sqrt{\left(\frac{Ss_1 + Ss_2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$t = \frac{32,5 - 79,5}{\sqrt{\left(\frac{4775 + 5695}{20 + 20 - 2}\right) \left(\frac{1}{20} + \frac{1}{20}\right)}}$$

$$t = \frac{47}{\sqrt{\left(\frac{10434}{42}\right) \left(\frac{2}{40}\right)}}$$

$$t = \frac{47}{\sqrt{(248,4)(0,05)}}$$

$$t = \frac{47}{\sqrt{(12,4)}}$$

$$t = \frac{47}{3,5}$$

$$t = 13,4$$

To find out degree of freedom (df), the researcher used the following formula as:

$$df = N - K$$

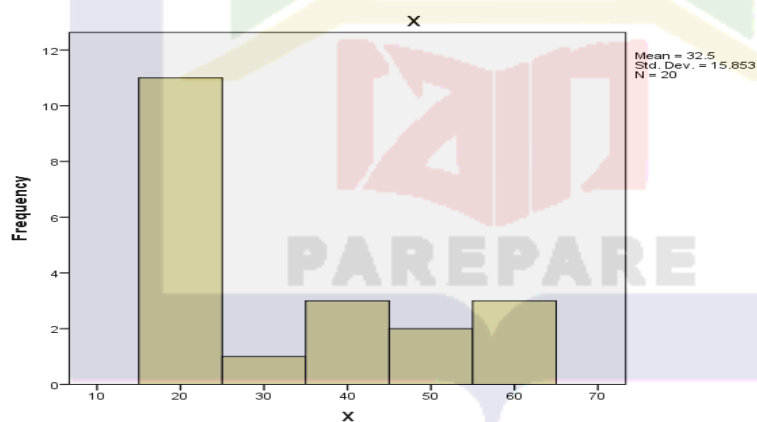
$$df = 20 - 2$$

$$df = 18$$

For the level significance ($p=0,05$) and $df = 18$ then value of the T-table = 2,10092, then the value of t-test was greater than the variable ($13,4 > 2,10092$), it means that there is significance difference in using hynoteaching method increase the students concentration in learning English at the second grade of SMP Negeri 2 Batulappa Pinrang.

4.1.8 The comparison between pre-test and post-test has taken in histogram to know the significant of students, score.

Tabel 4.19 Histogram of Pre-Test

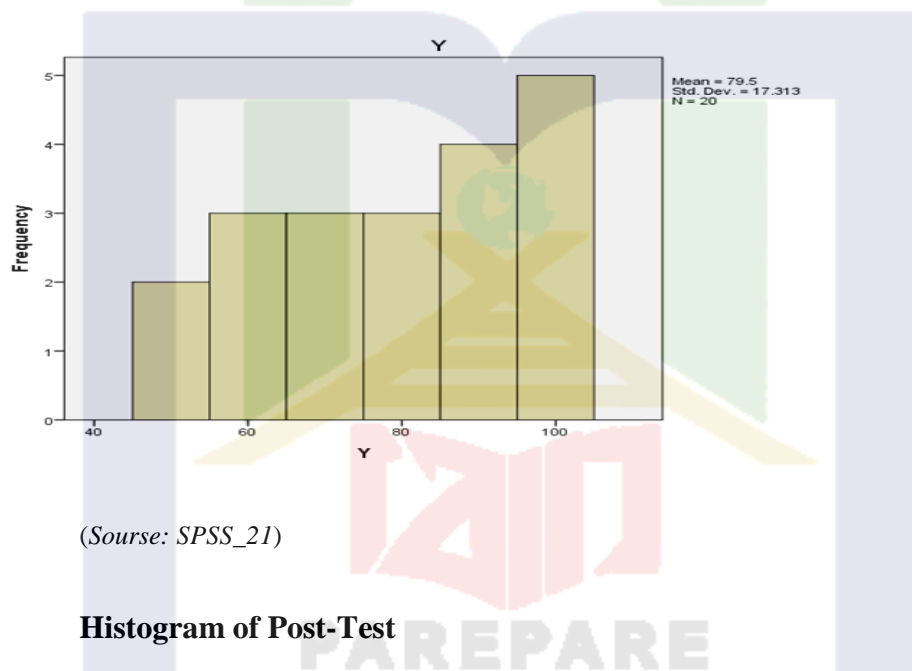


Histogram of Pre-Test

(Source: SPSS_21)

Histogram of pre-test present there is many students have very poor – poor score. This histogram of pre-test is the frequency that the researcher gets from the students class VIII₃ SMP Negeri 2 Batulappa Pinrang before the researcher doing hypnoteaching method to the student Class VIII₃ SMP Negeri 2 Batulappa Pinrang to know the students frequency of score and the deference before and after the hypnoteaching method used to the students VIII₃ SMP Negeri 2 Batulappa Pinrang.

Table 4.20 Histogram of Post-Test



(Source: SPSS_21)

Histogram of Post-Test

Histogram of post-test is present a big deference from histogram of pre-test which in this histogram of post-test the frequency from the students Class VIII₃ SMP Negeri 2 Batulappa Pinrang is almost perfect. Histogram of post-test collect after the hypnoteaching method treatment was done from the students Class VIII₃ SMP Negeri 2 Batulappa Pinrang.

4.2 Discussion

The discussion consisted of a description account of the students' concentration, the significant of test, questioner, pre-test, post-test, and the possible caused of the students' concentration through using hypnoteaching method.

4.2.1 The Students Achievement in Learning English

The description of data collected test from 20 students Class VIII₃ SMP Negeri 2 Batulappa Pinrang was two students got 10 point, five students got 20 point, five students got 30 point, three students got 40 point, five students have 50 point and none students got 60 -100 point. This data explain the student Class VIII₃ SMP Negeri 2 Batulappa Achievement level very poor.

4.2.2 The Students Concentrations

The result of a questioner given by the researchers to students was seen that the students have a major problem in doing the concentration of learning English in the classroom. From the result questioner data collect presented, the researcher related it with theory of state of brain concentration frequency. The students of state of brain concentration frequency VIII₃ SMP Negeri 2 Batulappa Pinrang a level Beta (14----100 Hz), at this level state of brain frequency the student cannot concentrating in learning English subject its happen because the student thinking or imagined many thing in there brain at the same time. But it was not all fault from the students, the way the teacher teaching, environment material of teaching also effecting the students' concentration. So make the students concentration in learning English again, first the brain state frequency at level or state Beta (14----100 Hz) must be remove to state of Alpha (8----14,9) frequency.

Therefore the researchers must choose the right method to make the students can return to concentrate in lessons especially English subject. Method that the researcher used in teaching and learning process was hypnoteaching method. That method was make students more calm and comfortable to follow the teaching and learning process without no more worries and the outbreak of concentration when studying English subject.

4.2.3 The Significant of Pre-Test and Post-Test

The description of data collected through the test as explained in the previous section showed that the students' concentration was improved. It was supported by the frequency and rate percentage of the result of the students' pre-test and post-test score. The students' score of class VIII₃ SMP Negeri 2 Batulappa Pinrang after applying hypnoteaching method was better than before applying the treatment given to the students.

The average score of class VIII₃ of the students were taught hypnoteaching method are pre-test is 32, 5 with standard deviation of 15, 8 and post-test is 79, 5 with standard of deviation is 25, 1. The minimum score of pre-test is 20, and the maximum score is 60. The minimum score of post-test is 50, and the maximum score is 100. It shows class VIII₃ group score of the students who are taught by using hypnoteaching method. There are 12 students of <39 (60%) very poor, 5 students of 40-55 (25%), and 3 students of 56-65 (15%) in pre-test, and there are 2 students of 40-55 (10%) poor, 3 student of 56-65 (15%) fair, 3 students of 66-79 (15%) good, and 12 students of 80-100 (60%) in post-test.

