IMPROVING VOCABULARY MASTERY
OF THE EIGHTH GRADE STUDENTS OF
SMP XAVERIUS 3 PALEMBANG
TROUGH HYPNOTEACHING

A Thesis by

MEUTIA UTARI ULFAH

Student Number: 06111401021

English Education Study Program

Language and Arts Education Department

FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

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INDERALAYA
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Approved by,

Advisor 1,
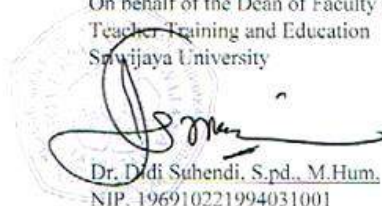
Dra. Rita Hayati, M.A.
NIP. 196006161988032002

Advisor 2,

Hariswan P.J., S.Pd., M.Pd.
NIP. 197408022002121003

Certified by,
Head of Language and Arts Department.

On behalf of the Dean of Faculty of
Teacher Training and Education
Sriwijaya University

Dr. Didi Suhendi. S.pd., M.Hum.
NIP. 196910221994031001

Head of English Education
Study Program.

Hariswan P.J., S.Pd., M.Pd.
NIP. 197408022002121003

This thesis was defended by the writer in the final program examination and was approved by the examination committee on:
Day : Monday
Date: July 23rd, 2018

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Meutia Utari Ulfah

Student Number: 06111401021

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Day   : Monday

Date   : July 23rd, 2018

EXAMINATION COMITTEE APPROVAL:

1.	Chairperson	: Dra. Rita Hayati, M.A.
2.	Secretary	: Hariswan P.J., S.Pd., M.Pd.
3.	Member	: Drs. Muslih Hambali, M.L.I.S
4.	Member	: Dra. Zuraida, M.Pd
5.	Member	: Fiftinova, SS., M.Pd.

Palembang,
Certified by,
Head of English Education Study Program,

Hariswan P.J., S.Pd., M.Pd.
NIP. 197408022002121003

DECLARATION

I, the undersigned,

Name   : Meutia Utari Ulfah

Place/date of birth   : Muara Enim, August 24th 1993

Student's Number   : 06111401021

Study Program   : English Education

Certify that thesis entitled "Improving Vocabulary Mastery of The Eighth Grade Students of SMP Xaverius 3 Palembang Through Hypnoteaching Method" is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

Palembang, July 23rd 2018

The Undersigned,

Meutia Utari Ulfah

06111401021

DEDICATION

This thesis is dedicated to:

- Allah SWT, for blessing, love and help.
- My inspiring parents, Father (Muzakir) and Mother (Mahizul Hidayah), thank you for your endless love, support and encouragement.
- My lovely brother (Abdurrachman Reza) and sister (Atikah Dwi Septiah), thank you for being the pillows, role models, cheerleading squad and sounding boards I have needed.

MOTTO:
"The best pleasure in life is doing what people say you cannot do."

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Palembang, July 23rd 2018
The writer,

Meutia Utari Ulfah

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IMPROVING VOCABULARY MASTERY OF THE EIGHTH GRADE STUDENTS OF SMP XAVERIUS 3 PALEMBANG THROUGH HYPNOTEACHING METHOD

ABSTRACT

This study was aimed to find out: whether or not using Hypnoteaching can improve the vocabulary mastery of the eighth grade students of SMP Xaverius 3 Palembang. The sample of this study was 66 eighth grade students of SMP Xaverius 3 Palembang which was chosen by using purposive sampling. The sample was divided into two groups, that is, experimental and control groups. Each group had 33 students. To collect the data, each group was given pretest and posttest. The data were analyzed by using t-test and independent sample t-test using SPSS version 23. The significant result was supported by the value of 0.00 (2-tailed) in which was lower than 0.05 (0.000 < 0.05). It means that the mean difference in the pre-test and the post-test in the experimental group was significantly different. It can be stated that the null hypothesis (Ho1) was rejected and the alternative hypothesis (Ha1) was accepted. In conclusion, Hypnoteaching was effective to in teaching vocabulary and motivation for the eighth grade students of SMP Xaverius 3 Palembang.

Keywords: *Hypnoteaching, Vocabulary*

A Thesis of English Education Study Program Student, Faculty Teacher Training of Education, Sriwijaya University 2018

Name   : Meutia Utari Ulfah
Student Number : 06111401021

Advisor 1,   Advisor 2,

Dra. Rita Hayati, M.A.   Hariswan P.J., S.Pd., M.Pd.
NIP. 196006161988032002   NIP. 197408022002121003

Head of English Education Study
Program,

Hariswan P.J., S.Pd., M.Pd.
NIP. 197408022002121003

CHAPTER I

INTRODUCTION

This chapter presents (1) background, (2) problem of the study, (3) research objective, and (4) significances of the study.

