

The Development of English Syllabus Based on Hypnoteaching Method

Rois Rahmawan
STAI Nurul Islam Mojokerto
Email : rahmawanrois30@gmail.com

Abstract

Syllabus is very important for teachers, it is used by the teachers as reference before they do the teaching learning process, Syllabus is very flexible and contextual based on students' condition. Syllabus contain alternative for teachers when they teach. The teachers' creativity will rise when teachers understand the students' characters and their environments condition. To understand the students' characters and their environments, researcher combines the syllabus with hypnotherapy sciences. In this study the researcher developed syllabus and hypnosis in hypnotherapy. Researcher combines between hypnosis technique and teaching techniques. This combination becolume the Hypnoteaching technique and applied in syllabus of K13. In Hypnoteaching teacher makes the classroom activity become more interesting and students have competence to motivate their self and other friends. To Inake this thesis focus on the discussion, the researcher developed the syllabus of' K1 3 based on the Hypnoteaching method. The researcher used Research and Delopement. The setting of this research was SMP Nurul Islam Ponpes Nurul Islam Pungging-Mojokerto and the subject of this study was English teacher of SMP Nurul Islam Ponpes Nurul Islam Pungging-Mojokerto. It is done because English teacher does not develop the syllabus mean while the students need the special treatment in English class. The researcher presented the result of this research that was gotten by using Guide interview, observation and checklist. In this syllabus development Teacher used technique of hypnotherapy and brings the students come to hypnosis condition in subconscious mind and students do not complicate to receive the information.

Keywords: syllabus, hypnosis, teaching, hypnoteaching

INTRODUCTION

English is the important lesson at the school. English teacher has the duty to transfer their science to the students so they are able to mastery the competence. The good plan before teaching learning process begins is very important for teachers. They need preparation to combine their method, media, source, students condition, material, activities and the competence. It will be an interesting English class if teachers are able to make the preparation as well as possible.

Syllabus is very important for teacher. Syllabus is the reference of the teacher before they make lesson plan, Syllabus contains the core of competence, standard of competence, indicators, activities, source and students' assessment. These aspects are made based on the students' characters, condition and students' need (Kemendikbud,2013). In syllabus there are components which able to answer all of the problems in class. Such as: The component that will be developed by the students (relate the general and material that will be tough), Away to develop syllabus (relate with method and media that will use in class). A way to understand the competent that have been reached by students (evaluation, and

material that was teach). The subject of questionnaire is the students and alumni. The subjects of interview are head master and English teacher. This activity done to get some information about how the syllabus develop in this school, the teacher preparation before they teach in the class, the teacher strategy in action learning and the important of English for the students in their environment.

Study Recent Theories

It is studying the theories of new educational product was quite significant in research and issues of development. Here the theories were contributed on supporting the document product based on recent theories. Theories were viewed as a references and discussions for teacher and also educational researcher for further theories.

Selection of Syllabus Types

This stage discusses about the syllabus type that use in this school. Based on the rule of education national minister, the syllabus of this year is use k 13 syllabus. It has many times revision in the last 2013 years. Although the syllabus has been developed, the government develop more and more based on students' environment so that English can be applied well not only in their school but also in their environment. K 13 syllabus applies the students as the subject. Teacher is the moderator so they control and guide the students if they get complicated in English class.

Write of a Proto-Syllabus

This stage does before the product is developed by researcher. The researcher makes little design of syllabus based on the information that gets from need survey. The structures of syllabus include here and researcher try to arrange based on the standard of syllabus. In proto syllabus stage, researcher includes part of Hypnoteaching method especially in the character of hypnosis condition. Researcher develops part of syllabus based on Hypnoteaching especially in students' skill. Researcher thing that syllabus cannot used to all students because they have different character and environment in education.

Writing Pedagogical Syllabus

The researcher combines all components in the syllabus. The parts of syllabus which will be develops are combine with the method or technique in teaching learning process. The content of this syllabus is the collaboration between the components of syllabus and Hypnoteaching method. This syllabus was developed based on the data collection from the instrument that given to the teacher. It will give contribution for teachers and students problem in teaching learning process. Hypnoteaching approach will include in the pan of syllabus. Basic of competence is the target that will be reached by students and it is modified based on students' condition and habitual. In their Islamic boarding house, the student's activities are very complete so that student's time to study English is very little. They only study English in the class and it's very impossible if target of English study will fill by students.