Analysis is intended to know whether there are differences between pre-test and post-test. For this purpose, the t-test method is used to do the analysis. In addition, based on the statistic calculation result, the t calculation value of experiment class is 13, 4, where t-table is 2, 10092 with $\alpha=0.05$ and $df = n-k = 20-2= 18$, the calculation value obtain $(13, 4) > t$ table $(2, 10092)$. The researcher had concluded that there was a significant different between pre-test and post-test after giving treatment. It means that the implementation of hypnoteaching method in teaching was improving the student's concentration ability at the second grade of students SMP Negeri 2 Batulappa Pinrang.

In this research there are two hypotheses namely the alternative hypothesis (H_a) and the null hypothesis (H_0). If the t-test was greater than the t-table, it means that H_0 is rejected and H_a is accepted, and shows that hypnoteaching method is able to increase the student's concentration in learning English as the second grade students of smp Negeri 2 Batulappa Pinrang. Based on the explanation t-test above, it can be concluded that there is a significant difference between before and after giving treatment by using hypnoteaching method. The signs can be measured by T-table $\alpha = 0, 05$ and $df = 18$ so the value of the T-table 2, 10092. Then the value of t-test was 13, 4. Because t-test was greater than the t-table $(13, 4 > 2, 10092)$, it showed that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) are accepted. It means that hypnoteaching method is able to increase the students' concentration in learning English as second grade students of SMP Negeri 2 Batulappa Pinrang.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion. The conclusion deal with the conclusion was concluded based on the findings discussed. The suggestion to deal with some suggestion given by the researcher.

5.1 Conclusion

Based on the findings, the researcher concluded that; first was the mean score achievement of the students SMP Negeri 2 Batulappa was 32 and which means the students' achievements was at a very poor level. Second was the student's concentration. The finding showed that students have bigger problems in concentration in the learning process, it has been demonstrated from questionnaires that have been distributed to students and the result was the students Concentration at level Beta (14 ---- 100 Hz) which means that the students cannot concentrate on the learning process and the third was hypnoteaching method is able to increase the students' concentration in learning English. The finding showed that after giving treatment the students had improvement in learning English by using hypnoteaching method. The mean score on pre-test improved on post-test. The mean score of pre-test was 32, 5 with standard deviation was 15, 8. It means that in pre-test the students' not really work on concentration in learning English, but after treatment the mean score was 79, 5 with standard deviation was 25, 1. It means that the implementation of hypnoteaching method to increase the students' concentration in learning English second grade of SMP Negeri 2 Batulappa Pinrang was developed. T-test value with degree of freedom (df) = $N - K = 20 - 2 = 18$. While the t-test = 13, 4 was higher than

t-table = 2, 10092 it means that the alternative hypothesis (H_a) was accepted and Null hypothesis (H_o) was rejected. Based on observation, teaching in six-meeting and data result above, the researcher found there was changing attitude in the way students learning proses. The students have more enjoyed in the learning process, it has proven from the attitude of the students in the class. No more students playing went, no more students chit- chat and no more students sleep in the classroom went material was being taught by the researcher. The student more active in the class than before, asking the material that students do not really understand, more brave answering question from the researcher about material that was asked and more imported was the was increasing achievement of the students in learning English subject at school. From all of this data and behavior from the students Class VIII₃ SMP Negeri 2 Batulappa Pinrang, the researcher concludes the implementation hypnoteaching method was able to increase the student's concentration in learning English at second grade of SMP Negeri 2 Batulappa Pinrang.

5.2 Suggestion

This research had proven that the use hypnoteaching method to increase the student's concentration shows a positive result. Then, it is suggested;

1. A teacher of English at junior or senior high schools should be creative and innovated in finding and selecting the correct method to their students. The teacher must always update their knowledge and strategy or method of teaching and learning so there can produce smarter students.

2. For the students, doesn't be afraid learning something that you don't know or hate learning English or other subject at school. It may be not easy, but it's for your own future.
3. For the schools, dictionary, text book in a library is not enough for the students in learning English at school. The students need story book, dictionary with pictures, physic tools in teaching and learning process so can help the students more easy in accepting the knowledge.



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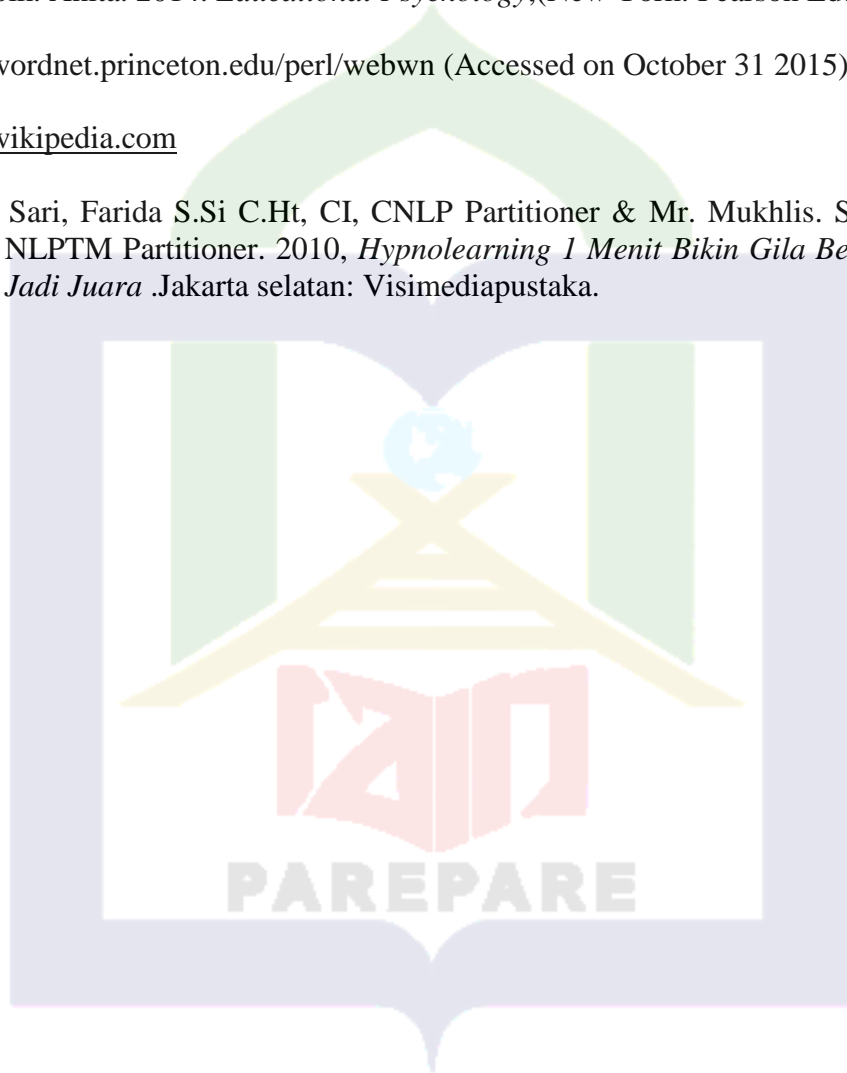
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Appendix I

Rencana Pelaksanaan Pembelajaran (RPP)

Nama Sekolah	: SMP Negeri 2 Batulappa
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII / 1
Alokasi Waktu	: 4 x 40 menit (2 Pertemuan)
Jenis Tesk	: Transactional / Interpersonal
Topik Pembelajaran	: Asking for/Giving Opinion
Aspek/Skill	: Speaking
Pertemuan Ke	:

I. Standar Kompetensi

Speaking

- a. Memahami makna dalam percakapan transaksional resmi dan berlanjut (*sustained*) dalam konteks kehidupan sehari-hari.
- b. Memahami makna teks fungsional pendek dan monolog berbentuk *reports*, *narrative*, dan *analytical exposition* dalam kehidupan sehari-hari.

