IMPROVING THE STUDENTS MOTIVATION AND VOCABULARY

MASTERY IN ENGLISH LEARNING PROCESS BY USING

HYPNOTEACHING

(A Classroom Action Research At XI Class SMK Diponegoro Salatiga

Academic Year Of 2010-2011)

GRADUATING PAPER

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In English and Education Department

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SALATIGA

2012

DECLARATION

In the name of Allah the most gracious the most merciful

Hereby the writer fully declares that that this graduating paper is composed by the writer herself and it does not contain materials written or having been published by other people and that from other references.

The writer is capable of accounting for this graduating paper. If in the future this is can be proved of accounting others idea or in fact, the writer imitates the other's these.

This declaration is made by the writer to be understood.

Salatiga,   February 2012

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ATTENTIVE COUNSELORE'S NOTE

Case   : Asri Dwi Wijayanti's Thesis

Dear

The Head of State Islamic

Studies Institute of Salatiga

Assalamu'alaikum Wr. Wb

After reading and correcting Asri Dwi Wijayanti's thesis entitled "**IMPROVING THE STUDENTS MOTIVATION IN ENGLISH LEARNING PROCESS BY USING HYPNOTEACHING (A Classroom Action Research At XI Class SMK Diponegoro Salatiga Academic Year of 2010/2011)**". I have decided and would like to propose that if it could be accepted by educational faculty. I hope it would be examined as soon as possible.

Wassalamu'alaikum Wr. Wb

Consultant

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SKRIPSI

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MASTERY BY USING HYPNOTACHING

(A Classroom Action Research At XI Class SMK Diponegoro Salatiga

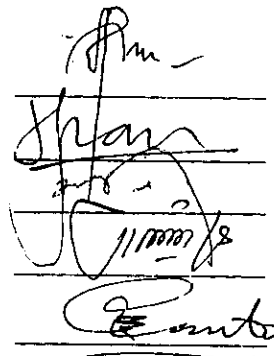### Academic Year Of 2010-2011)

DISUSUN OLEH

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Telah dipertahankan didepan panitia Dewan Penguji Skripsi Jurusan Tarbiyah, Sekolah Tinggi Agama Islam Negeri (STAIN) Salatiga, pada tanggal 7 Maret 2012 dan telah dinyatakan memenuhi syarat guna memperoleh gelar S1 Kependidikan Islam

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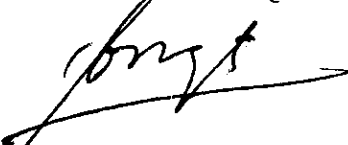Ketua Penguji   : Beni Ridwan, M.Hum

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MOTTO

"Zhi Fu Shi Guanrong"

Godly is lofty

Wealty is respectability

Smart is useful

DEDICATION

This graduating paper is whole heartedly dedicated to:

1. My beloved father and mother, thanks for all support, trust, finance, encouragement, praying and I love you so much

2. My beloved old and young sister Endah Setianingrum, Tri Arum Wulan Sari and Dyah Ayu Kurniawati thanks for your kindness and togetherness

3. My beloved young brother Muhammad Arif Mustaqim My beloved in law M. Sulistyo thanks for your kindness and togetherness.

4. My beloved nephew Muhammad Azam Febriansyah keep on smiling and be creative children.

5. My friend in boarding house An-Nida: mb Nafis, Zhou, mb Yanti, Sofi, Mb Mita, d' Ana, d' nana, d' razz, lya, ainun, alfin, agus thanks for your joke, brotherhood, love, smile and soon ... I will never forget it ... keep in touch even we cannot get together anymore.

6. My beloved brother Mr. J, who have given true love. Thanks for your love, spirit, patience and support.

7. My friends in TBI '07

8. All of my friends who helped in finishing this graduating paper

9. The big family LDK STAIN Salatiga, CEC, and HMI Salatiga

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ABSTRACT

Entitled: **IMPROVING THE STUDENY AND MOTIVATION IN ENGLISH LEARNING PROCESS BY USING HYPNOTEACHING**

Recently, hypnosis is the most popular communication techniques and empowerment of the mind set of methods in this era. Many kinds of hypnosis like hypnotherapy, hypnoselling, hypnobirthing and hypnoteaching. Hypnoteaching or learning Subconscious is a communication technique in the process of education and learning with an emphasis on Communication Techniques Subconscious (unconscious communication), both used in the classroom and outside the classroom (in informal communication or counseling programs, guidance and counseling) in such a way so it is easily absorbed and affect the mind and the very positive influence in improving learning ability, attitude formation and personality, as well as instilling motivation and willingness to develop a very constructive. Furthermore, the writer is using hypnoteaching to improve student's motivation in English learning.

The writer applying quantitative approach in order to measure student's vocabulary mastery and motivation in English learning process. In this research finding shows that the Standard Deviation of pre-test and post-test in every cycle is improved. It could be conclude that hypnoteaching can be one of the interesting methods in English learning process for student in senior high school.

Keyword : hypnoteaching, vocabulary mastery student's .

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CHAPTER I

INTRODUCTION

A. BACKGROUND OF THE STUDY

Language has very important role in social relationship among human being. It is one of medium of communication which can help people not only to interest but also to share with other. The most important language in the world is English, because is English as the primary international communication. It is the reason why many people want to study it.

Learning of foreign language especially English as an international language has become more important in facing the globalization era. Everyone has to be able to communicate with foreigners because there will be no boundaries among the countries. Our country, Indonesia has located in a strategic area, will get a strong effect of this phenomenon. Everyone has different to face it especially old generation might not feel the direct caused by the globalization. In the other hand, the young learner have to be ready as the next generation will be responsible their country for better future and get new knowledge to face globalization improvement.

English is the first foreign language taught to students of senior High School. Teaching English in senior high school has been continued in Indonesia in line with the government's plan on the nine years Basic Education. In the Senior High School, English is to be taught as one of the local content. The aim of it is to motivate them to be ready and have self confident in learning English at higher level education. Students of Senior

high school learn English in English skill (grammar, vocabulary, pronunciation etc) since they learn it for the second time after elementary school.

The reason is classic but it is very important for the teacher to find new more methods interesting. Teacher is a person who have a role to develop the quality of human resources to compete in modern era. The teacher should have using of approach,strategy and methods langauge teaching to understand English lesson easily. In other hand, most of complaint about the decreasing of time to teach all of material.

In English learning classroom the teacher doesn't include the use of various teaching methods. The teacher disposed the use of conventional learning models in English learning. It caused the decreased to capability of teaching methods. Whereas teacher's mastery toward English learning method is very important to improve profesionality of teacher. So this can influence for the students to improve their human resource, especially the students motivation increasing quality of education in Indonesia.

The question that arises is why the quality of education in Indonesia is low and how to improve the quality of education in Indonesia. Certainly there are many factors that cause poor quality of education. In this regard, Soedijarto (1993) states that the quality of education is largely determined by the quality of teaching-learning process, and therefore, if a decline in the quality of education, who first must be assessed is the quality of the teaching-

learning process. That's because the concrete form of education is the teaching-learning process.

Nowadays, various kinds of methods of English teaching is enhanced. The advancement of learning methods can make the learning process more efficient and the expected result. The methods may be a change in the instrumental and environmental input. In the instrumental input that is by changing the factors that affect learners either directly or indirectly such as curriculum, teaching media, learning outcome evaluation tools, facilities or infrastructure, teacher and started forth. While the environmental inputs found on the social and cultural, educational aspirations of parents, physical condition of schools and so on.

In the environmental inputs, the role of a teacher in the success of a process of learning is enormous. Each teacher has a different way of teaching. These difference is how teaching a class condition and this gave a different result. Learning in Indonesia during this time use conventional learning methods in the teaching process of learning by way of lectures in which the teachers tend to be active whereas the student tend. Some experts said the method used is not feasible anymore. Now there is a method that is considered Hypnoteaching method.

Other learning methods are now being developed is a method of learning hypnoteaching. Hypnoteaching is a learning method that presents the subject matter using the languages of the subconscious because the subconscious is greater dominance of the way the brain works. Hypnoteaching

is a combination of five methods of teaching and learning such as quantum learning, Accelerate learning, power teaching, Neuro- Linguistic Programming (NLP) and hypnosis.

The advantages 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 process of granting a lot of skills are in order here. The learning process is more diverse. Learners can easily master the material, because more motivated to learn. Learning is active. Monitoring of learners is more intensive. Learners are more imaginative and creative thinking. Learners will make learning a pleasure. Power absorbed faster and more lasting, because students do not memorize. Attention of learners will be successful of material

The weakness of learning Hypnoteaching is this method has not been widely used by educators in Indonesia. The number of learners who are in the class, causing a lack of time from educators to give attention to students one by one participant. Keep learning that educators can do Hypnoteaching. Not all educators have mastered this method. Lack of facilities and infrastructure that exist in schools.

Soedijarto says, Strengthening systems of National Education (Jakarta: Scholastic Widiasarana Indonesia, 1993). 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, introduced a variety of approaches or methods of teaching that can empower learners. One of them is Hypnoteaching.

Based on the principles above the writer has the assumption that Hypnoteaching has criteria as the method to improving vocabulary mastery and students motivation in English learning. So, the researcher and English teacher at SMK Diponegoro Salatiga tried to find the solution using Hypnoteaching in English learning. It focused on the vocabulary mastery, motivation students, critical thinking, and comprehension. The reseacher hope this method can be relevant method to give contribution from the problems of English classroom .

From the above explanation, the reseacher would like to research about students motivation in English learning by using Hypnoteaching. Using that method,the and the teacher able to motivate the learner and the reasecher is interested in doing a research about "IMPROVING THE STUDENTS MOTIVATION AND VOCABULARY MASTERY BY USING HYPNOTEACHING (CLASSROOM ACTION RESEARCH AT XI CLASS SMK DIPONEGORO SALATIGA ACADEMIC YEAR OF 2010-2011)".

## B.	THE STATEMENT OF PROBLEM

It is necessary to formulate the scope of research, in order to avoid misunderstanding of the writer about the subject matter discussed.

The problem is ; " Does the use of Hypnoteaching will improve student's motivation and their vocabulary mastery in English Learning of the eleventh grades students in SMK Diponegoro Salatiga in the academic year 2010- 2011?"

C.   PURPOSE OF THE STUDY

The writer would like to formulate the purpose of the study in order to know whether applying Hypnoteaching can improve vocabulary mastery and student's motivation in English learning of the eleventh grades students in SMK Diponegoro Salatiga in the academic year 2010- 2011?"

D.   HYPHOTHESIS

The hyphothesis is temporary for the problems of research to reasonable show with the grouping of data (Arikunto, 1998:7). Hypothesis in this research there is an improvement toward the student's motivation and Vocabulary mastery by using Hypnoteaching.

E.   THE BENEFIT OF RESEARCH

The research will be beneficial as follows:

1. Practically

    a) For Writer

        The findings of research can be used as a starting point in improving the writer's teaching ability.

    b) For Students

        - The findings of the research will improving vocabulary mastery in English learning through hypnoteaching.

- Upgrade of students motivation and achievement.

c) For The Teacher

- Getting new methods that appropiate in English teaching learning process.

- Improving creativity's teacher in English teaching learning process.

d) For The School

- Improve the quality of the intitution especially in complaint teaching and learning process.

- Confer contribution usefull for institution in teaching learning process.

e) For The Other Reseacher

- The research can be used as one of the references in conducting a research on English, especially in apply of Hypnoteaching method.

2. Theoritically

Knowing will increase the language teaching literature dealing with teaching methodologies.

F. CLARIFICATION OF KEY TERM

1. Vocabulary mastery is the number of words which kinds of rules for combining them to make up a sentence. It contains in every book and text. Vocabulary is a range of words known to or used by a person in a trade.

2. Hypnoteaching is a learning method that presents the subject matter using the languages of the subconscious because the subconscious has greater dominance of the way the brain works. Hypnoteaching is a combination of five methods of teaching and learning such as quantum learning, accelerate learning, power teaching, Neuro-Linguistic Programming (NLP) and hypnosis.

Hypnoteaching is suggesting the students to be more clever and smarter. (Novia, 2010:4)

3. Improvemet is became or make better, make a good use of something (Oxford, 2003: 216), improve has meaning to make better in quality or to make more productive (Danbury, 2004: 487).

Improvement is became or make better, make a good use of something (Oxford, 2003: 216),

Improvement is to enhance or increase in value or quality. (Webster,2006: 541)

Improve has meaning to make better in quality or to make more productive (Danbury, 2004: 487)

4. Learning is a process of interaction between participant to learn with teacher/ instructors/ learning specific learning goals. (Hamzah B, 2007: 54).