1.1 Background

In Indonesia, English has become one of the subjects at junior high school, and senior high school. Teacher is one of the aspect who play important roles in helping students to reach high levels in learning English. It is the reason why the teacher should used strategy to make students understand English lessons easily. In this regard, Soedijarto (1993) states that the quality of education is largely determined by the quality of teaching-learning process, and therefore, a decline in the quality of education, which first must be assessed is the quality of the teaching-learning process. That is because the concrete form of education is the teaching-learning process.

Currently, many kinds of teaching methods are used by teachers in order to make the learning process more efficient. Each teacher has a different way of teaching. The difference in strategies used in teaching in the class gives a different result.

Soedijarto (2011) also states that the quality of teaching and learning process is determined partly by the approach or teaching method used by teachers. In the past - perhaps still - teachers often use the lecture method when teaching; active teachers speak to the class while the learners listen to what is conveyed by the teacher while, if necessary, take notes. The method does not make clear so learners learn optimally. Recently, the teacher have introduced introduced a variety of approaches or methods of teaching that can empower learners. One of them is Hypnoteaching.

Hypnoteaching is one of the methods used by teachers to improve students' English language. Hypnoteaching is a method that uses positive suggestion to reach the subconscious of the students in order to create an atmosphere that is fun and interesting to learning English language.

Novian (2010), explains that hypnoteaching involves conscious and unconscious mind. Hypnoteaching learning method is learning method delivering lesson material by using unconscious language to emerge suggestion for the students into full concentration about materials explained by the teachers because unconscious mind has a large dominant to working process of our brain and hypnoteaching is a combination of five teaching learning methods such as quantum learning, accelerate learning, power teaching, Neuro Linguistic Programming (NLP) and hypnosis.

Each English learning method has advantages and disadvantages. According to Asri (2012), the advantage of learning Hypnoteaching teaching-learning is that process is more dynamic and there is good interaction between educators and learners. Learners can develop according to their talents and interests.

The weakness of learning Hypnoteaching is this method has not been widely used by educators in Indonesia. The number of learners who were in the class, causing a lack of time from educators to give attention to students one by one participant.

Hammed (2010) states that vocabulary is comprised of four skills, they are writing, reading, listening and speaking. A good mastery of vocabulary helps the learners to express their ideas precisely. By having many stock of word, learners be able to comprehend the reading materials, catch other talking, give response, speak fluently and write some kind of topics. On the contrary, if the learners do not recognize the meaning of the words use by those who address them, then be unable to express some ideas or unable to ask for information.

Bennet (2009) states that there are three importance of vocabulary. They are:

1. Increasing your vocabulary allows you to use more descriptive words to better communicated you thoughts.
2. Understanding the meaning of more words will allow you to understand information that you are reading or listening thus increasing your retention.
3. Increasing vocabulary will help your verbal communication flow and allow you to start eliminating noises such as "umm" or "uhhh".

The students need vocabulary to improve communicative ability in English. The more word students know, the more student be able to understand what students hear and read.

Hypnoteaching is a blend of lessons which unites the conscious mind and the subconscious. Hypnoteaching is a unique way of teaching, creative, and imaginative (Wartini 2012).

This study conducted at SMP Xaverius 3 Palembang. Based on the informal interview with English teacher of SMP Xaverius 3 Palembang on March 8th, 2016, most of the students still have difficulties in study English because the students do not know how to understand the meaning of word correctly. Moreover, they do not have enough vocabularies to recognize the passage. This makes their vocabulary test below the passing grade (KKM/*Kriteria Ketuntasan Minimal*) which is 75.

Based on the principles above the writer has the assumption that Hypnoteaching has criteria as the method to improve vocabulary mastery in SMP Xaverius 3 Palembang. It focused on the vocabulary mastery, critical thinking, and comprehension. The writer hopes this method can give contribution to problems of English learning process. Based on the background, the writer is interested in conducting research on English learning to use hypnoteaching. The writer gives this research title "**IMPROVING VOCABULARY MASTERY OF THE EIGHTH GRADE STUDENTS OF SMP XAVERIUS 3 PALEMBANG THROUGH HYPNOTEACHING METHOD.**"

1.2 The Problem of the Study

Based on the background above, the problem of this study can be formulated in the following question: "Is Hypnoteaching effective in improving vocabulary mastery of the eighth grade students of SMP Xaverius 3 Palembang?"

1.3 The Objective of the Study

Based on the problem above, the objective of this study is to find out whether or not using Hypnoteaching can improve vocabulary mastery of the eighth grade students of SMP Xaverius 3 Palembang.

1.4 Significance of the Study

The writer hopes the result of this study will be useful for the teacher in teaching vocabulary mastery through Hypnoteaching and also for the eighth grade students of SMP Xaverius 3 Palembang. For the school, hopefully the method or technique of vocabulary mastery by using Hypnoteaching can be applied and useful for the process of the teaching and learning English. For the writer, it may give some beneficial knowledge, knowledge of method of learning and teaching vocabulary. Hopefully, the writer understand how to use and apply Hypnoteaching method as one of the methods to teaching English.

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