II. Kompetensi Dasar

- Mengungkapkan makna dalam percakapan transaksional dan interpersonal dengan menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur : orang menyapa yang belum dikenal, memperkenalkan diri sendiri / orang lain, dan memerintah atau melarang

- Mengungkapkan makna dalam percakapan transaksional dan interpersonal dengan menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur : meminta dan memberi informasi, mengucapkan terima kasih meminta maaf dan mengungkapkan kesantunan.
- Mengungkapkan makna tindak tutur fungsional pendek sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat.
- Mengungkapkan makna gagasan dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat

III. Indikator pencapaian kompetensi

1. Siswa mengerti Asking for/Giving Opinion
2. Siswa dapat mengetahui ciri-ciri dari Asking for/Giving Opinion.
3. Siswa dapat merespon ungkapan pertanyaan dan memberi saran atau tanggapan Asking for/Giving Opinion dalam kehidupannya sehari-hari.

IV. Tujuan pembelajaran

1. Siswa mengetahui pengertian Asking for/Giving Opinion
2. Siswa dapat membuat atau mengungkapkan kata/kalimat berdasarkan situasi dan kondisi disehari-harinya.

3. Siswa dapat merespon atau memberikan tanggapan dalam bentuk opini berdasarkan situasi dan kondisi sehari-hari.

V. Karakter siswa yang diharapkan.

- ❖ Dapat dipercaya (*Trustworthines*)
- ❖ Rasa hormat dan perhatian (*respect*)
- ❖ Tekun (*diligence*)
- ❖ Tanggung jawab (*responsibility*)
- ❖ Berani (*courage*)

VI. Materi pembelajaran

1. Pengertian Opini

Opini adalah pendapat, ide atau pikiran untuk menjelaskan kecenderungan atau preferensi tertentu terhadap perspektif dan ideologi akan tetapi bersifat tidak objektif karena belum mendapatkan pemastian atau pengujian, dapat pula merupakan sebuah pernyataan tentang sesuatu yang berlaku pada masa depan dan kebenaran atau kesalahannya serta tidak dapat langsung ditentukan misalnya menurut pembuktian melalui induksi. (Lihat: simbol logis pada Induksi matematika).

Opini bukanlah merupakan sebuah fakta, akan tetapi jika di kemudian hari dapat dibuktikan atau diverifikasi, maka opini akan berubah menjadi sebuah kenyataan atau fakta.

2. CIRI-CIRI KALIMAT OPINION

- a. Tidak dapat dibuktikan kebenarannya
- b. Bersifat subyektif dan dilengkapi uraian tentang pendapat, saran, atau ramalan tentang sebab dan akibat terjadinya peristiwa.
- c. Tidak terdapat narasumber/atas pemikiran sendiri.
- d. Tidak memiliki data yang akurat.
- e. Berisi tanggapan terhadap peristiwa yang terjadi, berisi jawaban atas pertanyaan: mengapa, bagaimana, atau lalau apa.
- f. Menunjukkan peristiwa yang belum atau akan terjadi pada masa yang akan datang (baru berupa rencana).
- g. Kalimat opini itu belum pasti kejadiannya.dan biasanya diawali dengan kata kata seperti "menurut saya", "sepertinya", "saya rasa".Pendapat atau argumen seseorang.
- h. Informasi yang belum dibuktikan kebenarannya.
- i. Biasanya menggunakan kata-kata: bisa jadi, menurut, sangat, tidak mungkin, sebaiknya, atau seharusnya.

3. Contoh Kalimat Opinion

Asking For Opinion

- Don't you think...?
- What do you think / feel about...?
- What are you feeling about.....?
- Do you have any opinion about...?
- What about....?

Giving Opinion

- I'm convinced that.....
- In my opinion.....
- From where I stand....
- I personally think.....
- I think that.....
- That's a good idea.

VII. Model pembelajaran

- ❖ Hypnoteaching method

VIII. Sumber belajar dan media pembelajaran

a. Sumber belajar :

- ❖ www.wikipedia.com
- ❖ English focus
- ❖ www.blogsport.com

b. Media Pembelajaran

- ❖ Laptop
- ❖ Papan Tulis
- ❖ Spidol

IX. Skenario pembelajaran

Kegiatan Awal (15')

a. Apersepsi

- ❖ Sebelum apapun proses di mulai, peserta didik harus memindahkan buku-buku yang tdk bersangkutan dengan mata pelajaran ke bawah meja.
- ❖ Peserta didik mengatur pernafasan di pimpin oleh pendidik agar proses belajar mengajar akan lebih maksimal.
- ❖ Berdoa bersama sebelum memulai pembelajaran.
- ❖ Mengecek kehadiran peserta didik dan menayakan keadaanya.
- ❖ Peserta didik di arahkan menutup mata dan memfokuskan fikiran dipandu oleh pendidik.
- ❖ Menanyakan pengetahuan peserta didik seputar materi yang akan di bahas

b. Motivasi

- ❖ Memberikan penghargaan kepada peserta didik melalui ucapan penyemangat untuk peserta didik.
- ❖ Memberi penyemangat bagi peserta didik yang mengalami masalah dan kewalahan dalam menerima materi.

Kegiatan inti

- ❖ Menyajikan materi ajar
- ❖ Menyampaikan tujuan dari materi ajar

- ❖ Pendidik menggunakan bahasa yang mudah dipahami oleh peserta didik dalam hal ini bahasa ibu(bahasa lokal).
- ❖ Pendidik menggunakan pendekatan emosional dalam penyajian materi supaya peserta didik lebih nyaman dalam penyajian materi.
- ❖ Peserta didik mengenali materi dari karakteristik atau ciri-ciri materi dan contoh yang diberikan.
- ❖ Peserta didik membuat contoh berdasarkan kondisi yang di instruksikan dalam bentuk perorangan atau pasangan.
- ❖ Pengoreksian atau pemeriksaan materi secara langsung, perorangan atau pasangan.
- ❖ Peserta didik di berikan penugasan di rumah dalam bentuk membuat dialog percakapan yang muatannya berisikan materi. secara perorangan sebagai tugas pribadi siswa.

Kegiatan akhir (10')

- ❖ Menanyakan kesulitan yang dialami siswa selama proses pembelajaran.
- ❖ Bersama-sama menyimpulkan materi yang telah disajikan.
- ❖ Peserta didik mengatur pernafasan di pandu oleh pendidik
- ❖ Penutup.

X. Penilaian hasil belajar

- a. Teknik : Tes
- b. Bentuk instrumen : Tertulis
- c. Instrument :

Complete the dialogue with suitable expression.

<ul style="list-style-type: none"> <input type="radio"/> <i>Should take an action about this.</i> <input type="radio"/> <i>What do you think.</i> <input type="radio"/> <i>To provide more dustbin.</i> 	<ul style="list-style-type: none"> <input type="radio"/> <i>Look at that, it's so dirty.</i> <input type="radio"/> <i>I personally think it's a good action to do.</i> <input type="radio"/> <i>That's really good things</i>
--	--

A : Oh.... no. ____ (1) ____.

B : Yeah and the smell is not good too.

The students are still careless to throw the rubbish everywhere.

A : The school ____ (2) ____.