Based on the above opinion, it is understood that learning is a process which occur more frequently or experienced by students, while teaching is the

dominant activity experienced by students. In the other hand between teaching and learning is different activity but having same goal that is how to change the optimal off on students.

Learning is development that comes from exercise and effort (Elizabeth B. Hurtlock: 1990: 28)

On the Article of Law our nation No. 20 0f 2003 on national education says that learning is a process of interaction of learner and learning resources in a learning environment.

Therefore, learning is a deliberate process that causes students to learn in an environment to perform activities on a particular.

5.   Motivation is the reason for doing something (Oxford,2003: 278)

Motivation is commonly thought of as inner drive, impulse, emotion, or desire that moves one to a particular action. Motivation is necessary needed for students to attain the goal of learning. The teacher can improve student's motivation by using many kinds of methods and medium in teaching process.

6.   A Student is a person attending an educational institution, for example high school or collage : one studying, one devoted to careful and systematic study (Grolier, 1974:972). Student is (undergraduate or postgraduate) person who is studying at college, polytechnic or university: boy or girl attending school: anyone who studies or who is devoted to the acquisition of knowledge (Hornby, 1974:859).

G.   THESIS ORGANIZATION

As guidance for either writer in writing thesis or reader on whole content of the thesis, the writer needs to set up thesis systematical. This thesis consist of five chapter, those are following:

Chapter one is Introduction consist of background of the study, statement two present review of related theory. It consist of learning of problem, limitation of the study, purpose of the study, hypothesis, the benefit of research, clarification of key term, and thesis organization.

Chapter two present Teaching Learning Foreign Language in Senior High School, motivation, motivation in English learning, application of hypnoteaching in teaching vocabulary.

Chapter three present the data presentation and research methodology. It consist of teaching general description of SMK Diponegoro Salatiga, type of research, approach, population, sampling and sample, technique of collecting data, research procedure, and technique of data analysis.

Chapter four present the implementation of study. It consist of cycle I, cycle II, and analysis between cycle I and Cycle II

Chapter five is closure. It presents conclusion and suggestion.

The last part is bibliography and appendix.

CHAPTER II

REVIEW OF RELATED THEORY

A. Teaching and Learning Foreign Language in Senior High School

Most of people in Indonesia learn foreign language to improve their knowledge and get occupation. Language is something should be learnt for every people not only taught by the teacher at school. It is development of new association as a result of experience.

Learning foreign language is not easy as learning mother tongue. In learning foreign language, the learner will meet many kinds of problems dealing with vocabulary, pronunciation, and how to arrange words into a good sentence. All of it quite different with the learner's mother tongue. They should be serious in learning English because it needs physical, emotion response, intellectual and motivation. There are some factors that should be considered in teaching English such as: ability, age, need, native language, and previous language experience. In this case the teacher can do observation on their students to know student's personality and to be successful in teaching-learning process.

Choosing a particular aim in teaching and learning English is useful aid for better teaching. It makes matters clear and easier to understand; teacher and students work on one thing at a time, and particular moment leads them to general aim. The

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teacher thinking about particular aims improves as teacher's work more than anything else. These way teachers will have greater success and pleasure in their student's development.

In the term classroom context, an implication is students need opportunities to use and experiment with the new language. Student's mistake is natural and as part of learning. When the students did release their mistake it will be experience for them. This principle suggests that activities require children to try out their English. The habit formation interference view is not sufficient and that activities require children to try out their English in order to solve it.

The students in Senior High School should be given opportunities to use English in every day context. The students can practice, applying their new knowledge in listening, speaking, reading, and writing. The teacher should bring students in real life situation so that they will understand the material easily.

1. Characteristic of Teacher in Senior High School.

In teaching English, the teacher must have the objective of teaching. Actually the common objective in teaching English is making students are able to communicate by using target orally or written. Teaching is facilitating, guiding, and setting condition of learning activities in the classroom. Teacher should find the effective technique to motivate their students to master English material. Teacher can use media to assist the student's understanding and to increase the effectiveness in the

communication between teacher and students in teaching and learning process. It is used to stimulate student's motivation and interest to the lesson. It concludes that teacher has great responsibility to transfer new knowledge, expand individual skill, educate and guide to develop student's mind.

Teaching vocabulary to teenager is easier than children. The students have certain characteristic, they come to the language class a well established of instinct, skill and characteristic in which assist them to learn another language. Therefore, the teacher need to give support and motivate their ability by providing useful resources, practice opportunities and fun environment.

There are some characteristics of English teacher in senior high school such as: encourage students to read English Book (stories, novel, English text, etc), encourage them work out for themselvesp, choose items as well as possible, use the wider range of language use, giving an individual assignment (project, report, essay, etc). It means that English teacher in Senior High School can be simply said sometimes active but sometime passive. Student's motivation will be high when their teacher is active.

2. Characteristic of Students in Senior High School

The range of age for students in senior high school is approximately fifteen to seventeen years old. They need to learn enjoyably and seriously. Many kinds of methods and medium provided in order to motivate students and their interest in learning English. They love joke, game, sing, and music. Moreover children language

classes need to be active rather than passive, they need to be engaged in activities in which language is main subject.

The language learning in Senior High School not must related with student's life. They can play imagine with anything in the world. The teacher can help them to emphasize their imagine by playing video, music, wise word, film, game etc to this is intended to make student to absorb the material, respond to lesson and feel meaningful situation.

Children have special characteristics in learning. They learn the best way when they are involved and their works are valued, and have opportunity to experience and experiment for themselves. Sometime, children's attention is restricted do because of their low motivation in learning. Therefore, the task should be short, varied, motivating and interesting. The teacher can make teaching-learning process meaningful if the teachers know what the student's need. Generally, the student's characteristic could be seen in the table 2.1 bellow:

Table 2.1

The Characteristic of Students

No	Students	Characteristic
1	Elementary	• Love playing and learning trough their body • Competent user of mother tongue • Enthusiastic and positive thinking

2	Junior	• Try to find their self actualization
		• They have very short attention when they feel bored.
		• They can take responsible from class activities and routines.
3	Senior	• Having the certain goal in learning
		• Ambitious
		• May have low motivation in learning.
		• High curiosity

Teaching in senior high school must be different with elementary and junior high school. They have different motivation, characteristic and the goal of learning foreign language. Many students think that English just as subject of national examination without observing what they get in the future with English. There are some characteristic of senior high school students such as: having certain goal in learning but not for all, ambitious, may have low motivation in learning, and high curiosity. In this case, the teacher has the challenge to improve their positive side in learning.

Based on the characteristic of students in senior high school, teacher has challenge to guide the students to their more positive goal. As we know that students has high curiosity and ambition. Teacher can facilitate and guiding their students as a teacher and friend for share. Teacher is one of important factor in teaching-learning

process at school. They have great responsibility to transfer knowledge and skill of students, to guide them to be successful in learning language by applying many kinds of methods. In addition, teacher who can't guide students to elevate their ability can be the cause of failure in learning foreign language.

Students may understand and master the meaning better to the object observation. The teacher should bring the students to real situation in their daily activities, when this is possible, the visual aid can serve as a useful substitute. The teacher must consider about the types of classroom activity which suitable the students. Making the teaching-learning process in the classroom is fun, no boredom, interesting, and educative.

B. VOCABULARY

Vocabularies are units of language that express our experiences. It means that in teaching foreign language for the teacher should have teach words firstly which student know to make students express the most common of their experience. Usually, experiences of the young students come center surround them. The vocabulary connected with these activities and experiences can be taught to students without facing much difficulty.

Nowadays, vocabulary acquisition is more important to develop than grammar mastery. Students who know hundreds it are able to use in sentences in all language

skill. It is the units to express ideas for them whereas vocabulary must be teach at first time. It can be learned in a given was restricted.

Rivers argued as quoted by Nunan that acquisition an adequate vocabulary is important for successful in second language use, the reason is without vocabulary student unable to use structure and function. The students may have learned it for comprehensible communication.

Nasr (1972:12) argued that teaching vocabulary is important to make students understand and practice by using words in correct situation. Learning meaning of the words into student's mother tongue may not show successful because when the students learn English and involved with their mother tongue they will confused and break their focus. Vocabulary is a powerful carrier of meaning. In addition, 850 vocabulary items have more than 850 of meaning. It shows that vocabulary has unique characteristic. Now, the problems was faced by teacher is which one of these multiple meaning should be taught for their students. The students must learn the strict meaning of words as they are used in special sentences and in certain situation.

There are three matters that teacher must remember when they teaching vocabulary. (a) Words are not only important in meaning but also their distribution with other words. (b) Words have many meaning. Only one or a few of these meanings are same in two languages. (c) Words taught to be understood by children or words taught to be used by them.

According to Finnochiaro (1984:87) give suggest that student's vocabulary can be divided into two kinds, namely: active vocabulary and passive vocabulary. Active vocabulary refers to students understanding it. They can pronounce correctly and use them and use them constructively in speaking and writing. Passive vocabulary is which students can understand about it when they are reading some English text, listening in target language. Actually, passive vocabulary is appropriate for the advanced learner because they had mastering active vocabulary first before starting to learning active vocabulary. The teacher can explain the differences between active vocabularies clearly.

There are some steps in which can be used to improve vocabulary mastery such as:

1. Paying attention with words

   Whenever we heard or read a word that we do not know please write down on your note.

2. Reading

   Help the students to find new and interesting words. Read everything depend on their hobby such as : magazine, newspaper, books etc.

3. Use dictionary

Later or sooner we will know most of the words and want to add more. Use the dictionary to find the meaning of the words when we read. We can write down on our note.

4. Review vocabulary

Keep our note and study it whenever we have a few minute. Look at the words and try to remember the definition.

5. Practice

Students can improve their vocabulary in oral and written by practices.

C. MOTIVATION

Teacher should do whatever necessary to motivate their students. The teacher can serve as a source of comfort, hope, confidence, or inspiration as well as the source of frustration, discomfort, anger and fear. They can provide whatever it takes to initiate therapeutic movement. They create a therapeutic setting within which students will be motivated and confident enough to do the things that will help them to discover the kind of thought and behavior that fits their unique circumstances. The most important thing that a teacher can do is create a "healing environment." This will motivate the students to undergo the restructuring of events that allows them to apply their newly acquired learning efficiently within a more creative view of themselves and their relationships. You don't always need to know what the problem

is in order to achieve a therapeutic closure. When you talk strongly to the student you give them an inspiration. They *believe* they *can* do things. State it simply and believe what you are saying. You can motivate a despairing students to do things when you convey an understanding and sincere belief that they can use their power for change.

As a teacher we often consider student motivation to be up to the student. Such abstract concepts as attitude and needs are personal and not easy for an instructor to address. Adult educators are dealing with a group of individuals whose needs and motivations are very diverse. Life experience widens the gap between students and creates a diversity that is important in learning. Teachers must meet the challenge of designing instruction that is motivating. There are a number of motivational techniques which have a great bearing on instructional design. The potential benefits of attention to motivation in instructional design are many.

Krashen claims that learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in second language acquisition. Low motivation, low self-esteem, and debilitating anxiety can combine to 'raise' the affective filter and form a 'mental block' that prevents comprehensible input from being used for acquisition. In other words, when the filter is 'up' it impedes language acquisition. (Krashen: 1985).

1.   Components of the Motivation to Learn

a) Curiosity

The behaviorist talks about reward and punishment as being the main influence on learning. Behavior can be focused toward a reward or away from a punishment. Human behavior is far more complex. People are naturally curious. They seek new experiences; they enjoy learning new things; they find satisfaction in solving puzzles, perfecting skills and developing competence. A major task in teaching is to nurture student curiosity and to use curiosity as a motive for learning. Providing students with stimuli that are new but not too different from what they already know stimulates curiosity. Presenting stimuli that are completely foreign may create anxiety rather than curiosity. There must be a balance between complexity and clarity.

Ask students in a form of questions or create a problem situation rather than presenting statements of fact. This increases student interest and curiosity to learn more about the topic. Curiosity is a motive that is intrinsic to learning, and thus continued learning is not dependent upon the teacher rewarding learning.

b) Self-Efficacy

The term self-efficacy reminds the author of a phrase our mother was always fond of "the power of positive thinking." This concept was again brought to mind at a lecture I attended given by a sports psychologist who was hired by the Saskatchewan Roughriders prior to their winning the Grey Cup in 1989. He had each player wrap a piece of tape on their ring fingers to represent the grey cup ring they would be wearing after winning the grey cup. They were asked to believe in their ability to win. This concept of self-efficacy can be applied to student learning. Students that harbor

hesitate of their ability to succeed are not motivated to learn. Dividing tasks into chunks and providing students with early success is a method of developing confidence in the student. This is described by Driscoll (1994) as performance accomplishments, one of four possible sources of self-efficacy. The other three she describes include vicarious experience, verbal persuasion and physiological states. Vicarious experience is when the learner observes a role model attaining success at a task. Verbal persuasion is often used as others persuade a learner that he or she is capable of succeeding at a particular task. The final possible source of self-efficacy is physiological states.

