

TEACHING VOCABULARY BY USING HYPNOTEACHING TO SECOND SEMESTER STUDENTS OF BANDAR LAMPUNG UNIVERSITY

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ABSTRACT- *Success of a teaching learning process is influenced by a method of learning that is used in a class. A method can support the teaching learning process. Therefore a teacher must choose an appropriate method. There is a new method that is recently talked in Indonesian educational world. It is called hypnoteaching. "Hypnoteaching forms of a learning method which is creative, unique and also imaginative"[1]. The purpose of this research is to observe whether the hypnoteaching influences students in learning English vocabulary. Moreover a researcher also wants to know how this method influences students in vocabulary teaching learning process. The research is a qualitative research that uses 15 second semester students as samples. It is held in Bandar Lampung University. The research uses interview, observation and test in collecting data. The research finds that hypnoteaching influences the teaching learning process. Hypnoteaching can create happy, relaxed and enthusiastic condition in vocabulary class so it can improve student's vocabulary mastery.*

Keywords: Hypnosis, Hypnoteaching, Teaching Vocabulary, New Method, Action Research

1. INTRODUCTION

A success of the teaching learning process is influenced by a method of learning that is used in class. Method can support a teaching learning process. Therefore teachers must choose an appropriate method. Choosing exact and good method can influence achievement of the teaching learning process' goals. Therefore, in this new era, educational world needs new method to fulfill that necessity. Teachers and schools have to be more creative to create and develop new method.

Nowadays, there are so many new methods that have been developed and applied in schools. They are created in order to make the teaching learning process become more attractive and effective. They can support and enrich the educational world. The examples of new methods are quantum learning, mind mapping and hypnoteaching.

One of the new methods that is recently talked in Indonesian educational world is hypnoteaching. It is a good method to improve students' ability and enthusiasm in learning English. Actually, this method is not really a new method in several countries. It has been applied in some countries but unfortunately it has not been used in many Indonesian schools yet. This method is still new method in our country. The research wants to know whether the hypnoteaching influences students in learning English vocabulary. The researcher also wants to find how hypnoteaching influences the vocabulary teaching learning process.

"Hypnoteaching is a learning method that in extending materials, a teacher uses the subconscious language that can grow students' interest. Hypnoteaching can be called as improvisation from a learning method"[2].

This method uses positive and motivational words as the language in the teaching learning process. By using positive word the instruction that is given by the teacher will be well received by students' subconscious. In the other hand the use of negative word such as do not, can not, will be rejected by students' subconscious.

In hypnoteaching, teachers use the subconscious language that can avoid anxiety of students in the teaching learning process. In hypnoteaching, a teacher is as a hypnotist and student is as a suyet. The suyet is a person who is hypnotized by a hypnotist[3]. In the teaching learning process, teachers are not necessary to lay students down when they give suggestion. They use persuasive language to students. Moreover the important thing of hypnoteaching is using simple and easy language by teachers in suggesting students so they can understand well what teachers said. If students cannot understand what the hypnotist said, the hypnosis will not run effectively. Teachers are expected to make students become focuses. Then, if students already focused, teachers can give positive suggestion.

"Hypnoteaching is an effort of how a teacher hypnotizes students so that students always feel happy and excited in teaching learning process"[4]

In this method, teachers can make students' brain condition always become happy and enthusiastic during the teaching learning process through certain ways and tricks. This method also can make students become easier to memorize and understand learnt materials especially vocabulary.

It is a method that tries to create comfortable and happy condition in the teaching learning process. Comfortable and happy condition can support students in learning English. The concept of this method is related to psycholinguistics concept.

"The process of language acquisition is a natural unfolding of genetically based neurological organization in response to the linguistic experience of the environment"[5]

Acquisition of language is affected by psychology and environment. Psychological condition of students and environment when they learn a language, it gives big contribution in learning language process. Hypnoteaching creates good condition and environment

in class in order to students can learn and master the second language.