B : I agree with you, ____ (3) ____ . If we make a poster about keeping our environment clean

A : Well, ____ (4) ____ . We can also ask the headmaster ____ (5) ____ in school.

B : _____ (6) _____. Let's do that

KEY ANSWER

A : Oh.... no. **Look at that, it's so dirty.**

B : Yeah and the smell is not good too.

The students are still careless to throw the rubbish everywhere.

A : The school **should take an action about this.**

B : I agree with you, **what do you think** if we make a poster about keeping our environment clean

A : Well, **I personally think it's a good action to do.** We can also ask the headmaster **to provide more dustbin** in school.

B : **That's really good things.** Let's do that

- d.** Pedoman pengskoran : masing-masing nomor soal di jawab dengan benar dengan proses yang benar mendapatkan skor 20

Perhitungan skala 0-100 sebagai berikut:

$$\text{Remus pemerolehan nilai} = \frac{\text{jumlah skor yang diperoleh}}{\text{jumlah skor maksimal}} \times 100\%$$

Rencana Pelaksanaan Pembelajaran (Rpp)

Nama Sekolah : SMP Negeri 2 BatuLappa
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : VII/1
Alokasi waktu : 2 X 40 (2 Pertemuan)
Jenis tesk : Teks lisan fungsional
Kelas/Semester : VIII (Delapan) / I
Topic Pembelajaran : Ungkapan meminta,memberi,menolak barang
Aspek/ Skill : Berbicara (Speaking)
Pertemuan :

I. Standar Kompetensi

- Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar.

II. Kompetensi Dasar

- Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi, menolak jasa.

III. Indikator

Bertanya dan menjawab tentang meminta,memberi,menolak jasa.

IV. Tujuan pembelajaran

Pada akhir pembelajaran, siswa dapat :

- Melakukan percakapan pendek yang sudah di sediakan oleh guru.

- Membuat dialog tentang materi terkait

V. Karakter siswa yang diharapkan.

- ❖ Dapat dipercaya (*Trustworthines*)
- ❖ Rasa hormat dan perhatian (*respect*)
- ❖ Tekun (*diligence*)
- ❖ Tanggung jawab (*responsibility*)
- ❖ Berani (*courage*)

VI. Materi pembelajaran

A. Penjelasan ungkapan agreeing dan disagreeing

Agree and disagree is expression toward our ideas or statements that usually we gave in our life. As we know that people around us sometimes agree/disagree with these ideas or statements.

Contoh ungkapan agreeing dan disagreeing

Expressing Agreement / Disagreement

Agreement:

I agree with you 100 percent.

I couldn't agree with you more.

That's so true.

That's for sure.

You're absolutely right.

Absolutely.

I'm afraid I agree with James..

Disagreement:

I not agree with you

That's not always true.

That's not always the case.

No, I'm not so sure about that.

Example 1:

Dina : “Hey, Look at my new Ring , isn't it cool??”

Bis :” Yeah, I absolutely agree with you, your ring is so cool. It perfectly matches with your finger. It must be a very expensive ring.”

Example2:

Jhon :”Hey what do you think about the movie?”

Edo :”I think this movie is really good”.

Marco :”I don’t think so.This movie is so boring that I sleep while watch it. The plot is flat and

Zoro :there is not any suspense in the story. I like watching film but this time I disagree with you”.

VII. Model pembelajaran

- ❖ Hypnoteaching method

VIII. Sumber belajar dan media pembelajaran

a. Sumber belajar :

- ❖ English focus
- ❖ www.blogsport.com

b. Media Pembelajaran

- ❖ **Laptop**
- ❖ **Papan Tulis**
- ❖ **Spidol**

IX. Skenario pembelajaran**Kegiatan Awal (15')****a. Apersepsi**

- ❖ Sebelum apapun proses di mulai, peserta didik harus memindahkan buku-buku yang tdk bersangkutan dengan mata pelajaran ke bawah meja.
- ❖ Peserta didik mengatur pernafasan di pimpin oleh pendidik agar proses belajar mengajar akan lebih maksimal.
- ❖ Berdoa bersama sebelum memulai pembelajaran.
- ❖ Mengecek kehadiran peserta didik dan menayakan keadaanya.
- ❖ Peserta didik di arahkan menutup mata dan memfokuskan fikiran dipandu oleh pendidik.
- ❖ Menanyakan pengetahuan peserta didik seputar materi yang akan di bahas

b. Motivasi

- ❖ Memberikan penghargaan kepada peserta didik melalui ucapan penyemangat untuk peserta didik.

- ❖ Memberi penyemangat bagi peserta didik yang mengalami masalah dan kewalahan dalam menerima materi.

Kegiatan inti

- ❖ Menyajikan materi ajar
- ❖ Menyampaikan tujuan dari materi ajar
- ❖ Pendidik menggunakan bahasa yang mudah dipahami oleh peserta didik dalam hal ini bahasa ibu(bahasa lokal).
- ❖ Pendidik menggunakan pendekatan emosional dalam penyajian materi supaya peserta didik lebih nyaman dalam penyajian materi.
- ❖ Peserta didik mengenali materi dari karakteristik atau ciri-ciri materi dan contoh yang diberikan.
- ❖ Peserta didik membuat contoh berdasarkan kondisi yang di instruksikan dalam bentuk perorangan atau pasangan.
- ❖ Pengoreksian atau pemeriksaan materi secara langsung, perorangan atau pasangan.
- ❖ Peserta didik di berikan penugasan di rumah dalam bentuk membuat dialog percakapan yang muatannya berisikan materi. secara perorangan sebagai tugas pribadi siswa.

Kegiatan akhir (10')

- ❖ Menanyakan kesulitan yang dialami siswa selama proses pembelajaran.

- ❖ Bersama-sama menyimpulkan materi yang telah disajikan.
- ❖ Peserta didik mengatur pernafasan di pandu oleh pendidik
- ❖ Penutup.

X. Penilaian hasil belajar

1. Teknik : Tes

2. Bentuk instrumen : Tertulis

3. Instrumen:

- i. Complete the dialogs and choose the right statements to make a good conversation.
 - a. I'm not sure
 - b. Any idea?
 - c. That's good idea!
 - d. I agree
 - e. I don't agree.
 - f. I think we must

Tom : Our earth is getting hotter. It's because a lot of illegal logging, greenhouse effects, air pollution by carbon dioxide, and much more. What should we do?
.....(1)

Jerry : Hmm I think we must (2) do prohibition to use the vehicles.

Tom :(3). Your idea is too excessive. It's impossible. What do you think?

Neil : I think we must stop factory activities that damage the rivers for a while?

Kelvin :(4). I think we must do reboisation along way. We must cooperate with many people.

Jerry : That's right ! I know what you mean.

Kelvin : But, we have a problem here.

Tom : What's that?

Kelvin : Where we can get the plants?

Neil : My grandma sell a lot of plants. So, we can buy it.

Jerry :(5)

Key

Tom : Our earth is getting hotter. It's because a lot of illegal logging, greenhouse effects, air pollution by carbon dioxide, and much more. What should we do?

Any idea (1)

Jerry : Hmm I think we must...(2) do prohibition to use the vehicles.

Tom : I don't agree(3). Your idea is too excessive. It's impossible. What do you think?

Neil : I think we must stop factory activities that damage the rivers for a while?

Kelvin : I'm not sure (4). I think me must do reboisation along way. We must cooperate with many people.

Jerry : That's right ! I know what you mean.

Kelvin : But, we have a problem here.

Tom : What's that?

Kelvin : Where we can get the plants?

Neil : My grandma sell a lot of plants. So, we can buy it.