This is the "good feeling" that convinces a student of probable success or failure. For example a student may feel physically sick when they arrive at an exam.

There is little a teacher can do to alter a student's physiological state, other than to suggest relaxation exercises or desensitization training to overcome fears and anxiety.

c) Attitude

Every educator has encountered students who are labeled as having a bad attitude. A teacher dealing with a student with an "attitude" is instructed to deal specifically with accured behavior. Performance evaluations are not to include the term, "bad attitude". Rather specific examples of actual situations must be cited of students' assignment and performance. In an educational setting the performance that we are striving for is learning, which in some cases can be judged through behavior

but not always. It is important to point out to students specific behaviors that demonstrate an attitude. However the attitude of a student toward learning is very much an intrinsic characteristic and is not always demonstrated through behaviors. The positive behaviors exhibited by the student may only occur in the presence of the instructor, and may not be apparent at other times. For example a person may have a poor attitude toward the police but when confronted by a policeman they behave courteously and respectful. The behavior is contrary to the attitude. Fleming and Levie (1993) summarize three approaches to attitude change;"providing a persuasive message, modelling and reinforcing appropriate behavior and inducing dissonance between the cognitive, affective and behavioral components of the attitude." They suggest that if a person is induced to perform an act that is contrary to that person's own attitude.

d) Need

The needs of individual students can vary greatly. The most well known and respected classification of human need is Maslow's hierarchy of needs. There are five levels of need in this hierarchy: (1) Physiological (lower-level) (2) Safety (lower-level) (3) Love and belongings (higher needs) (4) Esteem (higher need) (5) Self-Actualization (higher need). The importance of this to motivation is the lower-level needs must be satisfied at one level before the next higher order of needs become predominant in influencing behavior.

Education fits into the realm of achieving higher level needs. Students will not be ready to learn if they have not had their lower level needs met. Children, who are sent to school in a condition hungry, are not able to learn. Their lower needs must be met first.

e) Competence

Competence is an intrinsic motive for learning that is highly related to self efficacy.

Students beings receive pleasure from doing things well. Success in a subject for some students is not enough. For students who lack a sense of efficacy teachers must not only provide situations where success occurs but also give students opportunities to undertake challenging tasks on their own to prove to themselves that they can achieve. Prerequisite skill development promotes competence in a field of study. There is old sayings, give someone a fish and they will eat for a day, teach someone to fish and they will eat for a lifetime. Learning a skill without an understanding of the process is doomed to be lost. External support, respect and encouragement are important for the student to achieve competence. The achievement of competence itself becomes the intrinsic motivating factor.

f) External Motivators

Active participation provides a stimulating environment and combats boredom. Learning strategies should be flexible, creative and constantly applied. Stimulating learning environments provide variety in of presentation style, methods of instruction

and learning materials. Students will learn in boring situation provided with motivators such as fear, pressure and extrinsic goals (grades, job status, and so on). The learning environment under those motivators is often tense and stressful. Grade has value as an external motivator in learning if the process of evaluation is well planned considering motivation theory. Reinforcement is another form of an external motivator. The value of reinforcement as a motivator is questioned from those who suggest that once the reinforcement is removed the behavior stops. Critics suggest students must have intrinsic motivation to accomplish certain activities. In intrinsic motivation the "doing" is the main reason for finishing an activity. With extrinsic motivation the value is placed on the ends of the action.

The value of reinforcement is on the road to intrinsic motivation. Students need confidence building reinforcement such as praise and encouragement to guide them. Students can also provide their own self rewards for accomplishing goals they have set. External motivators must be accepted, valued and endorsed by students. They must feel that their perspectives are valued, and they have opportunities to share their thoughts and feelings. *"External conditions that support these internal conditions include; provisions for relevancy, choice, control, challenge, responsibility, competence, personal connection, fun, and support from others in the form of caring, respect and guidance in skill development."* (Mc Combs :1996)

2. Motivation in Learning Foreign Language

Actually student's motivation related to teach with students desirability to engage in learning process. Motivation is very needed for effective learning process in the class. It is very important role in learning process, not only in the process but also achievement result. Commonly, student who has high motivation will be clutched successful process or result in learning process.

Motivation is an essential condition of learning. Result of study will be optimal if there is motivation. It will be determined intensity of study effort to students. According to Sardiman (2009: 85) there are three function of motivation in learning foreign language they are:

1. To promote people to act

   It means that motivation become a moving spirit or motor. Motivation is spirit of moving from energy activity which will done by student.

2. To establish behavior direction

   It means that motivation direct activity which is the aim. Thus motivation will give direction and activity that should be done by proper goals in learning English from students.

3. To select people behavior

It means that motivation determine the activities that must reach of goal, by selecting the activities that useful o student's goals in learning English. Grade of motivation can determine student's activeness.

Motivation is as the certain requirement in learning English. Usually, students in the classroom feel bored, lazy, unhappy, etc. in this case shows that teacher have been yet to motivate students in order to improve their spirit, mind, and energy in learning. Many children are undeveloped because they did not get the suitable motivation for them. If students obtain the proper motivation they will strength and reach what they want.

Motivation has the great part in learning process. The role of it is similarity with the fuel to run the engine. If motivation is enough it will motivate students to be active in the classroom especially in English learning. There are some values of motivation in learning English such as; motivation determined the grade of success or failure in learning, learning based on motivation is necessity needed for students, not only improve their creativity but also the essential part in teaching-learning process.

D. HYPNOTEACHING

Usually, hypnotic questioning serves to elicit the information more readily than can be done in the waking state, but the entire process depends on the development of a good student-teacher relationship rather than upon hypnotic technique, and the

hypnosis is essentially a means by which the client can give the information in a comfortable manner. Hypnotherapy generates effective learning that would not be possible except by prolonged effort in non-hypnotic therapies. Successful hypnotherapy should be systematically directed to a re-education of students, and the stimulation of their strongest desires to reorganize themselves to the realities of life and their ability to cope with the problems confronting them. Hypnosis cannot create new abilities within a person, but it can assist in a greater and better utilization of abilities already possessed, even if these abilities were not previously recognized, and trance is used for the student to discover he can do things. Hypnosis allows freedom and ease in structuring the therapeutic situation and renders the student's feelings much more accessible. In a hypnotic state the client gains a more acute awareness of his needs and capabilities. He can be freed from mistaken beliefs, false assumptions, self-doubts and fears which stand in the way of his fullest participation in life. Hypnosis enables students to learn from experienced events which they would otherwise tend to overlook or distort. In hypnoteaching the student can learn to look at things that are unpleasant – without fear, with a willingness to understand, and with a willingness to cope in new ways. Re-education through hypnoteaching is a complex restructuring of subjective experiences that can be initiated very simply and then gently guided toward an English learning goal.

Then, as a result of some tangible performance, the student develops a profound feeling that the repressive barriers have been broken, that the communication is actual understandable, and that its meaning can no longer be kept at a symbolic level. It can

enable students to team to trust, to communicate with, and to use that vast range of hidden resources stored within their own subconscious minds. The most important thing a teacher can teach the student during the pre-induction, induction, and programming phases is that they can trust their subconscious mind completely and rely upon it fully. The trance offers both student and teacher a ready access to the student's subconscious mind. It permits a direct dealing with those individual life experiences which are significant to the problems and which must be processed if creative results are to be achieved. Hypnoteaching gives prompt and extensive access to the subconscious.

Hypnoteaching concept is a substance that must be mastered by every teacher in teaching. This problem is part of the concept study Hypnoteaching in English teacher. Teacher as part of the elements that exist within each school is a huge figure to materialize an advanced school and professional. Therefore, the lecturers demanded not only make the learning process, but create wonders in the classroom and unleash the potential of students in Hypnoteaching. So in this section we will look at the ability of English teachers in Hypnoteaching concept.

1. Understanding Hypnoteaching currently, the term hypnotherapy and Hypnoparenting appear most often discussed.

Now comes a new term again, Hypnoteaching. Hypnoteaching Actually what is it? A question that is quite intriguing and interesting to be discussed in depth. Why do we need to learn this? Are not the skills of teachers already complete with the skills didactic method? It turns out that all is not yet complete.

Hypnosis comes from the word "Hypnos" which is the Greek God of sleep. The word "hypnosis" was first introduced by James Braid, a famous English physician who lived between 1795-1860. Before the time of James Braid, hypnosis is known as mesmerism / magnetism. Some definitions about Hypnosis or already in Indonesian rising become:

 a. Hypnosis is a technique or practice of influencing others to enter into a hypnotic trance

 b. Hypnosis is a condition in which attention becomes much focused so that the level of suggestibility (the advice received) rose to very high

 c. Hypnosis is the art of communication to influence someone to change the level of consciousness. Achieved by lowering their brain waves from Beta to Alpha and Theta.

 d. Hypnosis is the art of communication to explore the subconscious.

 Hypnosis is a state of increased awareness

Definition of hypnosis created by the United State Department of Education, Human Services Division, is: "Hypnosis is the by-pass of the critical factors of the conscious mind Followed by the establishment of acceptable selective thinking" or "hypnosis is a critical factor of the conscious mind penetrating followed by the acceptance of an idea or suggestion ". Novian (2010: 4) Hypnoteaching is a blend of teaching that involves the conscious mind and subconscious mind.

Hypnoteaching is a blend of two words "hypnosis" which shall mean suggesting and "Teaching" which shall mean teaching. Professional Affairs Board of

the British Psychological Society states that hypnosis can reduce anxiety, stress and other psychological problems. In its development until now, hypnosis is very support in developing the performance of self and the learning process.

In a journal on newscientist.com, John Gruzelier, a psychologist at Imperial College in London doing research using MRI, a tool to determine brain activity. He found that person in a hypnotic state, activity in the brain increases. Particular section of the brain that affect the process of higher-order thinking and behavior. He mentioned that humans are able to do things that he himself did not dare dream of. So, hypnosis greatly impact in motivating and improving performance. In the process of teaching and

learning, hypnosis is also good to motivate students, improve concentration, confidence, discipline, and organizational. Skills can be improved with certainty through hypnosis therapy.

Hypnosis in daily activities, very often we actually experienced. However, we often do not realize that what we have experienced is a series of activities in a conscious state of hypnosis. The following simple events actually a hypnotic. Like when we watch a movie or soap operas on television, sometimes our emotions are too carried away, sometimes crying or sometimes angry about a certain character. Though we consciously know that it is manmade and not merely apparent. This often happens in the classroom when the teacher asked all students to be quiet and all the students and then silence, the class was silent. That's when the students have been

hypnotized by her professor. Similarly, when the lecturer gives the students a joke and laugh, in truth they have been hypnotized by her professor.

2. Conscious Mind and Subconscious Mind Paul Maclean, the Quantum Learning, named the three components of the brain is the organ with the name of the triune brain or brain three-in-one. He mentioned that because in one human brain there are three sections, each of which develop at different times throughout human evolutionary history. Each section also has specific neural structures to organize the tasks to be done. The review is a recent study of the brain that are in demand by many observers and perpetrators of education.

In the brain three-in-one, each split into two parts, namely the right and the left. At present, two hemispheres of the brain known as the right brain and left brain. The workings of the brain known as the work left conscious brain (Conscious) and serves as a "smart brain", Intelligent Quotient (IQ). Part of the brain is just struggling with the level of discourse, logic, and cognition. While the right hemisphere of the brain called unconscious and serves as a "dumb brain". Said to be stupid for any information communicated to him directly received, believed, and acknowledged the truth. The right brain is known as the Emotional and Spiritual Quotient (ESQ).

It turned out that our minds are filled by the subconscious mind. In his book "Peace of Mind" Sandy Mc Gregor said "Hegemony" subconscious mind is so great and really mastery person's thinking as much as 88%. The conscious mind, leaving only about 12% of total mastery. The result is predictable and follows the plot. That

by maximizing the potential of our minds, there will be an increase in intelligence that is extraordinary in ourselves.

All activities that are automated program will be stored in the subconscious mind. The program must pass through the conscious mind in advance. The more mature age of a person, then it became stronger and thicker. This led to the ability to absorb the lessons to be longer. With hypnoteaching, this is made easier so that information can more easily enter the brain. In this Hypnoteaching, learning more emphasis on the ability of the subconscious brain. Under this scheme the role of the conscious brain and the subconscious mind in determining success and failure of a person in his life sail.