Hypnoteaching has some main steps. There are motivating, pacing, leading, using positive words, giving credit and punishment, and modeling [6]. Moreover the application of hypnoteaching method in the school can be done by some ways. The first way is yelling. Yell is used to direct students' concentration to lesson. Teachers can do yell when students do not focus on the lesson anymore. Second ways is teaching and giving the credit. Teachers can request students to teach and explain about lesson to other students alternately. The third ways is giving miraculous question. Teachers can give miraculous question that related to lesson to raise students' enthusiasm. The last way is applying an emotional hour. The emotional hour is an hour to manage and organize the emotion. The emotional hour consists of four parts such as quiet hour, discussion hour, free hour, and button hour [7].

The research focuses on learning English vocabulary of second semester in Bandar Lampung University. Second semester students in Bandar Lampung University learn vocabulary in vocabulary class. The research wants to find how hypnoteaching influences the teaching learning process and the students' vocabulary "Vocabulary is all about words. Vocabulary is the words in a language or a special set of words you are trying to learn"[8].

Vocabulary is one of important parts in language. If we want to learn a language, we will learn about its vocabulary first. It is impossible to mastery a language without mastering its vocabulary. Vocabulary of a language especially English is many and various. It will be good if students learn vocabulary by using a new method, hypnoteaching.

Vocabulary becomes very important element in a language. Vocabulary becomes a basic foundation of learning language. Learning vocabulary is important before learning how to arrange phrases, clauses and sentences [9]. Many learners see second language acquisition as essentially matter of learning vocabulary, so they devote a great deal of time to memorizing lists of L2 words and rely on their bilingual dictionary as a basic communicative resource. Language teachers and applied linguistic researchers now generally recognize the importance of vocabulary learning and explore ways of promoting it more effectively. Thus from various point of view; vocabulary can be seen as a priority area of language teaching.

Motivation is needed in the teaching learning process. High motivation can support the success of the teaching learning process. Moreover happy and cheerful condition of class also can support the teaching learning process. Happy feeling is an element that is sought by students. Teachers can create happy feeling in the class. It can be created from joke, a friendliness of teachers, bonus of score, prize, and interactive and fun teaching method [10]. Teachers need a teaching method to create fun condition.

"There are so many different variables that affect second language vocabulary acquisition, such as L1, age, amount of exposure, motivation and culture, that it

is very difficult to formulate a theory of acquisition that can account for them all"[11]

The variables that influence vocabulary acquisition will determine success of vocabularies acquisition. In this research, one of variables, motivation of vocabulary acquisition, will be enhanced by hypnoteaching. Strong motivation of students can support second language vocabulary acquisition.

In vocabulary teaching process, teachers have a major role in motivating students to learn vocabulary seriously and in inspiring them about the way of learning vocabulary[12]. Teachers have an important role in motivating students. Motivation from teachers can help students to improve their spirit in studying vocabulary.

2. MATERIALS AND METHOD

The research is a qualitative research. Furthermore, the research uses an action research designs to get the data.

"Thus, action research designs are systematic procedures done by teachers (or other individuals in an educational setting) to gather information about, and subsequently improve, the ways their particular educational setting operates, their teaching, and their students learning"[13]

In an action research, the teacher teaches students and also collects data from the teaching learning process. In this research, the researcher also has a role as the teacher. The researcher teaches students by using hypnoteaching method. There are 3 teaching learning activities, tests, and interview in this research.

The researcher uses three instruments in this research. The researcher does the test, observation and interview. Three instruments are used to collect detailed data of students' improvement and the process of the teaching learning activities.

Interview is a tool to collect the data by oral one way questioning[14]. The interview is done after three teaching learning activities. The interview is done to know the students' vocabulary mastery and what they feel after they study vocabulary by using hypnoteaching. The researcher wishes that she could find students' difficulties in learning vocabulary. The researcher also wants to know what students' motivation and feeling when they learn vocabulary.