Jerry : that's good idea (5)

4. Pedoman pengskoran : masing-masing nomor soal di jawab dengan benar dengan proses yang benar mendapatkan skor 20

Perhitungan skala 0-100 sebagai berikut:

$$\text{Remus pemerolehan nilai} = \frac{\text{jumlah skor yang diperoleh}}{\text{jumlah skor maksimal}} \times 100\%$$



Rencana Pelaksanaan Pembelajaran (RPP)

Nama Sekolah	: SMP Negeri 2 Batulappa
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII / 1
Alokasi Waktu	: 4 x 40 menit (2 Pertemuan)
Topik Pembelajaran	: Narrative Text
Aspek/ Skill	: Writing
Pertemuan Ke	:

I. Standar Kompetensi

- a) Memahami makna dalam penulisan transaksional resmi dan berlanjut (*sustained*) mengungkapkan narrative text konteks kehidupan sehari-hari.
- b) Memahami makna teks fungsional pendek dan monolog berbentuk *Narrative text* dalam kehidupan sehari-hari.

II. Kompetensi Dasar

- Mengungkapkan makna gagasan dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat.
- Mengungkapkan langkah retorika dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat

III. Indikator pencapaian kompetensi

- a) Peserta didik mengerti definisi narrative text.

IV. Tujuan pembelajaran

- a) Peserta didik mengetahui pengertian expressions
- b) Peserta didik dapat membuat atau mengungkapkan ekspresi berdasarkan situasi dan kondisi sehari-harinya.
- c) Peserta didik dapat merespon atau memberikan tanggapan dalam bentuk ekspresi dalam ucapannya berdasarkan situasi dan kondisi sehari-hari.

V. Karakter peserta didik yang diharapkan.

- ❖ Dapat dipercaya (*Trustworthines*)
- ❖ Rasa hormat dan perhatian (*respect*)
- ❖ Tekun (*diligence*)
- ❖ Tanggung jawab (*responsibility*)
- ❖ Berani (*courage*)

VI. Materi pembelajaran

a) Pengertian Narrative text

Disebutkan bahwa “A narrative text” is a text which is containing an imaginative story in which to entertain people (audience). (teks narasi adalah sebuah teks yang berisikan cerita imajinatif dimana bertujuan untuk menghibur orang banyak atau penonton). Based on the Oxford (Kamus Besar Bahasa Inggris) secara harfiah narrative bermakna (1) a spoken or a written account of connected events such as a story. (Sebuah cerita baik berupa secara terucap maupun secara tertulis)

Jika disimpulkan, maka arti dari narrative text adalah teks yang berisi sebuah cerita baik secara verbal (terucap) maupun secara tertulis ataupun yang berisikan rangkaian peristiwa dalam suatu hal.

b) Structure dari Narrative Text

Untuk mengetahui struktur dari Narrative Text itu sangatlah penting. Jadi jika kita ingin membaca terlebih saat menulis teks narasi yang baru kita memiliki stuktur teks narasi yang baik. Lihat struktur Narrative Text dibawah ini:

- Orientation

: It is about the opening of the paragraph where characters, place, and time are introduced in the story.(adalah sebuah paragraph pembuka yang berisi pengenalan tokoh, tempat dan waktu dalam sebuah cerita.

Berisi: who (siapa), contohnya; Cinderella

Where (dimana); in small village

When (kapan); a long time ago, once upon a time

- Complication

: Where the problems of characters of the story appear and go to climac. (Dimana Permasalahan yang dimiliki oleh tokoh dalam cerita muncul dan klimaks).

- Resolution

: Where the problems of characters of the story is being solved. (Masalah selesai. Masalah terselesaikan baik secara 'happy ending' maupun tidak.

VII. Model pembelajaran

- ❖ Hypnoteaching

VIII. Sumber belajar dan media pembelajaran

1. Sumber belajar :

- ❖ Buku be smart in english for grade xi of senior high schools.
- ❖ <http://www.sekolahbahasainggris.com/1000-narrative-textpenjelasan-lengkapcontoh/>

2. Media Pembelajaran

- ❖ Laptop

- ❖ Spidol

- ❖ Papan Tulis

3. Skenario pembelajaran

Kegiatan Awal (10')

Kegiatan Awal (15')

a. Apersepsi

- ❖ Sebelum apapun proses di mulai, peserta didik harus memindahkan buku-buku yang tdk bersangkutan dengan mata pelajaran ke bawah meja.
- ❖ Peserta didik mengatur pernafasan di pimpin oleh pendidik agar proses belajar mengajar akan lebih maksimal.
- ❖ Berdoa bersama sebelum memulai pembelajaran.
- ❖ Mengecek kehadiran peserta didik dan menyakan keadaanya.

- ❖ Peserta didik di arahkan menutup mata dan memfokuskan fikiran dipandu oleh pendidik.
- ❖ Menanyakan pengetahuan peserta didik seputar materi yang akan di bahas

b. Motivasi

- ❖ Memberikan penghargaan kepada peserta didik melalui ucapan penyemangat untuk peserta didik.
- ❖ Memberi penyemangat bagi peserta didik yang mengalami masalah dan kewalahan dalam menerima materi.

Kegiatan inti

- ❖ Menyajikan materi ajar
- ❖ Menyampaikan tujuan dari materi ajar
- ❖ Pendidik menggunakan bahasa yang mudah dipahami oleh peserta didik dalam hal ini bahasa ibu(bahasa lokal).
- ❖ Pendidik menggunakan pendekatan emosional dalam penyajian materi supaya peserta didik lebih nyaman dalam penyajian materi.
- ❖ Peserta didik mengenali materi dari karakteristik atau ciri-ciri materi dan contoh yang diberikan.
- ❖ Peserta didik membuat contoh berdasarkan kondisi yang di instruksikan dalam bentuk perorangan atau pasangan.

- ❖ Pengoreksian atau pemeriksaan materi secara langsung, perorangan atau pasangan.
- ❖ Peserta didik di berikan penugasan di rumah dalam bentuk membuat dialog percakapan yang muatannya berisikan materi. secara perorangan sebagai tugas pribadi peserta didik.

Kegiatan akhir (10')

- ❖ Menanyakan kesulitan yang dialami peserta didik selama proses pembelajaran.
- ❖ Bersama-sama menyimpulkan materi yang telah disajikan.
- ❖ Peserta didik mengatur pernafasan di pandu oleh pendidik
- ❖ Penutup.

4. Penilaian hasil belajar

- a. Teknik : Tes
- b. Bentuk instrumen : Tertulis
- c. Instrument :

Isilah garis di bawah ini dengan kata yang benar seperti:-

- *Jumped*
- *Sleeping*
- *Mouse*
- *Lion*
- *Small*

Once upon a time there lived a lion in a forest. One day after a heavy meal. It was _____ under a tree. After a while, there came a mouse and it started to play on the lion. Suddenly the lion got up with anger and looked for those who disturbed its nice sleep. Then it saw a _____ mouse standing trembling with fear. The lion _____

on it and started to kill it. The _____ requested the lion to forgive it. The lion felt pity and left it. The mouse ran away.

On another day, the _____ was caught in a net by a hunter. The mouse came there and cut the net. Thus it escaped. There after, the mouse and the lion became friends. They lived happily in the forest afterwards.

Key

Once upon a time there lived a lion in a forest. One day after a heavy meal. It was sleeping under a tree. After a while, there came a mouse and it started to play on the lion. Suddenly the lion got up with anger and looked for those who disturbed its nice sleep. Then it saw a small mouse standing trembling with fear. The lion jumped on it and started to kill it. The mouse requested the lion to forgive it. The lion felt pity and left it. The mouse ran away.

