

# **CHAPTER I**

## **INTRODUCTION**

This chapter is divided into six parts. Each part elaborates a brief description of the background of the study, research question, research purpose, the significance of the research, conceptual framework, and previous study.

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

The study aims to investigate the technique of hypnoteaching in teaching English grammar. Hypnoteaching is a creative, unique, engaging, and imaginative way of teaching (Astuti, 2015). Using this technique, the teacher prepares students before the learning process begins by paying attention to students' emotional and psychological aspects. This is accomplished by making suggestions to students through encouragement, stories, and positive words that encourage students to be ready in the learning activity. Teaching process through a variety of techniques, methods, or practical suggestions for enjoyment learning is needed. So, students could easily accept and understand the learning process to get the goal of learning itself. Conceivably, the role of the teacher to create effective learning is essential. Teaching behaviours were crucial to student's achievement and teachers' beliefs about teaching, their subject knowledge, and their self-efficacy (Mujis & Reynolds, 2017).

Since the primary function of grammar in teaching a foreign language has been a controversial issue throughout the years, grammar teaching in language classes, including the methods for teaching grammar, has become the focus of discussion (Polat, 2017). Barbara Dykes (2007) states that grammar is a meta-language: a language talking about language. This statement indicates that grammatical knowledge is required for skilled language users. Grammar skills assist students in arranging words and messages and making them intelligible in mastering grammar. Grammar teaching and grammatical accuracy may be seen as critical components in supporting students to communicate in English. To make grammar teaching a cornerstone of meaningful learning, the teacher must adopt

various methods and techniques of teaching grammar through games, films, and images (Polat, 2017).

Grammar is presently taught as a separate entity in most schools and universities, and English language learners acquire it simply by learning the rules of the language. Furthermore, instead of being taught descriptively, grammar is taught prescriptively (Rao, 2019). As a corollary, students are still unable to showcase their abilities in either speech or writing. English teachers should recognize the condition and strive to figure out a solution for students to master the language by using the grammar they learned in English classes. Furthermore, English teachers should comprehend the students' real-life situations and strive to take suitable actions to help them enhance their English language learning skills. Moreover, teachers must emphasize grammar while employing various methods, approaches, and techniques for teaching English.

The study conducted by Fitriani et al. (2021) focuses on student's motivation to learn English using the Hypnoteaching method. This study used descriptive quantitative approach. The researcher used a questionnaires and documentation to collect the data. The second study conducted by Syahfutra (2021) focuses on the implementation of hypnoteaching in increasing motivation to learn English for senior high school in Pekanbaru. This study used descriptive quantitative approach with a quasi- experimental design and provide pre-test and post-test. However, the current research is different from the previous ones. The previous studies employed quantitative approach and focus on motivation of learning English.

From the background above, hypnoteaching might be a solution that can help the effective learning process to happen. This teaching technique improvises a learning method that uses positive suggestions to reach the students' subconscious mind. Hence, it can be used to help the learning process in teaching English grammar. This research is expected to be beneficial for encouraging the students to learn English grammar and hoped to support the English teacher in designing a classroom through practical English grammar that can overcome the students' difficulties. Due to the reasons, this study specifically focuses on investigating the

hypnoteaching technique in teaching English grammar. The study's results can be utilized to evaluate or to examine teachers' strategies for teaching English grammar.

## **B. Research Question**

Regarding the problem mentioned in the background, the research questions were listed as follows:

1. How is the process of teaching English grammar with the hypnoteaching technique?
2. What are the teacher's and students' perceptions on teaching-learning English grammar using the hypnoteaching technique?

## **C. Research Purpose**

Regarding the research problem above, this research aims to:

1. Describe the process of hypnoteaching technique is used in teaching English grammar.
2. Describe the teacher's and students' perceptions on teaching English grammar using the hypnoteaching technique.

## **D. The Significance of the Research**

Practically, this study is expected to provide several benefits to help the teacher guide the students on developing their enthusiasm, learning, and eliminate the theory that grammar is tough to comprehend. Besides, it can help all teachers consider hypnoteaching techniques, especially in English, the teaching and learning process of English grammar.

Theoretically, this study is intended to figure out the benefits of hypnoteaching techniques in learning and teaching activities. This research is expected to be valuable information in the academic field, particularly in learning and teaching English grammar.