Test is a measurement tool that is used to measure ability of subject toward materials[15]. The researcher gives some tests to know students' ability after study by using hypnoteaching. The scores of the tests are not used to the main measurement of the research but only an additional measurement. Type of the test is an instructional test. The tests consist of pre-test and post-test. The pre-test is held before the teaching learning process. Then the post-test is held after the teaching learning process. The tests are done at each teaching learning activity.

The researcher also does an observation when the teaching learning process goes on. The observation is a way to collect data by observing and taking note systematically about phenomena that occur to subject[16]. The observation is done to know how hypnoteaching influences students. The researcher

wants to find the indications that appear when teaching learning process goes on. The researcher observes the motivation, expression, confidence, bravery and participation of students in the teaching learning activity. All teaching learning activities are recorded so the researcher can observe more at home.

Population of this research is the second semester students in Bandar Lampung University. There are 15 second semester students. The population is students that study in the vocabulary class. The researcher uses all students of the population as the subjects of research. The research is conducted in March. It is held in Bandar Lampung University. The university is located at Zainal Abidin Pagar Alam Street No. 26, Labuhan Ratu, Bandar Lampung.

3. RESULT AND DISCUSSION

The research has three instruments to collecting the data. The first instrument is an observation. The observation is done while the teacher teaches in the class. She teaches for three times. She teaches the vocabularies by using hypnoteaching. The teacher also does the observation in the teaching learning process. She observes about students' expression, ability and spirit in studying vocabulary.

The teacher finds that almost all students have little the background knowledge about the materials that will be studied. It is seen from their expressions and answers when the teacher asks about the material in the beginning of study. Some of them are just silent. The rest gives the wrong answers. Students' background knowledge also can be seen from their pre-test result. The result shows that they just can give a few vocabularies. Indeed, some students cannot give the vocabulary at all. They submit blank paper in the pre-test.

After the teaching learning process, the teacher gives the pre- test. The questions of the post- test are the same with the questions of the pre-test. Students can write more vocabularies than before. Some students even write so many vocabularies. The blank paper is not blank anymore. The complete scores of pre-test and post-test can be seen in the table below.

Table 1: Pre-Test Post-Test of Adjective Suffixes (1st meeting)

No	Name	Pre- Test		Post-Test	
		Exercise I	Exercise II	Exercise I	Exercise II
1	Adisty	10	0	14	27
2	Ayu A.	3	3	12	14
3	Ayu N.	10	1	22	21
4	Dedi	0	0	17	20
5	Dian	27	9	42	49
6	Imaniar	14	0	15	23
7	Indah	8	3	15	15
8	Laya	0	0	33	24
9	Mela	0	0	10	30
10	Monica	9	4	24	17
11	Putri Winda	9	6	23	21

Table 2: Post-Test and Pre- Test of Zero Affixation (2nd meeting)

No	Name	Pre- Test		Post-Test	
		Exercise I	Exercise II	Exercise I	Exercise II
1	Adisty	5	0	13	3
2	Afrianto	5	0	12	3
3	Ayu A.	3	0	17	2
4	Ayu N.	1	0	20	3
5	Dedi	0	0	19	3
6	Dian	6	3	17	3
7	Imam	0	0	23	2
8	Imaniar	0	0	12	2
9	Indah	4	0	21	3
10	Laya	0	0	20	3
11	Mela	5	0	17	3
12	Monica	3	2	17	3
13	Oka	5	0	15	3
14	Okti	1	0	23	3
15	Putri	9	0	21	3

Table 3: Pre-Test and Post-Test of Compound Noun (3rd meeting)

No.	Name	Pre-Test	Post-Test
1	Adisty	6	13
2	Ayu A.	9	19
3	Ayu N.	0	11
4	Dedi	20	22
5	Dian	19	24
6	Imaniar	14	21
7	Indah	10	34
8	Laya	0	51
9	Mela	17	18
10	Monica	8	20
11	Putri Winda	6	19
12	Okti	16	22

In the teaching learning process, the teacher gives some exercises from the book to students. Students feel confused about how to do exercises. Then the teacher gives direction and explanation to students. Furthermore the teacher goes around giving direction for each group when they are in discussion hour. Leading is needed in the discussion hour. Because of the directions that are given by the teacher, students can do exercises well.