On another day, the lion was caught in a net by a hunter. The mouse came there and cut the net. Thus it escaped. Thereafter, the mouse and the lion became friends. They lived happily in the forest afterwards.

- d. dengan benar dengan proses yang benar mendapatkan skor 10 Perhitungan skala 0-100 sebagai berikut:

$$\text{Remus pemerolehan nilai} = \frac{\text{jumlah skor yang diperoleh}}{\text{jumlah skor maksimal}} \times 100\%$$

Appendix II

Name :

Class :

Reading

The Sea Eagle

There is an eagle nesting on the tree top near my grandparent's house in Pagandaran. It was a sea eagle. The color of its feathers is light brown. It has a strong and sharp yellowish beak. Its claws are very sharp. It hunts for fish in the sea, but sometimes it hunts chickens and small birds. Eagles have many sizes, shapes, and colors, but the sea eagle is easy to recognize it has a strong a streamlined, sharp beak and a streamlined body. Its forelimbs (or arms) serve as wings. This means that they are of little use for anything except flaying. It walks on two legs and has a very flexible neck and strong beak to handle foods, to care for its feathers ad for many other jobs that no-flaying animals do with paws, claws, or hands on their forelimbs

A. Answer the following question based on the text.

1. What is the title of the paragraph above?
 - a. The eagle sea
 - b. The sea eagle
 - c. The eagle
 - d. The bird
2. Where is the sea eagle making a nest?
 - a. At the sea
 - b. At the forest
 - c. At tree top my grandparent's house
 - d. At tree top my house
3. Where my grandparents live?
 - a. Pagandaran
 - b. Pinrang
 - c. Pare-Pare
 - d. Polewali
4. What color are the sea eagle feathers?
 - a. Black
 - b. Green
 - c. Light brown
 - d. White
5. What is the sea eagle hunt for food?
 - a. Fish, goat and human
 - b. Human, fish and chicken
 - c. Small bird, butterfly and snake
 - d. Chicken, fish and small bird.
6. How many legs the sea eagle had?
 - a. Seven
 - b. Five
 - c. Six
 - d. Two
7. This paragraph explains about?
 - a. Animal kingdom
 - b. Snake
 - c. Kind of eagle
 - d. The sea eagle
8. Does a sea eagle easy to recognize?
 - a. Yes, it is
 - b. No
 - c. Sometime easy
 - d. Maybe
9. Do the sea eagle..... Sky?
 - a. Walk
 - b. Run
 - c. Dive
 - d. Fly
10. Here the part of body the sea eagle, EXCEPT
 - a. Claw
 - b. Wings

- c. Nose
- d. Feathers

KEY TEST

1. What is the title of the paragraph above?
 - e. The eagle sea
 - f. *The sea eagle***
 - g. The eagle
 - h. The bird
2. Where is the sea eagle making a nest?
 - e. At the sea
 - f. At the forest
 - g. *At tree top my grandparent's house***
 - h. At tree to my house
3. Where my grandparents live?
 - e. *Pagandaran***
 - f. Pinrang
 - g. Pare-Pare
 - h. Polewali
4. What color are the sea eagle feathers?
 - e. Black
 - f. Green
 - g. *Light brown***
 - h. White
5. What is the sea eagle hunt for food?
 - e. Fish, goat and human
 - f. Human, fish and chicken
 - g. Small bird, butterfly and snake
 - h. *Chicken, fish and small bird.***
6. How many legs the sea eagle had?
 - e. Seven
 - f. Five
 - g. Six
 - h. *Two***
7. This paragraph explains about?
 - e. Animal kingdom
 - f. Snake
 - g. Kind of eagle
 - h. *The sea eagle***
8. Does a sea eagle easy to recognize?
 - e. *Yes, it is***
 - f. No
 - g. Sometime easy
 - h. Maybe
9. Do the sea eagle..... Sky?
 - e. Walk
 - f. Run
 - g. Dive
 - h. *Fly***
10. Here the part of body the sea eagle, EXECPT
 - e. Claw
 - f. Wings
 - g. *Nose*
 - h. *Feathers***

Questionnaire

Name :

Class :

No	Item	SS	S	N	TS	STS
1.	mata pelajaran bahasa inggris dalam kelas sangat menyenangkan					
2.	memulai pembelajaran bahasa inggris wajib membaca doa terlebih dahulu					
3.	metode yang digunakan dalam belajar bahasa inggris menarik					
4.	anda bisa memahami pembelajaran bahasa inggris dengan cepat					
5.	Belajar bahasa inggris itu mudah					
6.	Belajar bahasa inggris itu membosankan					
7.	anda selalu tertekan bila belajar bahasa inggris					
8.	anda selalu memikirkan hal-hal lain jika sedang belajar bahasa inggris					
9.	anda takut belajar bahasa inggris					
10.	metode pembelajaran bahasa inggris tidak menyenangkan					

Pre-test

Name : _____

Class : _____

1 Complete the dialogue with suitable expression.

<ul style="list-style-type: none"> ○ <i>Should take an action about this.</i> ○ <i>What do you think.</i> ○ <i>To provide more dustbin.</i> 	<ul style="list-style-type: none"> ○ <i>Look at that, it's so dirty.</i> ○ <i>I personally think it's a good action to do.</i> ○ <i>That's really good things</i>
--	--

A : Oh.... No. Look at that, it's so dirty.

B : Yeah, and the smell is not good too.
The students are still careless to throw the rubbish everywhere.

A : The school should take an action about this.

B : I agree with you, _____ if we make a poster about keeping our environment clean

A : Well, I personally think it's a good action to do. We can also ask the headmaster _____ in school.

B : _____ . Let's do that

2 Complete the dialogs and choose the right statements to make a good conversation.

- g. I'm not sure
h. Any idea?
i. That's a good idea!
- j. I agree
k. I don't agree.

Tom : Our earth is getting hotter. It's because a lot of illegal logging, greenhouse effects, air pollution from carbon dioxide, and much more. What should we do? _____(1)

Jerry : Hmm, I think we must... do prohibition to use the vehicles.

Tom : _____ (2). Your idea is too excessive. It's impossible. What do you think?

Neil : I think we must stop factory activities that damage the rivers for a while?

Kelvin : _____ (3). I think I must do reposition along way. We must cooperate with many people.

Jerry : That's right! I know what you mean.

Kelvin : But, we have a problem here.

Tom : What's that?

Kelvin : Where we can get the plants?

Neil : My grandma sells a lot of plants. So, we can buy it.

Jerry : _____ (4)

3 Read the story and Answer the question below

The lion and the mouse

Once upon a time there lived a lion in a forest. One day after a heavy meal. It was sleeping under a tree. After a while, there came a mouse and it started to play on the lion. Suddenly the lion got up with anger and looked for those who disturbed its nice sleep. Then it saw a small mouse standing trembling with fear. The lion jumped on it and started to kill it. The mouse requested the lion to forgive it. The lion felt pity and left it. The mouse ran away.

On another day, the lion was caught in a net by a hunter. The mouse came there and cut the net. Thus, it escaped. Thereafter, the mouse and the lion became friends. They lived happily in the forest afterwards.

- I. What the title of the story
 - a. The Dragon and the mouse
 - b. The Lion and the sheep
 - c. The lion and the mouse
 - d. The lizard and the bird
- II. Why the lion anger to the mouse?
 - a. The mouse makes the lion wake-up
 - b. The mouse sleeping
 - c. The mouse eats the long tail
 - d. The mouse eats the hunter
- III. Why the lion and the mouse became friends?
 - a. The hunter saves the lion
 - b. The lion save the mouse
 - c. The hunter saves the mouse and the lion
 - d. The mouse saves the lion from the hunter

1 Complete the dialogue with suitable expression.

<ul style="list-style-type: none"> ○ <i>Should take an action about this.</i> ○ <i>What do you think.</i> ○ <i>To provide more dustbin.</i> 	<ul style="list-style-type: none"> ○ <i>Look at that, it's so dirty.</i> ○ <i>I personally think it's a good action to do.</i> ○ <i>That's really good things</i>
--	--

A : Oh.... No. Look at that, it's so dirty.