## **E. Conceptual Framework**

This study is conducted by several related theories including:

### **1. Teaching English to Indonesian Students**

Teaching delivers learning educational content that can receive, respond with, master, and develop learning materials. Schlechty (2004) defines teaching as an art of inducing students to behave in ways assumed to lead to learning, including an attempt to persuade students to act. Schlechty meant that teaching is ‘an art’ because the teacher must create situations to facilitate learning and motivate learners to be interested in what is being transmitted. In Indonesia, English is taught from childhood (Gayo and Widodo 2018). It is studied from primary school until senior high school. Besides studying English for many years, most Indonesian students still struggle with it. It is necessary to understand some learning and teaching techniques for English to aid the learning process. Biggs (1991), a cognitive psychology expert, divides the concept of teaching into three types of understanding:

- a. Quantitative understanding (teaching means the transmission of knowledge).
- b. Institutional understanding (teaching is the efficient organization of teaching skills, namely the efficient structuring of all teaching skills).
- c. Qualitative understanding (teaching means facilitating learning, which is an effort to help reduce student learning activities).

### **2. Teaching English Grammar**

Teaching English grammar and grammatical correctness have generally been seen as essential for assisting students in communicating in the target language. Since the primary function of grammar in teaching a foreign language has been a controversial topic throughout the years, the best techniques to teach grammar have been a highly debated issue ( Polat 2017). Teachers' important aim in teaching grammar is to teach the language's structure methodically and ensure that their students have a good command of the language to create the omitted grammatical structures properly in the natural context, whether spoken or written.

As there are many diverse methods, approaches, and strategies for teaching grammar, English teachers have used various techniques in their classes. Additionally, grammar is taught deductively in most classes because English teachers believe it relieves their workload. After all, teaching grammar inductively takes more time and effort.

Furthermore, rather than sticking to one or two approaches while teaching grammar, English teachers should focus on strategies in their teaching. Grammar is essential in English language teaching, and current and well-trained teachers should use a variety of approaches in their classes and comprehend the relevance of grammar in various English language teaching techniques. So, proper teaching is needed by them in learning grammar

### **3. Hypnoteaching for teaching English grammar**

The word hypnoteaching is a combination of two words, hypnosis and teaching. Hypnosis means suggesting, and teaching means education. It can be interpreted that hypnoteaching is the skill of communicating in the teaching process by exploring the subconscious in a quiet way that students become focused, relaxed and suggestive in accepting the subject matter provided. Hypnoteaching is concerned with giving suggestions. In line with the findings by Bobby DePotter and Mike Hernacki (in Ratnawati, 2005, p. 61) that the experiments conducted by George Lozanov, who is trained in suggestopedia, are based on the theory that recommendations can and will impact circumstances and learning outcomes. It is an improvisation of a learning method that uses positive suggestions to reach students' subconscious.

In presenting the material, this learning method employs an unconscious process that can rekindle students' interest in learning. It is one technique that combines hypnosis, communication, psychology, and classroom teaching techniques. Mostly in delivering the courses, the teacher uses subconscious languages, — for example, persuasive speeches, which will be of particular interest to students. It is a way of delivering content that motivates the students to learn by an unconscious process. It can be concluded that teaching English

grammar using the hypnoteaching technique is expected to help students' interest and relaxation during the learning process.

## **F. Previous Studies**

Related to the topic, the study conducted by Fitriani et al. (2021) shows a positive effect of using the hypnoteaching method on students' motivation in learning English. This study used descriptive quantitative approach by using questionnaires and documentation to collect the data. It demonstrates that the score questionnaire using the Hypnoteaching technique was higher than the score questionnaire without using the Hypnoteaching method. Another study conducted by Jaelani (2017) revealed how hypnoteaching enhances students' knowledge of the Simple Present Tense. This study is known as Classroom Action Research. Then, a study by Halim et al. (2019) shows the purpose of the study is to investigate the effectiveness of hypnoteaching in learning grammar and students' motivation during the learning process. Next, Polat (2017) also stated the role of grammar in teaching a foreign language had been a contentious topic over the years, the methods for teaching grammar have been the subject of intense debate. Meanwhile, an attitude study by Navaz et al. (2017) stated the study did not directly observe grammar in teaching methods and did not get a detailed view of teachers. A future study is necessary to investigate grammar teaching, primarily to identify the techniques applied in grammar teaching and their effect and identify constraints in grammar teaching.

However, this study is different from the previous studies. This present study will be conducted with a qualitative approach and focus on investigating the technique of hypnoteaching in teaching English grammar in Junior High School. Hypnoteaching might be an exciting solution that can help the learning process for both students and teachers. The benefit of learning hypnoteaching teaching-learning that Braid (1860) stated is the approach is more integrated, and there is better collaboration between teachers and students. So, this study is expected to be beneficial for encouraging the students to learn English grammar and hoped to

support the English teacher in designing a classroom through practical English grammar. Moreover, it can help the learning process in teaching English grammar.