Students' successful of doing exercises can be indicated by the accuracy of students' answers. Moreover, the indication can be seen from the ability to finish all exercises. They can do all of exercises.

The effectiveness of this teaching learning process can be caused by happy, relaxed and cheerful conditions of the class. Those conditions are created by steps and principals of hypnoteaching such as motivating, giving positive words, leading, pacing, modeling, yelling, emotional hours, giving compliment and relaxation. Those things can bring students into an amazing learning experience that they have never felt before.

Students can study effectively when they are in happy and relaxed condition. Happy and comfortable atmospheres in the class can increase their spirits and motivations in studying vocabulary. If students are happy, they will absorb and memorize the material easily. They even do not realize that they are studying. Good atmosphere makes students to be brave and confident to answer the question. They are not afraid

anymore to make mistakes. Every time they make mistakes, teacher always states that mistakes are common when we are learning. The teacher also always suggests that students have to learn from their previous mistakes.

Besides they are brave to answer the question, they are brave to ask questions to the teacher too. If students find the difficulties in doing the tasks and understanding the materials, they will ask the teacher. Students are not shy to ask the teacher because there is not space anymore between students and teacher. Moreover the position and the brain wave of the teacher and students are same. Those are caused the teacher and students having close relationship and smooth communication.

In every teaching learning process, there must be obstacles that can disturb the teaching learning process. There are 2 obstacles in this teaching learning process that the teacher has found. The first obstacle is the limited time to do post- test. The teaching learning process is held in the afternoon so students do the post-test in hurry. In teacher's opinion students do the post-test ineffectively. They are afraid that the building has closed before they finish the teaching learning process. Besides that they are afraid of not getting bus to their hometown. Because of their reason, almost students do not do the post-test optimally.

The result of the post-test is good. The numbers of correct answers increase but those are different from teacher's expectation. The teacher has high expectation for the results of the post-tests because students can answer the yelling and do the exercise correctly in the teaching learning process. Doing the post- test in hurry can break students' concentration. Moreover, students cannot do their best effort to answer the post-test.

The second obstacle in this teaching learning activity is the limitation of dictionary. Many students do not bring dictionaries moreover the rest of students do not have dictionary. This condition hampers the teaching learning process. The teacher often asks students to find extra examples of vocabularies in the dictionary. Teacher also instructs students to do exercises by seeking the vocabularies in the dictionary. Because of not bringing dictionary, students cannot finish exercises quickly. They must queue to borrow other students' dictionaries. The limitation dictionary slows students' performance in finishing exercises.

The problem of the limitation of dictionary is solved in the third meeting. The teacher asks them to bring their laptop. Then the teacher gives them the master of Cambridge dictionary. After they have their own electronic dictionaries, they can do their task quickly. They can find more examples easily. The teaching learning process runs much better than before.

After three teaching learning processes are held, the teacher does interview. The teacher interviews three students that always attend all meetings. The objective of interview is to know students' understanding of the materials and students' feeling of the teaching learning process. Interviews are recorded in order to play recordering of interview repeatedly so the teacher can get the accurate information.

There are eight indicators in this interview. Indicators are formed in order to facilitate the analysis of interview. The teacher can only focus to eight indicators. Eight indicators are:

1. Students' Feelings of Relaxation

In the teaching learning process, relaxation becomes an important step. Relaxation is done to create the relaxed, free and fresh feelings. They will absorb and memorize the material easily if they feel those feelings. There are some responds from students that are indicated those feeling.

My feeling is **peaceful and calm** (Interview – I 1)

I am relaxed. (Interview-L3)

Students feel relaxed, calm and peaceful when they do relaxation. Those feelings can bring them into sub consciousness. The indication of entering sub consciousness is sleepiness. Students feel sleepy even some of them fall asleep for a while. Students' respond of feeling sleepy:

I Fall asleep for a moment, then I wake up again. (Interview-L 2)

I feel the same with Laya, My head become heavy, **I think that I also sleep.** I enter to my **subs consciousness.** (Interview- P 1)

When they have already entered to sub consciousness, the teacher can gives advice and motivation easily. The teacher persuades students that learning is a fun activity. The teacher also asks students to focus and enjoy the teaching learning process.

