

Zahara, Windi (2022) “Implementing Hypnoteaching Method in Teaching Speaking at Junior High School in Solok West Sumatera”. *Thesis. Jambi: Graduate of English Education in Academic Year 2021/2022, Universitas Jambi. The first supervisor is Eddy Haryanto, M.Sc.Ed, Ph.D. The second supervisor is Dr. Dra. Yelia, M.Pd.*

ABSTRACT

This research discusses implementing Hypnoteaching Method in teaching speaking. The purpose of this research is to explore how teachers implement Hypnoteaching Method in teaching speaking and to find out the teacher's challenges in using Hypnoteaching method faced by them. This research is qualitative research with a case study design. Data collection techniques are by using interviews, and field notes based on observation. There are two English teachers as the participant. The findings revealed the teacher implementing Hypnoteaching Method in teaching speaking. Teacher A used setting goals, intention, and motivation as the first steps. She built proximity with student, wears neat and nice clothes for a good appearance and saw the student with a friendly smile and eyes on all students. In the pacing step was described by teacher A, such as warming up, greeting, taking students to relax first, looking at the student condition, and linking trending topics. Then, the teacher was transferring knowledge. This step is leading. Various things were done by the teacher in directing their students. She lead the student by playing music, and giving instruction as a result students are more manageable, quite responsive, and pay attention to her lessons because they feel happy in the learning. In positive word steps, she relates to the real world or the future of students later. The praise gives in the form of rewards and concrete actions not specifically through words. The implementation of Hypnoteaching Method based on teacher B was different. She was building the proximity with her student which used daily activities. In the pascings step, she looks at her student's condition, and created student mood. After that, update information or knowledge about the teacher' language even gossip or using the language commonly used by students. Student of teacher B is a little bit in speaking because afraid make a fault, and less active. It could happen when the leading teacher has not succeeded in pacing. It causes the students to feel the teacher is giving orders. So, she always helps the student to bring back a relaxed feeling by motivating by clapping. In modeling, she was giving her student motivation every time she meets her student. As a result, teachers enjoy teaching by using the Hypnoteaching Method because it gives the student motivation. Both teachers have different results in speaking. The role of teacher is needed in the psychology of student. However, there are some teachers' challenges in using the Hypnoteaching Method in teaching speaking. There are hard to find information about what students like such as what kind of topics are fun for them, manage the focus of students, and need to be more creative to find good strategies. As a teacher, to solve the challenges is to set a strategy for learning activities, do more closely with the student and gave solutions or positive words.

Keywords: *Hypnoteaching Method, Teaching Speaking, Challenges, Junior High School*