E. APPLICATION OF HYPNOTEACHING IN VOCABULARY

Many ways have been used to teach vocabulary more interest and pleasurable. Not only methods applied by teacher in order to improve their vocabulary but also appropriate motivation in language teaching such as; role play, picture, games, cards, etc. One of the methods to improve student's vocabulary mastery and motivation is hypnoteaching. It is can improve student's interest and love of English learning. Almost all the students very need motivation in English learning process.

To get successful in teaching vocabulary by applying hypnoteaching the teacher should consider:

o   Read the text or word several time, in order to the teacher mastering the material.

o   Analyze the text, such as; words, pictures etc.

o   Visualize and Imagine sounds clearly so the students understand it.

The steps can be done to make hypnoteaching in English learning are:

- Intention and self motivation.

The success of student depends on one's intention to struggle and hard work in English to achieve success. Great intentions will bring a high motivation and commitment on the class in the school. Ask your student, what their intention learning English? Why they are learning English?

- Pacing

The second step is a very important step. Pacing means to equate the position, gesture, language, and brain waves with other people or learners. The basic principle here is "people tend to, or prefer to get together / interact with the like / have a lot in common". Naturally and instinctively, everyone will feel comfortable and excited to gather with others who have in common with it so it will feel comfortable in it. With the comfort that comes from the similarity of brain waves, then every message transmitted from one person to other persons will be accepted and understood very well in English learning.

- Leading.

  Leading means leading or directing us to do after pacing. After doing the pacing, the learners will feel comfortable with us. That's when almost every anything we say or assign to students, then students will do so willingly and happily. As difficult as any of the material, then the subconscious mind of learners will capture our subject matter is easy, then as difficult as any exam questions are tested, will come to be easy, and learners will be able to learn a glorious achievement.

- Use Positive words.

  The next step is to step in to support pacing and leading. The use of positive words in English learning is consistent with the workings of the subconscious mind that will not accept a negative word. The words given by the educators either directly or indirectly affect the psyche of learners. Positive words from educators can make students feel more confident in accepting the material provided. The words may be solicitation and appeals. So if there are things that should not be done by learners, should use the pronoun positive to replace the

negative words. For example if the students will assume that English is difficult we can change their mind that **English is easy.**

- Give praise.

    One of the things that are important in learning is the *'reward and punishment'*. Praise is a reward increased self esteem. Praise is one way to establish a person's self concept that English is easy. So give a sincere compliment to the learners. With compliments, someone will be encouraged to do more than ever.

- Modelling

    Modeling is the process of giving models or samples through the speech and behavior consistent. It is very necessary and become one of the key hypnoteaching. After students become comfortable with English learning. It is also necessary confidence (trust) of learners in our consolidated with our behavior that is consistent with our speech and our words. So we always become a trusted figure.

    To support and maximize a hypnoteaching, educators should be able to do things with the Master the material comprehensively. Involve learners

actively. Strive to conduct an informal interaction with the learners. Give learners the authority and responsibility for learning. Convinced that the way humans learn is different from each other. Assure students that they are capable. Give the opportunity for learners to do something in a collaborative or cooperative. Strives contextual material presented. Give feedback directly to and is descriptive. Adding experiences by increasing flight hours.

The suggestions of Hypnoteaching in English learning:

1. **Creating the environmental hypnosis.**

   Be careful in act and behavior. The teacher is as one of programmer shaper of students mental. Teacher's behavior should be influence of student's behavior.

2. **Creating pleasure condition in the classroom.**

   Set up your classroom to improve their desire more colorful. Not only on the paint but also you can tall in creation of your student like poem, picture, short story, photo, etc. Therefore, our student more like in the class.

3. **Using positive word and positive sentences.**

   Using positive word in our conversation and explanation in the class.

   English is easy better than don't worry English.

Make motivation sentences, verse, and wise word in the classroom. So, our students will have read every day.

4. Give example more than command.

The teacher is figure for the students. Give positive sample on act and behavior like as invite. The students more like apply and realize than just command.

5. Teaching more spirit.

Showing our spirit that we are very like with your students, material, and teaching English class. Gesture is very important, the teacher more apparently energetic, full spirit and fun. It is can improve student's motivation to learn English.

6. Avoiding negative label.

Give commend our students because commend can improve student's motivation. For example: you are good students, smart student, you are clever etc.

7. Come up their interest of English.

Make a please condition on our classroom and teach friendly. Method of teaching is very important. We can give joke, sometime you can teach on outclass or visit the place about your material.

8. Enclose of Game.

Create our class with variation game to improve student's motivation in English learning. Usually, the students more interest study with game, like as role play, picture, cards etc.

9. Telling waken and interest story.

Tell story about figure person from our environment or figure in the world. Most of students like the story. Use it to pull their interest in our subject and material especially English learning.

10. Supporting their dream

Help and hermit our student to establish their dream in the future. When they are imagining their dream, create condition like as their wish. Support their parent to guide their child creating purpose in the future in order to facilitating children's necessity.

CHAPTER III

RESEARCH TEACHING AND METHODOLOGY

A. THE GENERAL DESCRIPTION OF SMK DIPONEGORO SALATIGA

This research was conducted at SMK Diponegoro Salatiga. It is located on Kartini No.2 Street, Sidorejo, Salatiga. Phone number (0298) 324255 and NSS (Statistic School Number) is 324036204007. The status of SMK Diponegoro is admitted was accredited B. It was built in 1997 with work license on June 4, 1997. The Status of school is private and the leader of foundation is K.H. Sonwasi Ridwan, B.A. The leader of school committee since 2010 until now is Fritz Dandono. This school lead by Drs. Joko Anis Suwantoro, M.Pd.I.The skill program of SMK Diponegoro are accounting and selling. In other side, there are many extracurricular program for the students such as Islamic Association (SKI), Scout Movement, Theatre, Karate, OSIS and PMR.

1. List of Educational Facilities

Facilities are all of building, things, needed by the teacher, students, and other educators in which provide by school process in school environment. Good educational facilities can be the factors to be successful in teaching learning process because all of student's necessary can be provide. The educational facilities could be seen in the table bellows:

Table 3.1

The Educational Facilities

No	Facilities	Total	Condition
1	Class	25	Fine
2	Headmaster Office	1	Fine
3	Teacher Office	1	Fine
4	Library	1	Fine
5	Computer Laboratory	2	Fine
6	Selling Laboratory	1	Fine
7	Teacher's Toilet	2	Fine
8	Student's Toilet	6	Fine
9	Mosque	1	Fine
10	Computer	50 unit	Fine
11	Lap Top	4 unit	Fine
12	Canteen	1	Fine
13	Cooperation	1	Fine
14	OSIS room	1	Fine
15	Scout Movement office	1	Fine
16	Sport Tools	2 set	Fine
17	Out Bond Tools	1 set	Fine

Source: SMK Diponegoro Salatiga 2010

2. List of Teacher SMK Diponegoro Salatiga

Teacher is people who teach the students in certain and at certain time. Not only educate but also transferring knowledge, and try to change the behavior of students. The teacher is very important in teaching-learning process at school. They have challenge to bring students in positive thinking of knowledge and moral values. The list of teacher SMK Diponegoro Salatiga could be seen in the

table bellows:

Table 3.2

List of teachers in SMK Diponegoro Salatiga

No	Name	Subject	Position
1.	Drs. Joko Anis S, M.PdI	PKN	Headmaster
2.	Widy Maryono, S.Pd	KWS	Curriculum
3.	Suwanto, S.Pd	Productive	Pubic Relation
4.	Saderi M.PdI	PAI	Student Counselor
5.	Dra. Amrih Sustiaswati	Productive	Teacher
6.	Siti Faizah S. Pd	IPS, Productive	Teacher
7.	Henny Kristiana S. Pd	Productive	Teacher
8.	Trajuningtyas Morodjati	Mathematic	Teacher
9.	Sutari S. Pd	KWS, productive	Teacher
10	Suryo Suwandito. S.Pd	KWS, Productive	Teacher
11	Ahmad Setyohadi, S.Pd	Japanese	Teacher
12	Dwi Susanti N, SE	KKPI, Productive	Teacher
13	Dwi Antari, S.Pd	Indonesian	Teacher
14	Rohzi, SE	Productive	Teacher
15	Fajar Umar, S.PdI	English	Teacher
16	Murnita Rahmawati, S.Pd	Javanese	Teacher
17	Elly Dwi E, S.Pd	Mathematic	Teacher
18	Endang Guritno, S.Pd	English	Teacher
19	Puji Setyorini, S.Pd	English	Teacher
20	Dwi Susanti, S.Pd	Productive	Teacher
21	Dwi Adi Prasetyo, S.Pd	Sport	Teacher
22	Fuat Ari Yadi, A.Md	KKPI	Teacher
23	Wahyu Hidayah, S.Pd	PKN	Teacher
24	Jawadi , S.Pd	Mathematic	Teacher
25	Putri Dwi H, S.Pd	BK	Teacher

26	Budi Santosa, S.PdI	PAI	Teacher
27	Lilis Suryani,S.Pd	IPS, Productive	Teacher
28	Andiyani, A.Md	Culture Art	Teacher
29	Sri Muryani, S.Si	Mathematic	Teacher
30	M.Abdul Ghofur,S.PdI	English	Teacher
31	Rifati Setyorini,S.Si	Science	Teacher
32	Santi Rahayu, S.Pd	Indonesian	Teacher
33	Desy Shinta, S.Pd	Mathematic	Teacher

Source : SMK Diponegoro 2010-2011

3. List of students in SMK Diponegoro Salatiga

Students in senior high school are children who want to get something new and trying what they get. Not only learn new knowledge, but also another aspect in their life such as: social relation, moral, and culture. They learn in school at certain time. The condition of student in SMK Diponegoro Salatiga could be seen in table bellows:

Table 3.3

The list of students in SMK Diponegoro Salatiga

No	Class	Male	Female	Total
1.	X	13	228	241
2.	XI	15	256	271
3.	XII	20	258	278

Source : SMK Diponegoro Salatiga, 2010-2011

4. The subject of the Study

In this research, the writer was chosen SMK Diponegoro as the subject generally and especially the writer concern in eleventh grades, accountant A class. The reason is the students in eleventh grades need more attention because

they will face the next level that is the last class, twelfth and their vocabulary in English is low. They are need motivator to improve their motivation in English learning considering English is one of subject in national examination. So, it is preparing more early to face it.

The list of students of the eleventh grades Accountant C class SMK Diponegoro Salatiga.

No	Name of Students	No	Name of Students
1.	Anggun Laraswati	21.	Nadia Astri Pandanwangi
2.	Danang Prasetyo	22.	Ninik Wulandari
3.	Devi Ayu Novitasari	23.	Novi Angki Lestari
4.	Dewi Ratnasari	24.	Nur Hidayah
5.	Dwi Ratna Saputri	25.	Nurul Khotimah
6.	Endrasari Widiyanti	26.	Penny Kurniawati
7.	Ernawati	27.	Rindayanti
8.	Fadhilah Dwi Nurhani	28.	Riyanti Rahayu
9.	Fikroh Hefi Suryanata	29.	Romdiyah
10.	Fitri Nur Asih	30.	Samsir Alam
11.	Fitri Yulaekah	31.	Siti Fathonah
12.	Ida Listyaningrum	32.	Siti Laelatulnikmah
13.	Iin Kurniayawati	33.	Siti Nurjanah
14.	Ika Sulistyarini	34.	Tri Linda
15.	Imro'atul Azizah	35.	Tri Wijayanti
16.	Ira Marta Putri	36.	Wahyu Utari
17.	Isnaeni Ristanti	37.	Winda Aryani
18.	Lusiana Setya Ningrum	38.	Witantri
19.	Marisa Sudanti	39.	Yulia Ayu Maharani
20.	Melda Dwi Vauliana	40.	Yuni Artika

Source : SMK Diponegoro Salatiga, 2010-2011

B. The type of Research

In this research the writer applying classroom action research. Action research is a kind of research which is widely used in language research. According to David Hopkins, a classroom research is a form of self-reflective

inquiry undertaken by participant in a social (including educational) situation in order to improve the rationality and justice of (a) their own social or educational practices. (b) Their understanding of these practices. (c) the situations in which practice are carried out. (Kunandar: 2009:45-46). Classroom action research will become highly recommended as a strategy for helping the teacher to maximize the student's motivation to get the objective of English learning. The objective of classroom action research is as the solving of real problem in which happen in the class.

By the definition of action research, it can be conclude that action research is series of procedure, a group of activity and piece of descriptive research carried out by a teacher in classroom in order to improve aspect of teaching or to evaluate the success or failure of appropriateness of method, certain characteristic and the procedure. Classroom action research can gives the good implementation to improve the quality of teaching if it is apply correctly.