...the learning process is **fun**, what is it? **I focus**, I absorb **the materials very quickly**, usually, we think about other things. (Interview-P 3)

The respond above is indicated that the suggestions and motivations from their teacher can enter to their sub consciousnesses. They can focus in the teaching learning process. They only think about the material. Furthermore they can absorb the material quickly. It seems the material is easy.

2. Students' Feelings of Yelling

...for me it feels like **a shocked system**, because if the teacher suddenly yells, **we must answer quickly** so it seems like the shocked system (Interview –L 9)

Those are some expressions from students about their feeling in doing yelling. Lisa thinks that yelling is a shocked system that makes her always focus. When the teacher suddenly does yell, students have to answer the yell quickly. It makes students to be standby to answer the yell every time. Yelling also can bring students' focus back.

When yelling, I feel **how to respond quickly** so **we must be quick** to give the respond (Interview – I 5)

The yelling helps, it demands the brain **to think more quickly. It is effective enough.** (Interview-p 6)

The yelling also can train our brain to think quickly. This activity can make brain processing the memory of vocabulary quickly. The responds above shows how it influence the brain to think quickly.

The repeated yells can make us remembering the vocabularies.

(Interview- I 8)

Imel feels that the repeated yells helps her to remember vocabularies easily and quickly. The repetition is one of stresses in yelling besides spirit and accuracy. The more students yell vocabularies repeatedly, the more quick they memorize them.

3. Students' Feelings of being Motivated and Given Compliment

The teacher often gives motivation while the teaching learning process is running. The teacher motivates them to have confidence and bravery in answering the question. The teacher also motivates students to have great Spirit in learning. The respond from a student can indicate that the motivations are effective.

Yeah, I am **more motivated than before**. (Interview – I 9)

The teacher often goes around motivating student while they are discussing and doing exercises. Two students, Lisa and Pita feel that the motivating activity when they discuss disturbs their concentration. The statements bellow can express their feelings.

Actually, the motivations are needed. We need the motivations from lecturer. But if there are too many pushes and motivations that are given, they will break the concentration. (Interview-L 13)

If the teacher gives **too much motivation**, it will **disturb my concentration**. I become **less relaxed** when I am given motivation. (Interview- P 8)

From students' statement, the teacher can conclude that giving motivation is still needed as long as the portion is appropriate. Giving too many motivations maybe disturb discussion process.

The teacher always gives compliments when students ask the questions. She always does it even students give wrong answer. She still gives the compliments because she wants to appreciate student's bravery in answering questions. The teacher always gives the credit for every good thing that is done by students. The teacher wants that students feel that they are valuable and smart.

I **feel happy**, actually I'm **very happy**, I'm **very happy instead** (Interview – I 10)

We need the compliment. Moreover we need it when we feel tired. When we have done the tasks well, we need the appreciation. If we accept

The compliment, of course we are happy then it will motivate us to be more diligent. (Interview-L 16)

I'm happy, when the teacher says that **"it is good job"**. So we feel that we are already good. I am happy. (Interview-P 10)

Students really feel happy when they accept the compliments. The compliments can bring many miracles to them. The compliments can be motivation, happiness and pride for them. They also feel more confident after the teacher gives compliments. The compliments can stimulate the to do better than before. Students also become more diligent in doing exercises in order to get more credit from their teacher.

4. Students' Feelings about Playing Instrumental Music and Applying Emotional Hours

Yeah, it's **fun** if there is the music, so the discussion is **not boring** (Interview – I 14)

The teacher plays instrumental music while students discuss and do the exercise. It is played in order to give spirit to students. Imel enjoys the music. The music makes the discussion becomes fun. She can enjoy the music while she is discussing and doing exercises.