B : Yeah, and the smell is not good too.
The students are still careless to throw the rubbish everywhere.

A : The school should take an action about this.

B : I agree with you, what do you think if we make a poster about keeping our environment clean

A : Well, I personally think it's a good action to do. We can also ask the headmaster to provide more dustbin in school.

B : I personally think it's a good action to do. Let's do that

2 Complete the dialogs and choose the right statements to make a good conversation.

- | | |
|------------------------|-------------------|
| l. I'm not sure | o. I agree |
| m. Any idea? | p. I don't agree. |
| n. That's a good idea! | |

Tom : Our earth is getting hotter. It's because a lot of illegal logging, greenhouse effects, air pollution from carbon dioxide, and much more. What should we do? Any idea?(1)

Jerry : Hmm, I think we must... do prohibition to use the vehicles.

Tom : I don't agree (2). Your idea is too excessive. It's impossible. What do you think?

Neil : I think we must stop factory activities that damage the rivers for a while?

Kelvin : I'm not sure (3). I think I must do reposition along way. We must cooperate with many people.

Jerry : That's right! I know what you mean.

Kelvin : But, we have a problem here.

Tom : What's that?

Kelvin : Where we can get the plants?

Neil : My grandma sells a lot of plants. So, we can buy it.

Jerry : thus a good idea (4)

3 Read the story and Answer the question below

The lion and the mouse

Once upon a time there lived a lion in a forest. One day after a heavy meal. It was sleeping under a tree. After a while, there came a mouse and it started to play on the lion. Suddenly the lion got up with anger and looked for those who disturbed its nice sleep. Then it saw a small mouse standing trembling with fear. The lion jumped on it and started to kill it. The mouse requested the lion to forgive it. The lion felt pity and left it. The mouse ran away.

On another day, the lion was caught in a net by a hunter. The mouse came there and cut the net. Thus, it escaped. Thereafter, the mouse and the lion became friends. They lived happily in the forest afterwards.

IV. What the title of the story

- | | |
|-----------------------------|----------------------------------|
| e. The Dragon and the mouse | g. The lion and the mouse |
| f. The Lion and the sheep | h. The lizard and the bird |

V. Why the lion anger to the mouse?

- | | |
|--|---------------------------------|
| e. The mouse makes the lion wake-up | g. The mouse eats the long tail |
| f. The mouse sleeping | h. The mouse eats the hunter |

VI. Why the lion and the mouse became friends?

- | | |
|--|--|
| e. The hunter saves the lion | h. The mouse saves the lion from the hunter |
| f. The lion save the mouse | |
| g. The hunter saves the mouse and the lion | |

Post test

Name : _____

Class : _____

1. Complete the opinion sentence below with the correct answer

<input type="radio"/> <i>Should take an action about this.</i>	<input type="radio"/> <i>Look at that, it's so dirty.</i>
<input type="radio"/> <i>What do you feel about.</i>	<input type="radio"/> <i>I personally think it's a good action to do.</i>
<input type="radio"/> <i>To provide more dustbin.</i>	<input type="radio"/> <i>In my opinion.</i>

Hendra: hay ado, how are you today?

Ado : fine Hendra...

Hendra: what happen? Do you have any problem!

Ado : _____ our friend's Mila

Hendra: _____ She is nice and also beautiful too, why you ask?

Ado : na... just asking.

2. Complete the dialogs and choose the right statements to make a good conversation.

- | | |
|------------------------|-------------------|
| a. I'm not sure | d. I agree |
| b. Any idea? | e. I don't agree. |
| c. That's a good idea! | |

Asrul : where you want to go this summer, Anwar?

Anwar : I'm not sure, I think I want to stay home.

Asrul : it is too boring stay at home.

Anwar : _____

Asrul : how about we go to cave in Bamba.

Anwar : _____

Asrul : ok I will call Ado, Hendra, and Kadir to join us.

Anwar : _____

3. Read the story and Answer the question below

The Fox and The Bird

One day, a fox saw a bird sitting on the branch of a tree. In its mouth the bird had some food. The fox wanted this food because he was very hungry.

“You are beautiful birds,” the fox said, “but can you sing?”

“Of course I can sing,” thought the bird, “this is a very stupid fox.” He opened his mouth to sing and dropped the food. The fox caught the food and said, “Yes, you can sing, and you are very beautiful, but you are not very smart.” And the fox ran away with the food.

From reading with understanding 3

By K. Methold, J.B. Heaton and Bolsius, p.23

1. Why did the fox want the food?
 - a. The Fox like The Bird
 - b. The Fox very hungry
 - c. The Bird like The Fox
 - d. The Bird very hungry

2. Why did the bird open its mouth?
 - a. The Bird want to sing
 - b. The Bird want to fly
 - c. The Bird want to eat
 - d. The Bird want to sleep

3. Why did the bird want to sing?
- a. The Fox asks the bird to sing
 - b. The other birds at the bird to sing
 - c. The Bird as The Fox to sing
 - d. The Fox as the meat to sing
4. What is the moral of the story?
- a. Don't eat meat too much
 - b. Eat meat as you can
 - c. Don't be easy to trust new people
 - d. Sing a song went you get a mate
5. What did the fox do when the bird dropped the food?
- a. The Fox gives the bird the meat
 - b. The Fox ran away with the food
 - c. Wait The Bird finish it sings
 - d. Say thank you to The Bird

Key Post test

1. Complete the opinion sentence below with the correct answer

Hendra: hay ado, how are you today?

Ado : fine Hendra...

Hendra: what happen? Do you have any problem!

Ado : what do you feel about our friend's Mila

Hendra: in my opinion She is nice and also beautiful too, why you ask?

Ado : na... just asking.

2. Complete the dialogs and choose the right statements to make a good conversation

Asrul : where you want to go this summer, Anwar?

Anwar : I'm not sure, I think I want to stay home.

Asrul : it is too boring stay at home.

Anwar : any idea

Asrul : how about we go to cave in Bamba.

Anwar : That's a good idea!

Asrul : ok I will call Ado, Hendra, and Kadir to join us.

Anwar : I agree

3. Read the story and Answer the question below

The Fox and The Bird

1. Why did the fox want the food?
 - a. The Fox like The Bird
 - b. The Fox very hungry**
 - c. The Bird like The Fox
 - d. The Bird very hungry
2. Why did the bird open its mouth?
 - a. The Bird wants to sing**
 - b. The Bird wants to fly
 - c. The Bird wants to eat
 - d. The Bird wants to sleep
3. Why did the bird want to sing?
 - a. The Fox asks the bird to sing**
 - b. The other birds at the bird to sing
 - c. The Bird as The Fox to sing
 - d. The Fox as the meat to sing
4. What is the moral of the story?
 - a. Don't eat meat too much
 - b. Eat meat as you can
 - c. Don't be easy to trust new people**
 - d. Sing a song went you get a mate
5. What did the fox do when the bird dropped the food?
 - a. The Fox gives the bird the meat
 - b. The Fox ran away with the food**
 - c. Wait The Bird finish it sings
 - d. Say thank you to The Bird

Appendix III





CURRICULUM VITAE



Kadir or Kadir Jo, a student of English Study Program in STAIN Parepare was born in Tarokko, Pinrang on July 24th 1991. He is the third children from the five siblings from the endless loving couple, Basir and Hasnah. He graduated on SD 267 Tarokko, SMP Negeri 2 Batulappa and then he continues his study in SMK Sawitto Pinrang. After graduating, he continued, again, his study in Parepare with English study program as his mayor in STAIN Parepare. In this collage, he was member of Senator Mahasiswa (SEMA) period 2014-2015 and 2015-2016, he was the leader of Partai Amanah Mahasiswa (PAM) period 2014-2016, he also was a member of Pergerakan Mahasiswa Islam Indonesia (PMII) STAIN Parepare and member of Ikatan Pelajar Mahasiswa Letta (IPMAL) Parepare.