That has developed will organized the teaching learning process and the target of study in learning process able to be reach even though the students' Syllabus time is very full in their Islamic boarding house. Student will able to study by their self after go home

from school and back to their room. The high motivation from teacher includes here and put in the part of syllabus that is in the main less and action class. The positive suggestion will apply or include to the material and students will not realize that they have stay in the suggestion condition. The positive suggestion is the one of Hypnoteaching technique that use the special technique that is use the communicative and eyes fixation technique.

"The communication technique to bring subject enter to the hypnosis condition is inducing" (Nur, 2010).p. 12).

From inducing the subject receive the suggestion until they get bored, so the subject cannot keep the unconscious gate. The unconscious mind can absorb the information even though the information cannot be received with the logic away or conscious mind.

"In the hypnosis activities, the information can be entered to the unconscious mind even thought that information is not impossible and the new believe system can be include here" (Willy 2010.p. 28).

Expert Validation

Validation design is a process to know whether the planned product is more effective or not. In this step the validation is only measure based on the rational thought, not based on the field. The validation by the experts is to see the syllabus and to find criteria of good syllabus in every part of Syllabus. The expert validation understands well about the Hypnoteaching technique and the theory of good syllabus and teaching learning process. Mursalin, C. Ht, M.Ct. M.Pd is the education motivator and Hypnoteaching pratician. He is good motivator and has experiences that have to be speaker in motivation event that have come by teachers and students. The second validator is Muhammad Taufiq, M.Pd. he is the official assessor of accreditation that has measure the competence of Junior High school especially in standard of process. He has experience to be consultant of junior high school that will be increase the schools and teachers quality before they pass accreditation process, The third is Evita Setyo Anggraeni, M.Pd she is the trainer and official instructor of English teacher in K 13 curriculum. Furthermore, if the product has been developed. completely thus the validation the experts are to see closely whether the product has any mistakes and weakness or not. These activities must be done so that the weakness can be found and the product will perfect after the weakness have repaired. The syllabus development will check based on the criteria of good syllabus.

Evaluation and Revision. This step is done when the product does not meet the criteria set for the purpose of the study. This revision hopes the development of Syllabus will easy to apply and understand by teachers as organizer to make lesson plan. The revise there are two steps. First step done when the expert validation gives suggestion and opinion about our product and the second revision after the product have tried out. The difficult thing will find here when products apply and the second revise will do here because the goal of this research is to solve teacher problem before teaching learning process begun.

Final Product. The developed materials from the try out are the final product. The researcher needed to pay attention that it is revised as perfect as possible before it is to be the final product which must be published. The syllabus able IQ) use for the general school because the syllabus was design based on students' character and condition not only in Islamic boarding house use the Hypnoteaching method. Fun learning will find here so that

teacher gets easy to apply syllabus in lesson plan based on students' character in Hypnoteaching technique.

DISCUSSION & RESULT

Based on the questionnaire from students and alumni, the data shows that students are very interest with English. They think that English is vel-y important for their live but they cannot study English well. The activities in Islamic boarding school makes them difficult to manage English time. The facilities of English such as dictionary, language laboratories in this school are not complete,

Table 1: Questionnaire result or point I

NO	Is English important for your habitual?	Respondent	Students Answer	Percentage (%)
1	a. Very important	21	20	95.2
	b. Important	21	1	4.76
	c. Less important	21	-	0
	d. Not important	21	-	0

Question number I: it showed that how English is very important for students. Point "A" is the highest score that is 95.2% on point "B" that only one student give answer. This score shows that students understand well the advantages of English in their habitual. The teacher as researcher gets motivated from students to teach them and always look for innovation for teaching learning process in English.

Table 2: Questionnaire result of point 2

NO	Does learning English in your school appropriate with necessity in your environment?	Respondent	Students Answer	Percentage (%)
2	a. Very appropriate	21	-	0
	b. Appropriate	21	3	14.2
	c. Less appropriate	21	10	47.6
	d. Not appropriate	21	8	38.09

Question number 2 shows that the school condition of environment. Here the highest point is C that is 47.6 under is D these show that the school should be analyze the English material and it is appropriate in the material that written in the syllabus before teacher leach and make lesson plan.

