

CHAPTER I

INTRODUCTION

This chapter presents (1) background of the study, (2) problem of the study, (3) limitation of the study, (4) formulation of the problems, (5) objectives of the study, and (6) significance of the study.

1.1 Background of The Study

Various languages are spoken by humans as tools to communicate with other people. One of the languages is English. English has become international language for unite all the varieties. The statement is supported by Marlina (2014), who stated that “In recent years, English as an International Language (EIL) has been attracting much attention in applied linguistics.” Moreover, according to Richards (2001, p.2), “English is the language of globalization, international communication, commerce and trade, the media and pop culture, different motivation for learning it come into play.” That is the reason English is taught as a foreign language in Indonesia.

As we know, there are four skills in English: speaking, listening, reading, and writing. One of them is reading as passive or receptive skill. Students need to acquire this skill for understanding the message or passage from the text to get knowledge and information. According to Johnson (2008, p.3), “Reading is the practice of using text to create meaning. If there is no meaning being created, there is no reading taking place.” It means, the point of reading is to understand the content of written text and we will have difficulties to know what the meaning of something without reading. Therefore, one of the most important skill in English is reading which students are required to master if they want to learn something.

Teaching reading is not an easy task to do because the students do not only read the words, sentences, paragraphs, and texts but also should understand of what they have read. The students think that reading is a difficult task and uninteresting skill for them. Then, the researcher found the students are bored and lazy to read English texts at Mts Al-Amalul Khair Palembang. Moreover, based on the average score of the result of final exam on seventh grade students at MTs Al-Amalul Khair Palembang was 69. They should have gotten an average score based on cut score of English subject is 73. It can be caused by the students doesn't know about the meaning of the English texts especially in narrative texts. In this case, the teachers should find alternative solution to make the students interested and understand about the meaning of the written texts in narrative text.

Based on the problem above, the writer chose hypnoteaching strategy as an alternative solution to increase the students' motivation and their performance in learning English especially in reading.

According to Salami (2017, p.36),

Hypnoteaching is a combination of two words, namely hypnosis which means suggesting and "teaching" which means teaching. So, it can be interpreted that hypnoteaching is "hypnotizing/suggesting" students to be smart and make all children become stars. Hypnoteaching is a teaching strategy that increases student motivation and learning quality.

It means, hypnoteaching strategy is one of teaching method that boosts students' enthusiasm and students' learning quality. The student's have motivation to learn made them excited to know about the knowledge. Therefore, the writer applied Hypnoteaching Strategy in the classroom as a way to increase student's motivation in reading.

Based on the explanation above, the writer conducted a research entitled “The Influence of Hypnoteaching Strategy and Reading Motivation toward Seventh Grade Students’ Reading Ability at MTs Al-Amalul Khair Palembang.

1.2 Problem of the Study

The problem of this study was faced by the seventh grade students of MTs Al-Amalul Khair Palembang based on observation and the writer’s experience in teaching at school were identified as follows:

1. The students were less enthusiastic about learning English especially reading skill on narrative text. Basically, they are less motivated to learn, and they aren’t interested to read the text.
2. The students were not able to understand about reading text on narrative text because of lack of vocabulary mastery, and awareness in reading. Beside that, they are difficult to know about specific information, the characters, and the main idea in narrative text. As the result, they are not able to answer reading questions well.

1.3 Limitation of the Study

The limitation of this study dealt with the influence of hypnoteaching strategy, conventional teaching, and reading motivation towards the seventh grade students’ reading ability on narrative texts with the theme of “Legend” at MTs Al-Amalul Khair Palembang.

1.4 Formulation of the Problems

The formulation of the problems are formulated as follows:

1. Was there any significant difference in reading ability between students with high reading motivation who were taught by using hypnoteaching strategy with those who were taught with no experimental treatment towards seventh grade students at MTs Al-Amalul Khair Palembang?
2. Was there any significant difference in reading ability between students with low reading motivation who were taught by using hypnoteaching strategy with those who were taught with no experimental treatment towards seventh grade students at MTs Al-Amalul Khair Palembang?
3. Was there any significant difference in reading ability between students with high reading motivation and those with low reading motivation who were taught by using hypnoteaching strategy towards seventh grade students at MTs Al-Amalul Khair Palembang?
4. Was there any significant difference in reading ability between students with high reading motivation and those with low reading motivation who were taught with no experimental treatment towards seventh grade students at MTs Al-Amalul Khair Palembang?
5. Is there any interaction effects between hypnoteaching strategy and students' reading motivation towards seventh grade students' reading ability at MTs Al-Amalul Khair Palembang?

1.5 Objectives of the Study

The objectives of the study are formulated as follows:

1. To find out the significant difference in reading ability between students with high reading motivation who were taught by using hypnoteaching strategy with those who were taught with no experimental treatment towards seventh grade students at MTs Al-Amalul Khair Palembang.
2. To find out the significant difference in reading ability between students with low reading motivation who were taught by using hypnoteaching strategy with those who were taught with no experimental treatment towards seventh grade students at MTs Al-Amalul Khair Palembang.
3. To find out the significant difference in reading ability between students with high reading motivation and those with low reading motivation who were taught by using hypnoteaching strategy towards seventh grade students at MTs Al-Amalul Khair Palembang.
4. To find out the significant difference in reading ability between students with high reading motivation and those with low reading motivation who were taught with no experimental treatment towards seventh grade students at MTs Al-Amalul Khair Palembang.
5. To find out the interaction effects between hypnoteaching strategy