For me, Playing instrumental music when teaching learning process **has less influence**, it is not too much. (Interview- L 18)

I **focus to the music** instead, I cannot study in noisy condition, it must be quiet (Interview-P 12)

On the other hand, Lisa and Pita do not enjoy the music. In Lisa's opinion, playing music in discussion hour has less influence. If it is omitted, it will not give the effect to the discussion process.

In Pita's opinion, playing instrumental music can break her focus. She cannot study in noisy condition. She needs silent condition to focus exercises. If there is instrumental music, she will listen it instead. She cannot focus the tasks anymore.

It is good and effective because if we have to concentrate too long, we will be bored. Many students will sleep if they are given so many materials and thus the emotional hours are needed by students. (Interview- L 19)

It is effective because there are sections of time. Students are silent in concentration hour. They are not noisy. After that we are given the time to discuss. At that time, we are allowed to be noisy because we have to discuss the tasks. **It is helpful and effective** (Interview- 14)

There is the division of time in the teaching learning process. It is called as Emotional hours. It divides when students have to concentrate and discuss. It also has free hour, the time when students can do what they want to do. Some students feel that the emotional hour has benefits to them. They can concentrate and discuss effectively. Then they can take a rest when they feel tired. In Lisa and Pita's opinion, the application of emotional hours is effective and good.

What is the **meaning of emotional hours**? The emotional hours, the emotional hours? (Interview – I 17)

On the other hand, the usage of emotional hour does not have any influence to Imel. When interview asks her, she does not know about it. She asks interview back about emotional hours. There are two possible reasons why she does not know about emotional hour. First, Imel does not focus when the teacher explains about emotional hour. Second, maybe the teacher explains it unclearly.

5. Students' Impressions of Whole Teaching Learning Process

Yeah, it is **fun**. The **togetherness** of learning process is **good** (Interview – I 18)

Imel thinks that the teaching learning process is fun. She enjoys the whole teaching learning process. She feels that there is great togetherness between her and her friends.

The togetherness of students can be seen when they discuss exercises together. They try to finish exercises together. Each student participates fully in discussion. The togetherness is showed by yelling together. Students always yell together. They also laugh together when they make mistakes in yelling. The teacher and students like the togetherness that is created in the teaching learning process.

Actually, I feel this method is **good**, usually I feel that the duration of teaching learning process, 2 hours is too long. Yesterday vocabulary class was not long. **It feels quick because there is interlude such as a game.** There is **the hour for resting the brain.** It seems like **installing the memory.** (Interview- L 20)

I feel the same; I feel that the time runs quickly, whereas it is long duration, right? I forgot about time, it means that I focus of the learning. I enjoy the learning process. (Interview- P 15)

Lisa and Pita enjoy the teaching learning process and focus of the materials so they forget about the time. Actually, the duration of the meetings is supposed to be 100 minutes. Each of the three meetings runs for more than two hours. The teacher and students forget about the duration. There are not complaining about the time from students. They still enjoy the learning even though they study in the afternoon.

6. Students' Understanding about Adjective Suffixes
The adjective suffixes such as lonely, kindness, friendly, helpful, painless, painful, useless, useful. (Interview – I 22)

The first is musical, after that political, valuable, careful, breathless, thoughtful, wonderful, grateful, then, beautiful, dirty, sunny, cloudy, dirty, tidy. (Interview-L 28)

Homeless, musical, logical, useful, then hopeful, useful, There are too many. (Interview-P 20)

Hopeless, Miraculous, comfortable, washable, invisible, those are enough. (Interview-P 21)

Imel, Pita and Lisa can mention examples of adjectives that are formed by suffixes. They can give many examples. It is a good indicated that they have memorized well about the vocabularies that they have learnt. The vocabularies have been saved in their long-term memories. Moreover they can mention the vocabulary fluently and quickly.

All of Pita's answers are correct. She can give all the vocabularies that she has memorize in the teaching learning process. On the other hand, Lisa and Imel make mistakes. Imel mentions Kindness and Lisa mentions tidy.