Table 3: Questionnaire result of point 3

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NO	What English class condition do you want?	Respondent	Students Answer	Percentage (%)
3	a. Happy	21	14	66.6
	b. Serious	21	5	23.8
	c. Relax	21	2	9.5

The question number 3 it is show that teacher should makes the interesting classes condition. In number three item 66.6% shows that almost all students like happy class condition. This A is the highest score and under is B 2good 3,8 %. This data able to show that teacher should makes innovation and make good condition so that the information able to receive well.

Table 4: Questionnaire result of point 4

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NO	Is your English activities like your expectation and able to improve your English?	Respondent	Students Answer	Percentage (%)
4	a. Always	21	-	0
	b. Sometimes	21	19	90.4
	c. Often	21	2	9.5
	d. Never	21	-	0

In this question that the highest score of this questionnaire is B that is 90.4 it is show that teacher sometimes like what students want. In the syllabus of Hypnoteaching teacher understand the students want and character so that teacher able to mastering the student wants and character in teaching learning English.

Table 5: Questionnaire result point 5

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NO	Are you satisfied with English teacher method in your school?	Respondent	Students Answer	Percentage (%)
5	a. Very satisfied	21	-	0
	b. Satisfied	21	3	14.2
	c. Less satisfied	21	15	71.4
	d. Not satisfied	21	3	14.2

This questionnaire shows that the teacher method in English is low. The C item shows us that students feel less satisfied. The percentage of C score is 71,4%. This. information show that teacher should do the observation to look for the suitable method in Syllabus.

Table 6: Questionnaire result of point 6

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NO	What English competence do you like?	Respondent	Students Answer	Percentage (%)
6	a. Writing	21	2	90.47
	b. Speaking	21	19	
	c. Reading	21	-	
	d. Listening	21	-	

This question show that the speaking competence is needs for the students. Point B is the highest score and it has 90.47 %/0. The syllabus will develop based on the skill and competence especially in speaking skill.

Table 7: Questionnaire result of point 7

NO	Does teacher help you to improve your competence?	Respondent	Students Answer	Percentage (%)
7	a. Always	21	-	0
	d. Sometimes	e. 21	f. 19	g. 90.4
	b. Often	21	2	9.5
	c. Never	21	-	0

The highest score is from D, it is 90.4 % and this question show that teacher not always help students to improve their competence. It is many factor why teacher do that but we will find the answer in the need analysis in interviewing teacher.

Table 8: Questionnaire result of' point 8

NO	Does your teacher understand what competence do you want?	Respondent	Students Answer	Percentage (%)
8	a. Always	21	-	0
	b. Sometime	21	13	61.9
	c. Often	21	6	28.5
	d. Never	21	2	9.5

From that answer, the data show that the highest score is from B. but in standard of teacher competence, teacher should understand about the student's competence that they have and want.

Table 9: Questionnaire result of point 9

NO	Does your teacher use media in teaching learning process?	Respondent	Students Answer	Percentage (%)
9	a. Always	21	-	0
	b. Sometimes	21	16	76.19
	c. Often	21	2	9.5
	d. Never	21	3	14.28

From these data show that the description of teaching learning activities when it was beginning in the classroom. The highest score is from B the score is 76.19. In this syllabus of Hypnoteaching teacher should use media so that they can take the students attention and they can control the student.

Table 10: Questionnaire result of point 10

NO	What English media do you like?	Respondent	Students Answer	Percentage (%)
10	a. Picture	21	10	47.61
	b. Song	21	4	19.04
	c. Real media	21	2	9.5
	d. Video	21	5	23.8

The question number 1 () shows the data that the highest score is from A, 47.61⁰. The data shows that students like study with picture media and it is show that teacher should design the picture media when the information transfer to the teacher. The other score is 23.8 the D score is the criteria of number two. Students fell interesting when teacher used video as the media.