In this research, the writer teaches English by Hypnoteaching as the method. It can be help the teacher to know vocabulary mastery and student's motivation. In addition, hypnoteaching can make the students active during the teaching-learning process. In this research, the writer gives four meeting to the eleventh of students in SMK Diponegoro Salatiga.

C. Approach

The writer will use quantitative approach to this research. Quantitative approach is a methodology of research which emphasize on index and empiric

measurement. The objective of quantitative is to examine the theory, to evidence the fact, statistically description to show the relationship among variable. There are some characteristic of quantitative approach: statistic, reliabilities, hypothesis, validity, etc. Techniques of quantitative approach are experiment, structure observation, and unit of data.

D. Population

According to Margono (2009: 118) population is all of the data which is as our consideration in certain place and time chosen. Population has the correlation with the data not the human itself. Population of this research is the students of XI class SMK Diponegoro in the academic year 2010- 2011.

E. Sample

Sample is the part of population representatives, as the master which taken by the writer. Sample of this research is student of SMK Diponegoro Salatiga on the eleventh grade on the XI A class of Accountancy in the academic year 2010-2011, there are 42 students consist 2 of male and 28 of female students.

F. Sampling

Sampling is the technique in order to get the sample. The writer use random sampling, in which every member has the same opportunity to be the sample. Usually, random sampling used in population has the levels.

G. Technique of Collecting Data

a. Documentation

The writer will complete the research by using the document in which explain about the school and the data which is needed for this research. The writer will be asked headmaster to give the complete data, so this research can produce good finding.

b. Observation

The writer also will do observation with classroom action research so the writer will join in this class. In this case, the writer is as the teacher. The writer will used field note, it is used to observe and to know the situation and participation of students. Observation is action which is form interpretation and values of theory.

c. Test

To get the data the writer will do some or the test those are; first is pretest, the objective of pretest to know how far is student's vocabulary mastery before they taught by using hypnoteaching. Second is pos test, the objective post to measure the objective post test to measure the improvement of student's vocabulary mastery after taught by using hypnoteaching.

In Vocabulary testing the writer makes some types in test whish are suitable to measure student's vocabulary mastery during hypnotaeching lesson, they are:

- Multiple choices completion, the writer provides choices on the box and the students can choose which one match in every sentence.

- Limited response the writer command to the students to circle "true" or "false" based on the text.

H. Research Procedure

The writer will do the research I two cycle in every cycle include two meeting; those are cycle I and cycle II. Step in every cycle are same. The steps in every cycle are follows:

1. Planning

   The activities in the planning are follows:

   a. Preparing materials, making lesson-plan, and designing the steps in doing the action.

   b. Preparing sheet for classroom observation

2. Preparing test(including pretest, posttest and questionnaire)

3. Action

   The activities in action are follows:

   a. Giving questionnaire

   b. Teaching material English by hypnoteaching.

c. Asking students the problem in learning vocabulary by applying hypnoteaching.

d. Giving post-test and questionnaire

4. Observation

Observation is one of the instruments to collect data. In this section including the procedure analysis toward the action research finding. The researcher also analysis the data which got after join in the classroom.

5. Reflection

The research finding is analyzed. It is to remember what happened in observation. Reflection seeks to make sense of processes, problems, and real issues in action. Reflection has an evaluate aspect, to judge whether the method can be problem solving to improve student's motivation and vocabulary mastery.

The procedures are briefly described in the following scheme:
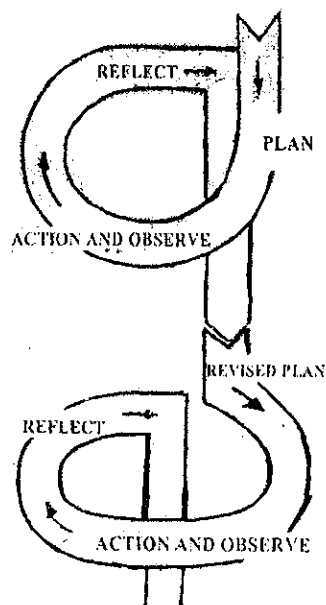
The writer using action research spiral based on Kemmis and Mc. Taggart cited from Arikunto (2006:93)

I.   Technique of Data Analysis

The writer would like to analyze by the action research. The data was attained from teaching-learning process and evaluation. The data will be analyzed in two ways:

1.   Descriptive Technique

Descriptive technique is used to know students participation and their activities in the classroom. In this case, the writer will use field note in which record all of activities in the classroom.

2.   Statistical Technique

This technique is used to know the result of student test-retest both in two cycles. This technique is applying *t-test analysis*. The steps as follows:

1.   *SD*

The writer will calculate *SD*, with formula as follow:

$$SD_D = \sqrt{\frac{\Sigma D^2}{N} - \left(\frac{\Sigma D}{N}\right)^2}$$

Where:

SD_D = Standard deviation for one sample t-test

D = Difference between pre test and post test

N = number of observation in sample.

2. T-test

After calculate the SD, the writer will calculate t-test to know is there any significant differences between pre test and post test with formula as follow:

$$t_O = \frac{\left(\dfrac{\Sigma D}{N}\right)}{\left(\dfrac{SD_D}{\sqrt{N-1}}\right)}$$

Where :

t_o = T test for the differences of pre test and post test.

S_D = Standard deviation for one sample test.

D = difference between pre test and post test.

N = number of observation in sample.

CHAPTER IV

THE IMPLEMENTATION OF THE STUDY

In this chapter, the writer would like to analyze the data gathered from the action research activities. The data was obtained from the teaching learning process and evaluation. The aim of the analysis is to measure student's vocabulary improvement in English learning process in applying Hypnoteaching. In this research the data consist of Pre-Test, Post Test, and field note. The writer has arranged two cycles, Cycle I and Cycle II.

A. Cycle I

1. Planning

   Before conducting the research, the writer was prepared the instrument as follows:

   a. Lesson plan

   Lesson plan is a teacher's activities orientation whereas teaching learning process in classroom can be arranged.

   b. Materials

   The analytical Report Text

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GOAT IN SCIENCE

Goat is common name for any of eight species of cloven-hoofed, horned mammals closely related to the sheep. They belong to the family Bovidae. They make up the genus Capra. The bezoar goat is classified as Capra aegagrus, and the domestic goats as horcus. The two differ in that the goat's tail is shorter and the hallow horns are long and directed upward, backward, and outward, while those of the sheep are spirally twisted. The male goats have beards, unlike sheep and differ further by the characteristic strong odor they give off in the rutting season.

THE LEGEND OF PRAMBANAN

Long Time ago there was a princess in Prambanan, Central Java. She was Roro Jonggrang. Jonggrang was so beautiful that many princes wanted to marry her. One of the princes was called Bandung Bondowoso. He was handsome and very special. However, Jonggrang didn't want to marry him because she knew that Bondowoso had killed her father.

She was afraid to refuse him, so she proposed a very hard requirement for Bondowoso to do : he had to make a thousand temples in one night! Bondowoso agreed. With the help of hundreds of genies, he almost completed the temple. However, Jonggrang could stop the genies from working. That made Bondowoso angry. Then, with the specialties that he had, he could change Jonggrang into a stone.

c. Sheet for classroom observation

Preparing sheet for classroom observation is to know the situation of teaching-learning process when the method or technique is applied.

d. Test

Including pre- test and post-test. The objective is to know whether student's vocabulary improves or not. The test was conducted at the beginning of the research. The objective of this test to check what extent the students were familiar with English that would be presented in action research.

2. The implementation of the Action

Activity 1 was conducted on Wednesday, October 6th 2010. The researcher comes to the class. She introduced the mode of presentation in studying by hypnoteaching. There were 40 students who followed this test including 38 female and 2 male students. The teacher introduced herself because this is first meeting for them in the classroom. The teacher asked: "did you like English"? and "whether they like to study English"?. Most of them answered no. Before starting the lesson the teacher gave test, she distributed the question for all of students. They had do 20 questions. After five teen minute, teachers asked students to collect their answer on the teacher's table.

The topic used in cycle is *Report Text the title is Goat in Science* . The teacher distributed materials for all of the students. Teacher explains about the material. Teacher show that the students are enjoyable and focus. Teacher asked one of the students was came in front of the class and tried to read the paper and she read very slowly. She is shy because she felt that her pronunciations not too good. The teacher said doesn't shy and asked to read the text loudly and the others listened and paid attention. While she read the text the teacher wrote some vocabulary on the whiteboard such as: *hollow, twisted, nanny, colloquially, and hoof.* After she finished, teacher asked to students did most of them know all of this but the students answer No.

The teacher commanded the students to read their paper. Then she asked students who want to read the text in front of the class but no one wants so she called one of them. A boy walked and their friend gave applause.

The teacher asked what did student's feel when follow this lesson. They answered enjoy, fun and sometimes confused. Teacher always motivate the students, change their mind that English is easy, support their dream in the future, give wise word and key word in the class like as English is easy. Teacher closed the class.

Activity 2 on Saturday, October 9th 2010, before she entering the class the students are ready to receive the lesson it showed they had been prayed and waited the teacher. The teacher asked with the students about the material in the last meeting,

but most of them did not answer the question. She said students must remember what have they studied and commanded students to written down on the whiteboard.

After this, the teacher gave continuing material for them still about Narrative Text with title "*The Legend of Prambanan Temple*". The teacher asked do all of students have the material, all of them answered "yes". The teacher read the text carefully and students are listening in great attention. After that the teacher asked one of them to read the text in front of the class one by one. She wrote kinds of vocabulary on the whiteboard: *princess, prince, genies and change.* She asked, did students know the definition, but most of them answered "no". the teacher tried to guess them to know the definition.

After done the lesson the teacher asked the students to do post-test. The objective of pos-test is to measure student's vocabulary improvement by applying hypnoteaching in the classroom. After fifteen minute teachers asked students to collect the answer sheets.

3. Observation

In the first cycle the writer observed teaching-learning process. By monitoring student's activities the writer can see that students were rather confused when the teacher asked some question about some definition of vocabulary. The class situation was rather quite because it is the first time for them in English lesson applying hypnoteaching and taught by other teacher. To know the student's vocabulary

improvement, the writer shows the result of pre-test and post-test from the first cycle

on the table 4.1 bellow:

Table 4.1

Result of pre-test and post-test

No	Name	Cycle I	
		Pre-test	Post-test
1.	Anggun Laraswati	30	55
2.	Danang Prasetyo	35	35
3.	Devi Ayu Novitasari	45	45
4.	Dewi Ratnasari	70	85
5.	Dwi Ratna Saputri	70	65
6.	Endrasari Widiyanti	50	85
7.	Ernawati	70	80
8.	Fadhilah Dwi Nurhani	80	75
9.	Fikroh Hefi Suryanata	65	60
10.	Fitri Nur Asih	55	80
11.	Fitri Yulaekah	75	80
12.	Ida Listyaningrum	70	85
13.	Iin Kurniawati	70	85
14.	Ika sulistyarini	55	75
15.	Imro'atul Azizah	60	65
16.	Ira Marta Putri	55	70
17.	Isnaeni Ristanti	45	65
18.	Lusiana Stya Ningrum	70	75
19.	Marisa Sudanti	70	70
20.	Melda Dwi Vauliana	60	70
21.	Nadia Astri Pandawangi	50	75
22.	Ninik Wulandari	65	80
23.	Novi Angki Lestari	70	85
24.	Nur Hidayah	70	70
25.	Nurul Khotimah	65	75
26.	Penny Kurniawati	80	75
27.	Rindayanti	65	80
28.	Riyanti Rahayu	55	70
29.	Romdiyah	60	65

30.	Samsir Alam	60	60
31.	Siti Fatonah	70	55
32.	Siti Laelatul Nikmah	65	65
33.	Siti Nurjanah	70	75
34.	Tri Linda	80	85
35.	Tri Wijayanti	80	85
36.	Wahyu Utari	75	80
37.	Winda Aryani	70	75
38.	Witantri	65	60
39.	Yulia Ayu Maharani	45	60
40.	Yuni Artika	50	55
		2460	2835

From the data above the writer will find out the result of differences between pre-test and post-test by *t-test* analysis the process as follow:

a. Calculate the value

The steps are:

1) Table preparation from pre-test and post-test to get $\sum D$ and $\sum D^2$

No	Pre-test	Post-test	D	D^2
1.	30	55	25	625
2.	35	35	0	0
3.	45	45	0	0
4.	70	85	15	225
5.	70	65	-5	25
6.	50	85	35	1225
7.	70	80	10	100
8.	80	75	-5	25
9.	65	60	-5	25
10.	55	80	25	625
11.	75	80	5	25
12.	70	85	15	225
13.	70	85	15	225