Imel Thinks that kindness is an adjective that is formed by suffix- ness. The mistake can be causes by misunderstanding about word class and suffix. Maybe Imel thinks that if she add suffix- ness to a word, it will change its word class becomes

adjective. The teacher does not teach about suffix –ness in the first meeting because it is out of context. The adding of suffix –ness does not form the word becoming adjective but noun.

Lisa thinks that the word, “tidy” is an adjective that is formed by suffix –y. It is not formed by suffix –y. It is formed by the zero affixation. It has function as a verb and an adjective. She generalizes that all adjectives that ends with letter “y” are formed by suffix –y.

7. Students' Understanding about Zero Affixation

Dream, queue, ring. (Interview – I 25)

Cost, wait, like, close. (Interview- L 43)

Need, cost, rest, breath, hit, love. (Interview- P 32)

Imel, Lisa and Pita can mention some vocabularies that are formed by the zero affixation. All of their answers are correct. The answers can be indicated that they can memorize the vocabularies that have been learnt.

Before they study about the zero affixation, they can not mention the examples of vocabularies that are formed by zero affixation. Moreover they have not known about what the definition of zero affixation. Then after they learn about it, they can answer the question about it in interview. They can mention the vocabularies. They can identify the word classes of vocabularies correctly. Furthermore they can make some sentences by using them correctly. It can be indicated that they can understand and memorize the materials well.

8. Students' Understanding about Compound Noun

As many as possible? Such as sunglasses, cupcake, firework, postman, cupboard.(interview-I 39)

Brother in law, step mother, ski pants, basketball, subway, stop, stop, bus stop, ski pants , underwear, earring, hand phone, baby sitter, lipstick, post man, box office, sun block, sunglasses, film star, pop star, rock star. (Interview- L 69)

Yeah, newspaper, lipstick, notebook, postman, sister in law, step sister, grandfather, girlfriend, boyfriend, baby-sitter, then pop star, traffic jam, alarm clock. (Interview- P 57)

Students' responses above show that they can memorize the vocabularies. All vocabularies that they mention are correct. All vocabularies that are mentioned by students are the vocabularies that have been learnt in the second meetings.

In interview, the teacher also asks students to make some sentences by using the vocabularies. All of students can produce some sentences easily and correctly. The success of mentioning compound noun and producing some sentences can indicate that the third teaching learning process by using hypnoteaching is effective.

4. CONCLUSION

The researcher finds that hypnoteaching influences the teaching learning process. The hypnoteaching can create happy, relaxed and enthusiastic condition in the vocabulary class. Students feel relaxed, happy and enthusiastic to learn vocabularies. Students' feeling can stimulate students become confident, active and

brave in the class. They can answer the questions and do the exercises well.

The relaxation can bring students into their subconscious. By entering their subconscious, they become more relaxed and focused. They can focus on the teaching learning process so they can absorb and memorize the material well.

Yells can help students to be focus and cheerful. The repeated yells can make students memorize the vocabulary easily and quickly. The more they yell the vocabulary, the more they can memorize the vocabulary.

Giving motivation and positive words can persuade them that they can do the best. It can make them become more confident. It can make them believe in their own abilities. The usage of positive words in the teaching learning process makes students follow the teacher's instructions.

The usage of emotional hours can manage students' emotion and time of teaching learning process. Students have to focus when they are in quiet or concentration hour. It can help them to be more focused. Students have to discuss in the discussion hour. It can grow teamwork and togetherness. Then the free hour can make them feel free. They can use this time to take a rest. In the free hour, they can laugh, chat, joke, eat and drink. They can do everything that they want to do. The management of time and emotion can support the teaching learning process.

There are improvements of students' abilities in the teaching learning process. Improvements can be seen from the results of observation, test and interview. Students can answer questions, memorize vocabularies, identify vocabularies and produce sentences. The researcher can conclude that hypnoteaching can give influences the teaching learning process. The influences of hypnoteaching can be seen from the results of observation, test and interview. They indicate that the usage of the hypnoteaching is effective in vocabulary class.

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