Table 11: Questionnaire result of point 11

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NO	Is your islamic boarding school able to support you to study English?	Respondent	Students Answer	Percentage (%)
11	a. Always	21	-	0
	b. Sometime	21	13	61.9
	c. Often	21	3	14.28
	d. Never	21	5	23.8

This question shows the Islamic boarding house condition. The data shows that the high criterion is answer B. The score is 61.9%, and it is shows that sometimes the student environment in Islamic boarding school is support with students to improve their competence. The other high answer' is D the score of it is 23.8¹%. This score shows that the environments of students is never support students to improve the English competence.

Table 12: Questionnaire result of point 12

NO	Can you manage your time to study English and activities in Islamic boarding school?	Respondent	Students Answer	Percentage (%)
12	a. Always	21	-	0
	b. Sometimes	21	-	0
	c. Often	21	-	0
	d. Never	21	21	100

This answer show that students get complicated to divides their time in their Islamic boarding school. The data shows that the score of this answer is It is the highest score of this question because the students get complicated to divides time in their Islamic boarding house.

Table 13: Questionnaire result of point 13

NO	Where do you usually study English?	Respondent	Students Answer	Percentage (%)
13	a. School	21	21	100
	b. Bed room	21	-	0
	c. Islamic boarding school	21	-	0
	d. Never	21	-	0

The data show that the highest score is option A. It is 100% score and it is show that all students study English in their school. The activity in Islamic boarding house is very full and it is researcher paradigm when the data show that.

Table 14: Questionnaire result of point 14

Table 14: Questionnaire result of point 14

NO	Is your time enough to study English in Islamic boarding School?	Respondent	Students Answer	Percentage (%)
14	a. Very enough	21	-	0
	b. Enough	21	-	0
	c. Less enough	21	-	0
	d. Not enough	21	21	100

The data shows that, the highest score IS in option B. That is and it is able to show the indicators that the highest activities in the Islamic boarding house. Teachers should design the strategy so that the teacher and students able to use time in the school as well as possible.

Table 15: Questionnaire result of point 15

NO	Is your Islamic boarding school gives facility to improve English students ability?	Respondent	Students Answer	Percentage (%)
15	a. Always	21	-	0
	b. Sometimes	21	18	85.7
	c. Often	21	3	14.2
	d. Never	21	-	0

The question number 15 has shown about the facilities in Islamic boarding school. The highest score is option B, 85.7%. Sometimes the facilities appropriate with English activities. Teacher must creative and innovative even though the facilities in the school

cannot improve the student's condition. The syllabus here will help teacher makes the interesting activities and will solve students' problem in the school and Islamic boarding house.

The interview guide with teacher and head master, researcher get information that the target of this school is not only memorize Al Quran but mastering English competence is the goal of this school. From the data, teacher does not develop the syllabus and sometimes teacher gets complicated to handle the class. The students' conditions in the class are not conducive when the first lesson times change to the next lesson. Student will sleep and very difficult to motivate them to study. From that condition the researcher conclude that the important think to solve this problem is to develop the syllabus. The special syllabus and appropriate with students' condition is very necessary for this school.

Discussion

The Result Analysis of syllabus. Researcher analyzes the syllabus and KI-KD to compare student needs in SMP Nurul Islam and syllabus that will develop. In syllabus researcher analyze the element of syllabus to find something that need to develop in speaking competence based on Hypnoteaching theory and students need. It is the syllabus before develop.

- A. Kelas • Vill (Delapan)
- Alokasi Waktu 8 Jam Pelajaran (4 Pertemuan)

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari ungkapan meminta perhatian, mengecek pemahaman, menghargai kinerja yang baik, dan meminta dan mengungkapkan	<p>Teks lisan dan tulis untuk (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat serta responnya</p> <p><u>Masing-masing diajarkan secara terpisah</u></p> <p>Fungsi sosial Menjaga hubungan interpersonal dengan guru</p>	<p><u>Masing-masing menggunakan prosedur yang sama</u></p> <p>Mengamati</p> <ul style="list-style-type: none"> • Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat serta meresponnya, dalam bahasa Inggris, bahasa Indonesia, dan bahasa lain, 	<p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> • Tingkat ketercapaian fungsi sosial (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya. • Tingkat kelengkapan dan keruntutan 	8 JP	<ul style="list-style-type: none"> • Buku Teks wajib • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat • Contoh

Figure 1: K 13 Syllabus

That syllabus there are three parts, those are: standard of competence, material, activity, assessment. There is principle which to be the basic to develops syllabus those are: scientific, relevant, systematic, consistence, adequate, contextual, flexible (National Department, 2008, p. 16). The last syllabus before develops there are some weaknesses,

First, this syllabus is less appropriate to student's environment in Islamic boarding school because teacher will get complicated if they handle the class because students need refresh condition after the first lesson has finished.