14.	55	75	20	400
15.	60	65	5	25
16.	55	70	15	225
17.	45	65	20	400
18.	70	75	5	25
19.	70	70	0	0
20.	60	70	10	100
21.	50	75	25	625
22.	65	80	15	225
23.	70	85	15	225
24.	70	70	0	0
25.	65	75	10	100
26.	80	75	-5	25
27.	65	80	15	225
28.	55	70	15	225
29.	60	65	5	25
30.	60	60	0	0
31.	70	55	-15	225
32.	65	65	0	0
33.	70	75	5	25
34.	80	85	5	25
35.	80	85	5	25
36.	75	80	5	25
37.	70	75	5	25
38.	65	60	-5	25
39.	45	60	15	225
40.	50	55	5	25
Σ	2415	2645	320	2400

2) Calculate standard deviation

$$SD = \sqrt{\frac{\Sigma D^2}{N} - \left(\frac{\Sigma D}{N}\right)^2}$$

$$= \sqrt{\frac{2400}{40} - \left(\frac{230}{40}\right)^2}$$

$$= \sqrt{60 - (5{,}75)^2}$$

$$= \sqrt{60 - 33{,}062}$$

$$= \sqrt{26,\ 938}$$

$$= 10{,}721$$

3) Calculate t_o

$$t_O = \frac{\left(\dfrac{\Sigma D}{N}\right)}{\left(\dfrac{SD_D}{\sqrt{N-1}}\right)}$$

$$= \frac{\left(\dfrac{230}{40}\right)}{\left(\dfrac{10{,}721}{\sqrt{39}}\right)}$$

$$= \frac{5{,}75}{\left(\dfrac{10{,}721}{6{,}244}\right)}$$

$$= \frac{10{,}721}{1{,}717}$$

$$= 3{,}348$$

b. Giving interpretation t_o

1) Calculate of d_f

$$d_f \quad = \text{n-1}$$

$$= 40\text{-}1$$

$$= 39$$

2) Concern with the t table value

With $d_f = 39$, the value of t_t table with degree of significance 5% is 2,021

3) Comparing t_o and t_t

$t_o = \;\; 3,348$ is greater than 2,021

4) Conclusion

Because of t_o 3, 34 > 2,021 (t calculation is greater than t table) it means that H_o is rejected so conclude that there is significances between pre-test and post-test.

From the data calculation above shows that there is significant differences mean between pre-test and post-test. The writer concludes that by using hypnoteaching in teaching vocabulary can improve student's vocabulary mastery and motivation.

4. Reflection

The result of the observation is analyzed. It is to remember what happened that has been recorded in observation. Reflection seeks to make sense of process, problems, in strategic action. The writer concludes that student's vocabulary mastery is poor; the cause is the teacher explanation still confusing and showed from the test students who got good mark just a part. To get the effectiveness to the next cycle the writer should prepare more.

B. Cycle II

Based on the result of cycle I, it is necessary for the writer to continue the next cycle.

1. Planning

Such as in the cycle I the planning the writers preparing as follows:

a. Lesson plan

Lesson plan is a teacher's activities orientation whereas teaching learning process in the classroom can be arranged.

b. Materials.

Text analytical exposition text the title is Aborigine.

Aborigins should have land right as well. My personal feelings about this topic are strictly aligned with the beliefs of aborigines because the Europeans ruined their sacred lands.

I believe Aborigines should and will have land rights once again. They should have land rights because Australia is their land if I were in their position I wouldn't have the slightest intention of moving out.

The reason why they should have land back is simple: they were here first you might think that because the Europeans are larger in number they should have more right to the land. Aborigines should have the land even if it means wiping out the whole Europeans economy in Australia. The aborigines belonged to Australia first and they have every right to live on any acre of land they please.

It can be conclude, then that's Aborigines should have land rights back again because the land by right belongs to them.

c. Sheet for classroom observation.

Preparing sheet for classroom observation is to know the situation of teaching-learning process when the method or technique is applied.

d. Test

Including pre-test and post-test, in order to measure student's vocabulary improvement such as in cycle I.

2. The implementation of the Action.

Activity 1 on Wednesday, October 13th 2010, the teacher come her English class. The teacher greeted all the students and take pray together. Before starting the lesson the teacher asked the students to answer the pre-test in order to check their vocabulary in cycle I. after 20 minutes she asked students to collect the answer sheet on her table. Then, she introduces the material first. She showed the material by using LCD and back song so the students feel more comfortable and relax. She asked did all of the students know about "*Aborigine*" and who want to explain but none, so she guessed students to read text slowly.

Teacher invited all of students to learn "*aborigine*" in English in order to give new vocabulary for them. Then she distributed the paper for all of students. She read the text first in order students got the meaning in target language. Then she ordered students to read the text in front of the class but none wanted to read it. She commanded girl on the corner to read the text loudly and carefully. When she heard the students sound she felt that student still have bad pronunciation and she also wrote kinds of words on the whiteboard such as: *sacred, slightest, land, and aligned.* Then she commanded other to find meaning of the words.

After students knew all of the words definition, the teacher asked them to answer her question. Most of them raised hand, she choose one of student to write down the meaning of the words on the whiteboard one by one. After they finished writing on the whiteboard the teacher asked students about the lesson today, most of them answered they are happy understand with the lesson. The teacher yell out *English is easy* to change their perception. The students imitate together will positive thinking to accept the material in English with high motivation.

Activity 2 on Saturday, October 16th 2010, the teacher enters the class and greeted all the students and take pray together. The teacher asked did all of the students have a Lap top, some of them answered "yes". The teacher distributed the paper for all of students. Then she read the text for them and the teacher asked student to read the text in front of the class. A boy in the third line wanted. He read the text carefully. The teacher wrote kinds of vocabulary in order to made notes for the students, she wrote: *reach, record, apply, tend, cover and decide.* The teacher asked students to write down on their note and asked them to find the Indonesia. After a minute, the teacher ordered the students to write the answer on the whiteboard one by one. After finished they discussed the words together. Then the teacher asked about the difficulties in learning English they answered did not understand the meaning of words. Before closed the meeting the teacher yell out *English is easy.* After they finished talking about the lesson, the teacher gave them post-test for about 30 minutes. Then the teacher commanded students to collect the answer sheet.

3. Observation

In the second cycle, observation is also carried out during the implementation of the action such as in cycle I. She can see that just some students cannot understand kinds of vocabulary given. She tried to approach student's personality to ask their vocabulary improvement and difficulties in learning vocabulary. Students who know the words looked confident to answer the teacher's question.

The writer do pre-test and post-test to measure student's vocabulary mastery. The result could be seen in the table 4.3 bellows

Table 4.3

Result of pre-test and post-test in cycle II

No	Name	Cycle II	
		Pre-test	Post-test
1.	Anggun Laraswati	50	60
2.	Danang Prasetyo	45	60
3.	Devi Ayu Novitasari	50	65
4.	Dewi Ratnasari	60	70
5.	Dwi Ratna Saputri	55	60
6.	Endrasari Widiyanti	55	65
7.	Ernawati	60	70
8.	Fadhilah Dwi Nurhani	55	60
9.	Fikroh Hefi Suryanata	65	70
10.	Fitri Nur Asih	60	60
11.	Fitri Yulaekah	60	70
12.	Ida Listyaningrum	65	70
13.	Iin Kurniawati	70	70
14.	Ika sulistyarini	65	70
15.	Imro'atul Azizah	60	65
16.	Ira Marta Putri	55	65

17.	Isnaeni Ristanti	50	60
18.	Lusiana Stya Ningrum	65	70
19.	Marisa Sudanti	70	70
20.	Melda Dwi Vauliana	60	70
21.	Nadia Astri Pandawangi	50	65
22.	Ninik Wulandari	60	65
23.	Novi Angki Lestari	70	70
24.	Nur Hidayah	60	70
25.	Nurul Khotimah	70	65
26.	Penny Kurniawati	65	70
27.	Rindayanti	65	70
28.	Riyanti Rahayu	70	70
29.	Romdiyah	60	75
30.	Samsir Alam	70	65
31.	Siti Fatonah	65	70
32.	Siti Laelatul Nikmah	60	65
33.	Siti Nurjanah	65	70
34.	Tri Linda	55	65
35.	Tri Wijayanti	50	55
36.	Wahyu Utari	60	65
37.	Winda Aryani	65	70
38.	Witantri	60	60
39.	Yulia Ayu Maharani	55	60
40.	Yuni Artika	65	60
		2625	2875

From the data above the writer will find out the mean differences between pre-test and post-test such as in cycle I.

a. Calculate the value

The steps are:

1) Table preparation from pre-test and post-test to get $\sum D$ and $\sum D^2$

No	Pre-test	Post-test	D	D^2
1.	50	60	10	100
2.	45	60	15	225
3.	50	65	15	225
4.	60	70	10	100
5.	55	60	5	25
6.	55	65	10	100
7.	60	70	10	100
8.	55	60	5	25
9.	65	70	5	25
10.	60	60	0	0
11.	60	70	10	100
12.	65	70	5	25
13.	70	70	0	0
14.	65	70	5	25
15.	60	65	5	25
16.	55	65	10	100
17.	50	60	10	100
18.	65	70	5	25
19.	70	70	0	0
20.	60	70	10	100
21.	50	65	15	225
22.	60	65	5	25
23.	70	70	0	0
24.	60	70	10	100
25.	70	65	-5	25
26.	65	70	5	25
27.	65	70	5	25
28.	70	70	0	0
29.	60	75	15	225
30.	70	65	-5	25
31.	65	70	5	25
32.	60	65	5	25
33.	65	70	5	25
34.	55	65	10	100
35.	50	55	5	25
36.	60	65	5	25
37.	65	70	5	25

38.	60	60	0	0
39.	55	60	5	25
40.	65	60	-5	25
$\sum$	2625	2875	250	3300

2) Calculate standard deviation

$$SD = \sqrt{\frac{\Sigma D^2}{N} - \left(\frac{\Sigma D}{N}\right)^2}$$

$$= \sqrt{\frac{3300}{40} - \left(\frac{250}{40}\right)^2}$$

$$= \sqrt{82.5 - (6.25)^2}$$

$$= \sqrt{82.5 - (39.062)}$$

$$= \sqrt{43.437}$$

$$= 10.721$$

3) Calculate t_o

$$t_O = \frac{\left(\dfrac{\Sigma D}{N}\right)}{\left(\dfrac{SD_D}{\sqrt{N-1}}\right)}$$

$$= \frac{\left(\dfrac{250}{40}\right)}{\left(\dfrac{10.721}{\sqrt{39}}\right)}$$

$$= \frac{6.25}{\left(\dfrac{10,721}{6,244}\right)}$$

$$= \frac{6,25}{1,717}$$

$$= 3,640$$

b. Giving interpretation t_o

1) Calculate of d_f

d_f $= n-1$

           $= 40-1$

           $= 39$

2) Concern with the t table value

With $d_f = 39$, the value of t_t table with degree of significance 5% is 2,021

3) Comparing t_o and t_t

$t_o = 3,640$ is greater than 2,021.

4) Conclusion

Because of t_o 3,640 > 2, 21 (t calculation is greater than t table) it means that H_o is rejected so conclude that there is significances between pre-test and post-test.

From the data calculation above shows that there is significant differences mean between pre-test and post-test. The writer concludes that by using hypnoteaching in teaching vocabulary can improve student's vocabulary mastery. The student's motivation was improving in classroom.

By observing the teaching-learning process in cycle I and cycle II, the writer concludes that hypnoteaching can improve vocabulary mastery and their motivation. The improvement can be seen trough the result of activity from cycle I and cycle II.

4. Reflection

After analyzing the result of cycle I and II it can be concluded that using hypnoteaching can improve student's vocabulary mastery to learn English. The result of pre test and post test in cycle II is improved.

C. **Analysis between cycle I and cycle II.**

Based on the data in cycle I and cycle II the writer will analyze the student's vocabulary mastery improvement. The improvements as follows.

1. The mean of pre-test in cycle I is 60, 37 and increase 5% to be 66, 12 in post-test.

2. The mean of pre-test in cycle II is 66, 62 and increase 6% to be 71, 87 in post-test.

Table 4.5

The student's improvement in cycle I and cycle II

No	Student's Improvement	Cycle I		Cycle II	
		Total students	Percentage	Total Students	Percentage
1.	Increase	30	80 %	33	77,5 %
2.	Decrease	7	17,5 %	4	10 %
3.	Constant	3	7,5	5	12,5 %

From the data calculations above show that by applying hypnoteaching can improve their vocabulary mastery. In addition from t_t calculation also shows that mean of post-test from cycle I and cycle II are greater than pre-test in cycle I and cycle II. It shows that significant differences between pre-test and post-test not only in cycle I but also cycle II. Mean from the cycle I is greater than. Whereas, in cycle II the result is significant that vocabulary mastery and student's motivation is improved.

