

IMPLEMENTATION OF HYPNO ENGLISH TEACHING ASSISTED BY TECHNOLOGY IN LEARNING ENGLISH

M.Fajru Sidqi^{1*}, Yohannes Michell Darius Prana Jaya²⁾

Universitas Pekalongan
Indonesia

*fajrusidqi7@gmail.com

Abstract

English learning is required efficiency to achieve minimum standards of learning as stated in basic competence. The English language curriculum takes 4 hours of lesson in junior high and 2 hours of high school level, whereas the demands of language are both verbal and written communication. The habit of learning is very poor when looking at the time allocation set so it requires a breakthrough in the learning model used by the teacher. Language habituation focuses first from the realm of concentration to practice in stages according to the condition of learning materials; the model used is with hypno English teaching as a form of development of hypno-teaching that has been first popular, the specificity of this model because it is devoted to learning English with focus absorption of materials and communication skills. The research method used is development; namely by developing a grip hypno-teaching transformed into hypno English teaching with a touch of technology in accordance with the prototype of this learning model. The outcome of this research is the development of hypno-teaching technology-aided model that can be applied to all the characters of learners.

Keywords: hypno English teaching, technology, English

Introduction

English is the language of the world's introduction into the basic capital in communication ability. National needs in foreign languages are demonstrated through the application of English as part of compulsory subjects at the elementary to secondary level. English is the most widely used language in the world, and it is also the mother tongue used by over 400 million people spread all over the world, the use of English in the international world is used in everyday environment and also when working in social life. In the world of education, especially in Indonesia, many methods of learning foreign languages are used. But we often see that sometimes learners are difficult to understand and memorize the vocabulary provided by educators.

Educators often rush in delivering a material without building an atmosphere and see if the condition of the learners is ready to receive the information to be conveyed. Some mistakes in choosing

learning method can influence learning atmosphere. When learners are not ready with the existing learning, then the material to be submitted by educators becomes futile because only a temporary impact in the brains of learners. When learners cannot understand what the educator says, often educators express negative affirmations to learners. These negative affirmations will be captured by the learner and will result in the learner believing that what the educator says is true. So it is needed more effective learning method for educator. As an approach, SCL can be innovated with Hypno English Teaching techniques.

In the HEL method, educators are required to be more careful in language use and word selection when speaking. This method makes educators more *professional* in choosing the right time to convey the existing material and make learners more comfortable in the learning process. This method facilitates educators in delivering English material and helps learners in memorizing the English

vocabulary with ease. Vocabulary mastery is vital for language learners to make it easier to communicate. The principle of hypno-teaching will change the students' perceptions of the teaching teacher, he becomes their protector. The problem raised in this topic is how the application of hypno English teaching method in English learning. Hypno English derived from a combination of “hypno-teaching” and “hypnocative speech” methods. This method helps educators in building communication so that learners feel comfortable and make the brain waves in the learners turned into *alpha* conditions. *Alpha* condition will facilitate learners in improving the focus to educators and easily accept the material presented.

Methodology

This research design using descriptive model, which is method used in researching human status, object, condition determined, or influence of system to two dimensions at present. The purpose of this research is to make fact, accurate facts, facts and facts, facts and relationships investigated. The data will analyze qualitatively,

Qualitative research has two main purposes: first, describe and reveal (to describe and explore) and both describe and explain. Most qualitative research is descriptive and explanatory. Non-interactive research (non-interactive inquiry) is also called analytical research, conducting assessment based on document analysis. The researcher collects, identifies, analyzes, and synthesizes data, and then provides interpretations of concepts, policies, events that are directly or indirectly observable. Conceptual analysis is a study or analysis of important concepts interpreted by users or implementers in a variety of ways that lead to confusion, for example: how to learn active, competency-based curriculum. In this research will be much studying the way of application of hypno-teaching in planning of learning

English. The source of data to be used is a lesson plan that is in line with the 2013 curriculum

Findings and Discussion

Every educator in the educational unit is obliged to develop a complete and systematic RPP so that learning takes place interactively, inspiration, fun, challenging, efficient, motivates learners to participate actively, and provides sufficient space for initiative, creativity and independence according to talents, interests, and the physical and psychological development of learners. The RPP is compiled based on the KD or sub-theme of meetings or more. Hypno - English teaching as a learning model can be applied in learning English at least for junior high school level. As part of basic education, learning English in junior high school is still at the *beginner* level. Mastery of material with hypno-teaching model is expected to strengthen learning completion.

The surplus of curriculum 2013 with scientific approach can be sharpened by hypno-teaching model, Indonesia with its regulatory dynamics impact on education policy to match global direction and market desire. In the English language subjects were more centralized role as the basic needs of 21st century competence, foreign language mastery and technology became the basic needs for students. Basic English or *beginner* is easily internalized by the selection of good techniques or learning methods and imprints as the transfer of their knowledge and language skills. Creating a fun classroom atmosphere is not something that teachers can easily do. Making students feel comfortable in the classroom is very difficult to do. What often happens in classes is that students do not feel like sitting in the class for long. Planning for learning must balance the seriousness of learning, creating fun classes, and achieve significant learning.

In learning tools such as lesson plan, hypno-teaching is included as the identity

of the learning model. This component itself consists of approaches, models, and methods. In Curriculum 2013, the approach used primarily is a scientific approach or scientific approach consists of 5 elements of observing, asking, trying, reasoning, communicating. Model of learning is active learning that encourages students more actively in exploring the material. The method used is hypno-teaching as to operate the learning activities to assist scientific approach. The elements of hypno-teaching are included in the learning step. In the English language learning example for junior high school students are expected to reach the stage of communication both oral and written. The application of hypnosis makes learning comfortable, communicative, and motivates learners well.

Conclusion

True learning is not just the transfer of knowledge, but learners are able to transform well into real life. The implementation of instruction is designed instructionally in the device by following the laws and regulations. In the curriculum system, English in junior high school has learning achievements ranging from the realm of knowledge, skills, and attitudes. The balance of learning achievement demands innovation of models and methods, one of them is through hypno English teaching, there are 4 elements of *yelling*, emotional clock, teach and praise, magic question. The four elements are applied in careful planning in the RPP device as a reference teacher in delivering the material in the classroom. The target of learning English help hypno-teaching is the communication skills of students to achieve the target of learning.

References

Fitriana, M. (2015). *The application of Hypnoteaching Model in Improving Student Learning Motivation PGMI*

- UIN Walisongo Semarang*. Final Project. Semarang.
- Jaya, NT. (2014). *Hypnoteaching; Not only teaching*. Rineka Cipta. Jakarta.
- Hernacky, M. (2001). *Quantum Learning*. Andi Publisher. Yogyakarta
- Ministry of Indonesian Education. (2017). *Guidelines for lesson plan development*. Jakarta.
- Ministry of Indonesian Education. (2016). *Regulation of the Minister of Education and culture No 20-24/2016*. Jakarta.
- Resmini, dkk. 2006. *Practice of Active Language*. Rineka Cipta. Jakarta