Second, the arrangement of syllabus must be balance with the development of students, physical, intellectual, social, emotional and spiritual of the students (Kemendikbud, 2017:6). English material should give additional such as the motivation word not only for their self but also for their other friends. The way to motivate it is necessary to for then so

that teacher should give explanation what is motivation, where we apply it, when we motivate, why we must motivate, who need motivation and how the motivation given.

Students need special treatment before teaching learning process. Researcher gives additional table which show the Hypnoteaching method. It has function in order the class condition is conducive and students able to start to the next lesson. In this school teacher should ask and invite student to spirit and focus when the first lesson change to the second lesson. Suggestion word should give to students before teaching learning process begun. In front of activities table the researcher gives •Hypnoteaching method such as the approach of hypnosis, Hypnoteaching technique, and suggestion treatment that is motivation word.

Studying Recent Theories

The standard of syllabus is contained with the core of competence, standard of competence, indicator, activities, assessment, material, activities, time, media and relevance. (Kernendikbud. 2013). The analyses of syllabus and students need above show that the syllabus should be develop based on the theories. There are part standard of syllabus which do not include over there. The researcher repairs that and gives modification based on Hypnoteaching method and students character.

Selection of Syllabus Type

Researcher use K 13 syllabus because this syllabus is used by almost all school in East Java. Even government has developed and repair it many times but the syllabus should be develop again based on students need and condition in their Islamic boarding school. The model of this syllabus is the communicative syllabus. The communicative syllabus it is based on Yalden theories. The communicative syllabus used because teacher includes the suggestion word in the part of syllabus. It has does so that all students able to active in the class and they able to receive well all of the information from their English teacher.

Write the Proto-Syllabus

This process produces the proto- syllabus that has developed base on the Hypnoteaching method. The researcher collects part of syllabus that will be develops before the syllabus is type more. There is some part of standard syllabus that did not include. Those are the indicator, activities, and media. This part designed based on students need and condition. the researcher analyses the part of syllabus that able to combine and modification based on hypnoteaching. When the raw designs have finished the researcher do the next step based on Yaldens' theories.

Writing Pedagogical Syllabus

This step researcher writes the syllabus completely. The students' character, their environment condition, students need and the application of all material it has write here, The Hypothecating method is combines to in every part of syllabus. It is steps to developed syllabus those are:

a. Steps of development

The step of development was done with process. To understand this step, researcher explains steps to develop and produce this syllabus, those are:

1. Researcher analyzes the KI and purpose of the study. In this process researcher find the component that able to use to develop subject of study base on Hypnoteaching theory and speaking skill. Researcher collects the component from speaking competence. Researcher combines two competences those are listening and speaking.
2. To classify the information which gotten from the first step. The information combine based on Immaterial and Hypnoteaching theory so that the purpose of the study suitable to the students need and ability.
3. To combine the subject of study and Hypnoteaching technique. Researcher includes the steps of Hypnoteaching technique to the syllabus in activities element. This activities based on combination between subject of study and Hypnoteaching technique so it will influence the indicator element.
4. To modifies indicator base on the steps before and include the examples of material which modified and develop in Hypnoteaching. This indicator able to help the researcher to make the assessment instrument. It develops based on the indicator which has modified.
5. To arrange all of syllabus component that have modified based on Hypnoteaching technique.
6. Researcher gives the syllabuses which have developed to the teacher and ask him to make lesson plane based on the syllabus. The syllabus and lesson plan will give to the head master.

b. Result of development

Researcher have modified and developed the syllabus base on Hypnoteaching technique. Hypnoteaching technique include in the action component of syllabus. In learning activity, teacher gives motivation softly to students in every process by using Hypnoteaching technique. The Hypnoteaching technique will make students able to focus 10 the teaching process and spirit to study even though teaching learning process have finished. Hypnoteaching able to controls and manages English class when teacher lead class room activities.