CHAPTER V

CLOSURE

A. Conclusion

After analyzed the data, the writer can conclude that using hypnoteaching is able to help students improve their English learning motivation. The student's progress during teaching-learning process is better. It is supported by the result mean of pretest 60, 37 to 66, 62 and 66, 12 to 71, 87 post test 12 in cycle 1 calculation shows that there is a not significant difference between test and retest not only in cycle 1 but also in cycle 2. From the data calculation follow show that by applying hypnoteaching can improve their motivation. It shows that significant differences between pre test and post-test in cycle II. It indicates improvement the student's vocabular mastery and their motivation of English learning process.

Most of students said that teaching-learning English by hypnoteaching is fun and could help them increase their motivation. The main factor is their motivation in English learning by hypnoteaching for senior high school and the relevancy between their daily life in activity. From the explanation above the writer conclude that hypnoteaching is suitable for the students of eleventh grades in SMK Diponegoro Salatiga.

B. Suggestion

Base on the research finding and conclusion above, the writer would like to suggest as follows:

a. To the teachers

The teachers have great influence for students to be successful teaching. They must use many kids of methods and medium to support their teaching- learning process. Therefore, the teacher must motivate their students to learn English more seriously.

b. To the students

Students should change their mind that English is easy. They can be active in teaching-learning process. In the other hand, they must study hard to be successful in mastering English.

c. To other researcher

It has been known from the finding of the research by applying hypnoteaching it can improve student's motivation in English learning. Based on the explanation above the writer would like to suggest other researcher, that the result of the study can be used as additional reference for further research with different sample and occasion.

d. For The School

Improve the quality of the intitution especially in complaint teaching and learning process.

Confer contribution usefull for institution in teaching learning process.

e. For Writer

The findings of research can be used as a starting point in improving the writer's teaching ability.

DECLARATION

In the name of Allah the most gracious the most merciful

Hereby the writer fully declares that that this graduating paper is composed by the writer herself and it does not contain materials written or having been published by other people and that from other references.

The writer is capable of accounting for this graduating paper. If in the future this is can be proved of accounting others idea or in fact, the writer imitates the other's these.
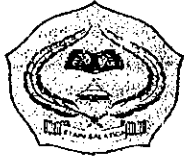
This declaration is made by the writer to be understood.

Salatiga,   February 2012

Researcher

ASRI DWI WIJAYANTI

NIM : 113 07 039

Salatiga,   2012

FAIZAL RISDIANTO, SS,M.Hum

The lecturer of Educational Faculty

State Islamic Studies Institute of Salatiga

ATTENTIVE COUNSELORE'S NOTE

Case : Asri Dwi Wijayanti's Thesis

Dear

The Head of State Islamic

Studies Institute of Salatiga

Assalamu'alaikum Wr. Wb

After reading and correcting Asri Dwi Wijayanti's thesis entitled "**IMPROVING THE STUDENTS MOTIVATION IN ENGLISH LEARNING PROCESS BY USING HYPNOTEACHING (A Classroom Action Research At XI Class SMK Diponegoro Salatiga Academic Year of 2010/2011)**". I have decided and would like to propose that if it could be accepted by educational faculty. I hope it would be examined as soon as possible.

Wassalamu'alaikum Wr. Wb

Consultant

Faizal Risdianto, S.S,M.Hum
NIP :19750917 2008 01 1010

MOTTO

"Zhi Fu Shi Guanrong"

Godly is lofty

Wealty is respectability

Smart is useful

DEDICATION

This graduating paper is whole heartedly dedicated to:

1. *My beloved father and mother, thanks for all support, trust, finance, encouragement, praying and I love you so much*

2. *My beloved old and young sister Endah Setianingrum, Tri Arum Wulan Sari and Dyah Ayu Kurniawati thanks for your kindness and togetherness*

3. *My beloved young brother Muhammad Arif Mustaqim My beloved in law M. Sulistyo thanks for your kindness and togetherness.*

4. *My beloved nephew Muhammad Azam Febriansyah keep on smiling and be creative children.*

5. *My friend in boarding house An-Nida: mb Nafis, Zhou, mb Yanti, Sofi, Mb Mita, d' Ana, d' nana, d' razz, Iya, ainun, alfin, agus thanks for your joke, brotherhood, love, smile and soon ... I will never forget it ... keep in touch even we cannot get together anymore.*

6. *My beloved brother Mr. J, who have given true love. Thanks for your love, spirit, patience and support.*

7. *My friends in TBI '07*

8. *All of my friends who helped in finishing this graduating paper*

9. *The big family LDK STAIN Salatiga, CEC, and HMI Salatiga*

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SEKOLAH MENENGAH KEJURUAN (SMK)
DIPONEGORO

Jl. Kartini No. 2, Telp. (0298) 324255 Fax (0298) 314644, Kode Pos 50714
email : smk_dipsala3@yahoo.co.id
SALATIGA

SURAT KETERANGAN

Nomor : 2122 /SMK-D/I03/TU/ 2012

Kepala Sekolah Menengah Kejuruan (SMK) Diponegoro Salatiga Jalan Kartini 2 Kelurahan Sidorejo Lor Kecamatan Sidorejo Kota Salatiga dengan ini menerangkan bahwa :

Nama	: Asri Dwi Wijayanti
NIM	: 11307039
Tempat/Tgl Lahir	: Boyolali, 06 Januari 1989
Jurusan	: Pendidikan Bahasa Inggris
Mahasiswa	: STAIN
Alamat	: Karanggede Boyolali

Benar-benar Telah melaksanakan penelitian di SMK Diponegoro Salatiga. Pada tanggal 22 September s.d 25 Oktober 2010, dalam rangka Penelitian Skripsi yang berjudul " **IMPROVING THE STUDENTS MOTIVATION IN ENGLISH LEARNING PROCESS BY USING HYPNOTEACHING (A Classroom Action Research At XI Class SMK Diponegoro Salatiga Academic Year Of 2010-2011)** .

Demikian surat Keterangan ini kami buat, agar dipergunakan sebagaimana mestinya.

Salatiga, 22 Pebruari 2012
Kepala Sekolah

Drs. Joko Anis Suwantoro, M.PdI

Rencana Pelaksanaan Pembelajaran

Mata Pelajaran : B.Inggris
Kelas/Semester : XI/1
Pertemuan ke : 4
Alokasi Waktu : 2 x 45 menit

Standar Kompetensi

1. Memahami dalam teks monolog lisan berbentuk *report, narrative,* dan *analytical exposition* secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan

2. Mengungkapkan makna dalam monolog yang berbentuk *report, narrative* dan *analytical exposition* secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan.

Kompetensi Dasar

1. Merespon makna dalam teks monolog sederhana menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam teks berbentuk: *report*

2. Mengungkapkan makna dalam teks monolog secara akurat, lancar dan berterima yang menggunakan ragam bahasa lisan yang berbentuk: *report, narrative,* dan *analytical exposition*

Indikator

- Merespon wacana monolog: *analytical exposition*
- Melakukan monolog berbentuk : *analytical exposition*

1. Tujuan Pembelajaran

- Siswa dapat merespon wacana monolog: *analytical exposition*
- Siswa dapat melakukan monolog berbentuk *analytical exposition*

2. Materi Pokok

Teks monolog *analytical exposition,* contohnya berikut:

> Aborigins should have land right as well. My personal feelings about this topic are strictly aligned with the beliefs of aborigines because the Europeans ruined their sacred lands.
> I believe Aborigines should and will have land rights once again. They should have land rights because Australia is their land if I were in their position I wouldn't have the slightest intention of moving out.
> The reason why they should have land back is simple: they were here first you might think that because the Europeans are larger in number they should have more right to the land. Aborigines should have the land even if it means wiping out the whole Europeans economy in Australia. The aborigines belonged to Australia first and they have every right to live on any acre of land they please.
> It can be conclude, then that's Aborigines should have land rights back again because the land by right belongs to them.

3. Metode Pembelajaran/Teknik: *Three-phase technique*
4. Langkah-langkah Kegiatan

- **Kegiatan Awal (10')**

- **Kegiatan Inti (75')**
  - Siswa mendapat penjelasan mengenai teks monolog *report* (definisi dan organisasi teks)
  - Siswa mendengarkan teks monolog *report.*dengan bantuan audio
  - Siswa melengkapi teks monolog *report.*
  - Siswa mendiskusikan isi jawaban mereka
  - Siswa membaca teks monolog *report.*
  - Siswa menjawab pertanyaan
  - Siswa mengidentifikasi teks monolog *report.* yang didengar

- **Kegiatan Akhir (10')**
  - Siswa membuat kesimpulan mengenai karakteristik teks monolog *report*
  - **Sumber/Bahan/Alat**
- A learning Module "Let's Learn English "

6. **Penilaian**
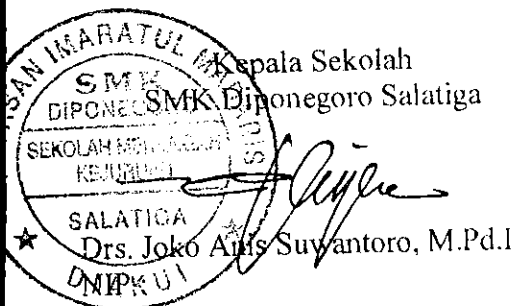   - Teknik: Tugas
   - Bentuk: latihan tertulis

Salatiga, 6 Oktober 2010

Mengetahui

Kepala Sekolah
SMK Diponegoro Salatiga

Drs. Joko Anis Suyantoro, M.Pd.I

Guru Praktikan

Asri Dwi Wijayanti
NIM : 113 07 039

Rencana Pelaksanaan Pembelajaran

Mata Pelajaran   :B.Inggris
Kelas/Semester   : XI/1
Pertemuan ke   : 4
Alokasi Waktu   : 2 x 45 menit

Standar Kompetensi

1. Memahami dalam teks monolog lisan berbentuk *report, narrative,* dan *analytical exposition* secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan

2. Mengungkapkan makna dalam monolog yang berbentuk *report, narrative* dan *analytical exposition* secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan.

Kompetensi Dasar

1. Merespon makna dalam teks monolog sederhana menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam teks berbentuk: *report*

2. Mengungkapkan makna dalam teks monolog secara akurat, lancar dan berterima yang menggunakan ragam bahasa lisan yang berbentuk: *report, narrative,* dan *analytical exposition*

Indikator

- Merespon wacana monolog: *analytical exposition*
- Melakukan monolog berbentuk : *analytical exposition*

1. Tujuan Pembelajaran

- Siswa dapat merespon wacana monolog: *analytical exposition*
- Siswa dapat melakukan monolog berbentuk *analytical exposition*

2. Materi Pokok

Teks monolog *analytical exposition,* contohnya berikut:

> *Aborigins should have land right as well. My personal feelings about this topic are strictly aligned with the beliefs of aborigines because the Europeans ruined their sacred lands.*
>
> *I believe Aborigines should and will have land rights once again. They should have land rights because Australia is their land if I were in their position I wouldn't have the slightest intention of moving out.*
>
> *The reason why they should have land back is simple: they were here first you might think that because the Europeans are larger in number they should have more right to the land. Aborigines should have the land even if it means wiping out the whole Europeans economy in Australia. The aborigines belanged to Australia first and they have every right to live on any acre of land they please.*
>
> *It can be conclude, then that's Aborigines should have land rights back again because the land by right belongs to them.*

3. Metode Pembelajaran/Teknik: *Three-phase technique*
4. Langkah-langkah Kegiatan

- **Kegiatan Awal (10')**

- Siswa membaca penjelasan tentang teks monolog lisan *analytical exposition.*

- **Kegiatan Inti (75')**
  - Siswa mendapat penjelasan mengenai teks monolog *analytical exposition* (definisi dan organisasi teks)
  - Siswa mendengarkan teks monolog *analytical exposition* dengan bantuan audio
  - Siswa melengkapi teks monolog *analytical exposition*
  - Siswa mendiskusikan isi jawaban mereka
  - Siswa membaca teks monolog *analytical exposition.*
  - Siswa menjawab pertanyaan
  - Siswa mengidentifikasi teks monolog *analytical exposition* yang didengar

- **Kegiatan Akhir (10')**
  - Siswa membuat kesimpulan mengenai karakteristik teks monolog *analytical exposition* **Sumber/Bahan/Alat**
  - A learning Module "Let's Learn English "

6. **Penilaian**
   - Teknik: Tugas
   - Bentuk: latihan tertulis

Salatiga, 13 Oktober 2010

Mengetahui

Kepala Sekolah
SMK Diponegoro Salatiga
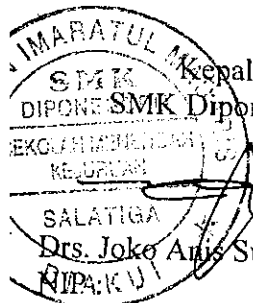
Drs. Joko Anis Suyantoro, M.Pd.I

Researcher

Asri Dwi Wijayanti
NIM : 113 07 039

Name   :

Number   :

Listen the words by your teacher, repeat after her and find in Indonesians meaning

Roro Jonggrang	Completed
Long time ago	Proposed
Very special	to marry
Requirement	agreed
The princess	refuse
Handsome	genies

THE LEGEND OF PRAMBANAN

.... there was a princess in Prambanan, Central Java. She was .... Jonggrang was so beautiful that many princes wanted to marry her. One of .... was called Bandung Bondowoso. He was handsome and......... However, Jonggrang didn't want....... him because she knew that Bondowoso had killed her father.