**KEMENTERIAN AGAMA R.I.
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN)
PAREPARE**

Alamat : JL. Amal Bhakti No. 08 Soreang Kota Parepare ☎ (0421)21307 📠 (0421) 24404
Website : www.stainparepare.ac.id Email: email.stainparepare.ac.id

Nomor : Sti.08/PP.00.9/1090 /2016
Lampiran : -
Hal - : Izin Melaksanakan Penelitian

Kepada Yth.
Kepala Daerah KAB. PINRANG
Cq. Badan Kesatuan Bangsa dan Politik
di

KAB. PINRANG

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) PAREPARE :

Nama : KADIR
Tempat/Tgl. Lahir : TAROKKO, 24 Juli 1991
NIM : 11.1300.110
Jurusan / Program Studi : Tarbiyah dan Adab / Pendidikan Bahasa Inggris
Semester : X (Sepuluh)
Alamat : PATIORANG, DESA BATULAPPA, KEC. BATULAPPA,
KAB. PINRANG

Bermaksud akan mengadakan penelitian di wilayah **KAB. PINRANG** dalam rangka penyusunan skripsi yang berjudul :

"THE IMPLEMENTATION OF HYPNITEACHING METHOD TO INCREASE THE STUDENTS CONCETRATION IN LEARNING ENGLISH OF SMP NEGERI 2 BATULAPPA"

Pelaksanaan penelitian ini direncanakan pada bulan **Mei** sampai selesai.

Sehubungan dengan hal tersebut diharapkan kiranya yang bersangkutan diberi izin dan dukungan seperlunya.

Terima kasih,

Parepare, 13 Mei 2016

A.n Ketua

Wakil Ketua Bidang Akademik dan
Pengembangan Lembaga (APL)



[Signature]
Drs. Muh. Djunaidi, M.Ag.
NIP. 195412311991031032



**PEMERINTAH KABUPATEN PINRANG
DINAS PENDIDIKAN PEMUDA DAN OLAHRAGA
SMP NEGERI 2 BATULAPPA**

Jl. Puang Sulebatang Kec. Batulappa Kab. Pinrang Kode Pos 91253

SURAT KETERANGAN

Nomor: 421.3 / 108 / SMP. 072 / 2016

Yang bertanda tangan di bawah ini Kepala SMPN 2 Batulappa Kabupaten Pinrang,
Menerangkan bahwa Mahasiswa tersebut di bawah ini :

Nama : **KADIR**
Tempat / Tanggal Lahir : Tarokko, 24 Juli 1991
NIM : 11.1300.110
Jurusan / Program Studi : Tarbiyah dan Adab / Pendidikan Bahasa Inggris
Semester : X (Sepuluh)
Alamat : Patiorang, Desa Batulappa, Kec Batulappa, Kab. Pinrang

Dinyatakan bahwa Mahasiswa yang tersebut di atas, benar telah melaksanakan penelitian di
SMP Negeri 2 Batulappa, dalam rangka penyusunan skripsi yang berjudul :
***"THE IMPLEMENTATION OF HYPNITEACHING METHOD TO INCREASE THE STUDENTS
CONCETRATION IN LEARNING ENGLISH OF SMP NEGERI 2 BATULAPPA"***.

Demikian Surat Keterangan ini di berikan untuk di gunakan sebagaimana mestinya.

Batulappa, 16 Mei 2016

Mengetahui,
Kepala SMPN 2 Batulappa



NASARULLAH, S.Pd., M.Pd
NIP. 19670916 199103 1 011



PEMERINTAH KABUPATEN PINRANG
SEKRETARIAT DAERAH
Jln. Bintang No. 01 Telp (0421) 923 056 – 922 914 - 923 213
PINRANG

Pinrang 13 Mei 2016
Kepada

Nomor : 070 / 200 / Kemas.

Yth Kepala SMP Negeri 2 Batulappa
di-

Lamp. :
Perihal : Izin/Rekomendasi Penelitian.

Batulappa.

Berdasarkan Surat Ketua Sekolah Tinggi Agama Islam Negeri (STAIN) Pare-Pare Nomor :Sti.08/PP.00.9/1090/2016 tanggal 13 Mei 2016 Perihal Izin Melaksanakan Penelitian, untuk maksud tersebut disampaikan kepada Saudara bahwa :

Nama : Kadir
Nim : 11.1300.110
Jenis Kelamin : Laki-Laki
Pekerjaan/Prog Study : Mahasiswa / Tarbiyah dan adab / Pendidikan Bahasa Inggris
Alamat : PATIORANG, DESA BATULAPPA, KEC. BATULAPPA
Telephone : 089631311132.

Bermaksud mengadakan Penelitian di Daerah / Instansi Saudara dalam rangka Penyusunan Skripsi dengan judul "THE IMPLEMENTATION OF HYPNOTEACHING METHOD TO INCREASE THE STUDENTS CONCENTRATION IN LEARNING ENGLISH OF SMP NEGERI 2 BATULAPPA" yang pelaksanaannya pada tanggal 13 Mei s/d 13 July 2016.

Sehubungan dengan hal tersebut di atas, pada prinsipnya kami menyetujui untuk memberikan izin penelitian dengan ketentuan bahwa :

1. Sebelum dan sesudah melakukan Penelitian kepada yang bersangkutan melapor kepada Bupati Pinrang melalui Kepala Bagian Administrasi Kemasyarakatan SETDA Kabupaten Pinrang.
2. Penelitian tidak menyimpang dari Ketentuan Perundang-Undangan yang berlaku.
3. Mentaati semua Ketentuan Perundang-Undangan yang berlaku dan mengindahkan Adat Istiadat Daerah setempat.
4. Menyerahkan 2 (Dua) rangkap Laporan Hasil Penelitian Kepada Bupati Pinrang melalui Kepala Bagian Administrasi Kemasyarakatan SETDA Kabupaten Pinrang.
5. Surat izin ini akan dicabut dan dinyatakan tidak berlaku apabila yang bersangkutan tidak mentaati Ketentuan Perundang- Undangan yang berlaku.

Demikian izin rekomendasi ini disampaikan kepada Saudara untuk diketahui dan pelaksanaan sebagaimana mestinya.

An. SEKRETARIS DAERAH
Asisten Pemerintahan dan Kesra
SETDA
Drs. MANTONG, M.Si
Pangkat : Pembina Utama Muda
NIP : 19611231 199203 1 058

Tembusan:

1. Bupati Pinrang sebagai laporan di Pinrang;
2. Dandim 1404 Pinrang di Pinrang;
3. Kapolres Pinrang di Pinrang;
4. Kepala Dinas DIKORA Kab.Pinrang;
5. Kepala Kementerian Agama Kab.Pinrang di Pinrang;
6. Kepala Kantor Kesbang,Politik dan Linmas Kab.Pinrang di Pinrang;
7. Ketua STAIN Parepare di Parepare;