She was afraid to .... him, so she proposed a very hard .... for Bondowoso to do : he had to make a thousand temples in one night! Bondowoso agreed. With the help of hundreds of genies, he almost .... the temple. However, Jonggrang could stop the .... from working. That made Bondowoso angry. Then, with the specialties that he had, he could change Jonggrang into a stone.

Checking your understanding
Decide whether the statements below are TRUE or FALSE!
1. Roro Jonggrang was one of princes ( )
2. Bandung Bondowoso was one of the princess ( )
3. Bandung Bondowoso was ugly and not special ( )
4. Jonggrang loved Bondowoso but her father forbade ( )
5. Bondowoso had killed Jonggrang's father ( )
6. Jonggrang asked Bondowoso to make a thousand temples for her ( )
7. Bondowoso disagreed of meet Jonggrang's requirements. ( )
8. Bondowoso made the temples by himself ( )
9. Bondowoso couldn't finish his job in one night ( )
10. Bondowoso was very angry to Jonggrang. ( )

Name :

Number:

Match the words in the left with the synonym in the right side and write down the
Indonesian meaning!

	Words in The Text		Synonyms	Indonesian Meaning
1.	Classified	A	Curled	....
2.	Domestic	B	Responsive	....
3.	Twisted	C	Guards	....
4.	Ordinary	D	Land, ground	....
5.	Agile	E	Grouped	....
6.	Terrain	F	Meadows	....
7.	Gregarious	G	Local	....
8.	Sentinels	H	Normal, common	....
9.	Feeds on	I	Sociable	....
10.	Pastures	H	Eats	....

Checking your understanding
Decide whether the statements below are TRUE or FALSE!
1. There are four groups of goats. (   )
2. The goat's tail is shorter than the sheep's (   )
3. The goat's horns are spirally twisted (   )
4. The male sheep have beards. (   )
5. Goats are responsive animals (   )
6. The outer layer of material of goat's hoof is softer than the inner layer (   )
7. The goat's inner layer of material the hoof acts as a shock absorber (   )
8. Goats usually live in groups (   )
9. The wild goat eats green grass in pastures. (   )
10. The gestation period is ten month (   ) .

LEMBAR KONSULTASI SKRIPSI

MA MAHASISWA: Asri Dwi Wijayanti

M : 11307039

IBIMBING : Faizal Risdiyanto, M. Hum

JL : IMPROVING THE STUDENTS MOTIVATION IN ENGLISH LEARNING PROCESS BY USING HYPHOTEACHING (CLASSROOM ACTION RESEARCH AT XI CLASS SMK DIPONEGORO SALATIGA ACADEMIC YEAR OF 2010/2011)

TANGGAL	ISI KONSULTASI	CATATAN PEMBIMBING	PARAF
1 Agustus 2011	Proposal / Chapter I	- Content revision	
10 Agustus 2011	Chapter I & II Revison chapter I	Grammar & Structure revision	
18 Agustus 2011	Chapter II & III Revision Chapter II		
15 September 2011	Chapter II Revision		
24 November 2011	Chapter IV & V		
25 November	Revision IV & V	ACC	

TATAN:
IAP KONSULTASI LEMBAR INI HARUS DIBAWA

Pembimbing

FAIZAL RISDIYANTO, M. Hum

DAFTAR NILAI SKK

Nama   : Asri Dwi Wijayanti   Jurusan/Progdi: Tarbiyah/TBI

NIM   : 11307039   PA   : Dra. Siti Muhtamirah

No	Nama Kegiatan	Pelaksanaan	Keterangan	Nilai
1.	Surat Keputusan Majlis Dikdasmen PDM Boyolali	16 Juli 2007	Guru Tetap Yayasan	18
2.	Orientasi Program Studi dan Pengenalan Kampus (OPSPEK)	31 Agustus 2007	Peserta	3
3.	English Friendship Tour CEC	11 November 2007	Participant	2
4.	Seminar "Pendidikan Gratis Upaya Mewujudkan Pendidikan Berbasis Kerakyatan" HMJ Tarbiyah	11 Januari 2008	Peserta	3
5.	Intermediate Training HMI cab. Semarang	3-9 Maret 2008	Peserta	3
6.	Seminar "Menimbang Politik Nasional Dan Pengaruhnya Terhadap Pilkada" HMI Salatiga	15 Maret 2008	Peserta	5
7.	Bedah Buku "Buktikan Cintamu" LDK Darul Amal	22 Maret 2008	Peserta	2
8.	One Day With English HMI Salatiga	13 April 2008	Panitia	2
9.	Seminar Nasional"Kepemimpinan Demokrasi & Politik Pendidikan" BEM STAI N Salatiga	23 April 2008	Peserta	6
10.	Bedah buku"Pendidikan Multicultural" HMJ Tarbiyah	30 Juni 2008	Peserta	2
11.	Haflah Akhirussanah Ma'had Mahasiswa STAIN Salatiga.	6 Juli 2008	Peserta	2
12.	LKK Tingkat Nasional KOHATI Pekalongan	19-23 Agustus 2008	Peserta	6
13.	Bakti Sosial Amal Ramadhan HMI,IMM,KAMMI,PMII Salatiga	25 Septembar 2008	Panitia	2
14.	Seminar Nasional" Memberdayakan Ekonomi Syari'ah di Jateng" KSEI	17 Oktober 2008	Peserta	6
15.	Pelatihan Da'wah Mahasiswa LDK Darul Amal	8-9 November 2008	Peserta	3
6.	Kajian Rutin Muslimah"ibuku Inspirasiku" LDK DA	19 Desember 2008	Peserta	2
7.	Kuliah Umum dan Dialog "Perkembangan kerjasama ASEAN dan DEPLU RI" STAIN Salatiga	10 Februari 2009	Peserta	4
8.	KMD Kwartir cab. Salatiga	9- 14 Februari 2009	Peserta	4
9.	Training Kader I LDK DA	16-17 Januari 2009	Peserta	3
10.	Practicum Program English Education Study Program STAIN Salatiga	20 Februari 2009	Peserta	3

No	Nama Kegiatan	Pelaksanaan	Keterangan	Nilai
11.	Pelatihan Ustadz- Ustadzah TPQ Mahir I Badko TPQ Salatiga	1 Maret 2009	Peserta	3
12.	Seminar "Pembiayaan pendidikan Salatiga" DEMA	25 Maret 2009	Peserta	3
13.	Pelatihan ESQ & GEMAH Badko TPQ Salatiga	26 Maret 2009	Peserta	3
14.	Seminar CEC in Corporation with IIWC	8 April 2009	Peserta	3
15.	Juara III Muslimah Berprestasi LDK DA	11 April 2009	Peserta	3
16.	Milad VII LDK DA	14 April 2009	Panitia	2
17.	Seminar Nasional"Demokrasi Kepemimpinan Nasioanal" DEMA	22 April 2009	Peserta	6
18.	Training Kader II LDK	8-9 Mei 2009	Peserta	3
19.	Grand Opening Perubahan Diri FOKMI USM Semarang	21 Mei 2009	Peserta	3
20.	Spiritual Thinking Training Yayasan Bina Masyarakat (WABIM) Salatiga	23-24 Mei 2009	Peserta	3
21.	Bedah buku "Harmonisasi & Humanisasi Lingkungan Hidup" UPT Perpustakaan STAIN Salatiga	25 Mei 2009	Peserta	2
22.	Bedah Buku " Metode Studi Islam" UPT Perpustakaan STAIN Salatiga	26 Mei 2009	Peserta	2
23.	Seminar Entrepreneur goes to campus FKUM Jawa Tengah	3 Juni 2009	Peserta	3
24.	ESQ Basic Training	29 Juni- 1 Juli 2009	Peserta	3
25.	Pemantau OPAK 2009-2010 STAIN Salatiga	18- 20 September 2009	Pemantau	3
26.	Ibtida' LDK DA	11 Oktober 2009	Panitia	2
27.	Basic Training HMI Salatiga	14-17 Oktober 2009	Panitia	2
28.	TOEFL Prediction Test UPB STAIN Salatiga	24 Oktober 2009	Peserta	2
29.	Roadshow & Jumpa Penulis FLP Jateng.	1 November 2009	Peserta	2
30.	Workshop ESQ LDK DA	16-18 November 2009	Panitia	3
31.	Public Hearing SEMA STAIN Salatiga	1 Desember 2009	Panitia	2
32.	TVRI Relax Show "Dialogue and debate" UPB STAIN Salatiga	13 Desember 2009	Peserta	2
33.	Training Kader I LDK DA	14 Desember 2009	Panitia	3
34.	Seminar Regional SEMA STAINSA	22 Maret 2010	Panitia	4
35.	Dauroh Mar'atus Sholikhah (DMS) LDK DA	27 Maret 2010	Panitia	2
36.	Pelatihan Mind Management Method STAIN & Biro Konsultasi Tazkia	13 April 2010	Peserta	3

No	Nama Kegiatan	Pelaksanaan	Keterangan	Nilai
37.	Pemilihan Mas Mbak STAIN Salatiga FBI	19 April 2010	Peserta	2
38.	MILAD VIII LDK DA	22-28 April 2010	Panitia	2
39.	Seminar Nasional "Internet Based English Learning" STAIN Salatiga	9 November 2010	Peserta	6
40.	Training Ustadz- Ustadzah TPQ PESMA & LDK DA	2 Januari 2011	Peserta	3
41.	Training Radio Broadcast Bani Adam Corporation	5-6 Februari 2011	Peserta	3
42.	Broadcasting Madani	5-6 Februari 2011	Panitia	3
43.	Training Life Skill KKN STAIN Salatiga 2011	16 April 2011	Pemateri	2
44.	Training Management TPQ KKN STAIN Salatiga 2011	24 April 2011	Pemateri	2
45.	Lomba TPQ Se-Kecamatan Tegalrejo KKN STAIN Salatiga 2011	1 Mei 2011	Panitia	3
46.	SK Pengasuh Ponpes AN-NIDA	17 Desember 2008	Bendahara	3
47.	SK Pengasuh Ponpes An- Nida	3 Januari 2010	Ketua Putri	4
48.	SK Pengasuh Ponpes An-Nida	23 Desember 2010	Sekretaris	3
49.	SK Ketua STAIN Salatiga Pengangkatan Pengurus LDK DA	4 Juni 2010	Bidang Nisa'	3
50.	SK Pengangkatan Guru & Karyawan MADIN An-Nida	7 Juli 2008	Staf Pengajar	16
51.	SK Pengasuh Ponpes An- Nida	23 Desember 2010	Staf Pengajar	16
52.	ILAIK UPB STAIN Salatiga	28 Pebruari 2011	Peserta	2
53.	Pondok Ramadhan Anak (PRA) TPQ An-Nida Salatiga	12 Agustus 2011	Panitia	2
54.	Pesantren Kilat SMP N 3 Salatiga	Ramadhan 1430 H	Pemateri	3
55.	SK PC Muhammadiyah Kab. Boyolali	1 Juli 2010	Guru Tetap Yayasan	1
56.	SK Pengurus HMI Komisariat Ganesha	25 Juli 2009	Sekretaris	3

	Cabang Salatiga			
57.	SK Pengurus CEC STAIN Salatiga	9 Juli 2009	Divisi Edukasi	3
58.	SK Pengurus SEMA STAIN Salatiga	29 Juni 2009	Divisi Internal	4
Jumlah				256

Salatiga, 25 Agustus 2011

Mengetahui Bidang Kemahasiswaan

H. Agus Waluyo

NIP. 19750211 200003 1 001