Kompetensi Dasar	Indikator	Materi	Hypnoteaching		Kegiatan	Time	
			Approach	Technique			
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapi, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> ➢ Siswa dapat Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapi, sesuai dengan konteks penggunaannya 	<ul style="list-style-type: none"> • Fungsi Sosial • Menjaga hubungan interpersonal dengan guru dan teman • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan a.l. "Excuse me, Is it clear", Great, I think so... dsb. - Ucapan, tekanan kata, intonasi, cjaan, tanda baca, dan tulisan tangan - Topik 	Authoritarian (Command)	Eyes Fixation	Perhatian kali ini saya yakin akan sangat menyenangkan karena kita akan bersama-sama Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapi, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> - Menyimak, menirukan, dan memperagakan beberapa contoh percakapan, dengan ucapan dan tekanan kata yang benar - Mengidentifikasi ungkapan yang sedang dipelajari - Menanyakan hal-hal yang tidak diketahui atau yang berbeda - Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa 	1x45
4.1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, serta	<ul style="list-style-type: none"> ➢ Siswa mampu menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang 	<ul style="list-style-type: none"> - Ungkapan a.l. "Excuse me, Is it clear", Great, I think so... dsb. - Ucapan, tekanan kata, intonasi, cjaan, tanda baca, dan tulisan tangan - Topik 	Relaxation		Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa	2x45	

Result of Expert Validation

The researcher had been submitted the draft to the expert validation for about syllabus. The improvement of this product was done based on the correction or expert feedback. The first expert notes the developed product:

- Put Hypnoteaching into the activities so that the teachers able to control the student's spirit to study.
- The assessment must put into the syllabus so that teacher able to used it as reference . the assessment should be appropriate to with the core and standard of competence
- Give additional media and source
- Time should be appropriate with education calendar and RPE

The last expert is from hypnosis expert. He notes that the suggestion word should put in . Standard of Competence because teacher should explain the purpose of lesson study.

Evaluation and Revision Based on Expert Validation

This evaluation used to revise the syllabus and lesson plan based on the data that got on the last validation list. From that data before, the development of syllabus based on Hypnoteaching is very good to be applying for teaching learning process of English students in SMP Nurul Islam in the 8th grade. There are some suggestions and comment from validator and it is very useful for researcher to repair the instrument and product to be better than before. Based on the suggestion of validator, researcher should include the seat management in Hypnoteaching method in syllabus. It is very important for students so that they able focus 10 the activities because this method needs high concentration. Finally, researcher gave additional in syllabus based on suggestion from the validator. Media is very important to and can be addition in syllabus and lesson plan.

Table 4.16: Suggestion list of expert validation that has been revised by researcher

NO	Suggestion	Check list	Complement
1	Include the Hypnoteaching to the activities	√	-
2	Give additional assessment	√	-
3	Additional media and source	√	Media gather with lesson plan
4	Time should be appropriate with RPE & academic Calendar	√	RPE under this tabel

Kompetensi Dasar	Indikator	Materi	Source	Hypnoteaching			Kegiatan	Assessment	Time
				Approach	Technique	Suggestion			
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapiinya, sesuai dengan konteks penggunaannya	> Siswa dapat Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapiinya sesuai dengan konteks penggunaannya	- Fungsi Sosial Menjaga hubungan interpersonal dengan guru dan teman - Struktur Teks • Memulai • Menanggapi (diharapkan di luar dugaan) - Unsur Kebahasaan • Ungkapan al. <i>Excuse me, Is it clear?, Great, I think so., dsb</i> • Ucapan, tekanan kata, intonasi, ejaan,	Zaida, nur.2016. <i>Bright an English Erlangga</i> Mukarto dk.2015. <i>English onsk,</i>	Authoritarian (Command)	Eyes Fixation	> Pertemuan kali ini saya yakin akan sangat menyenangkan karena kita akan bersama sama Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapiinya, sesuai dengan konteks	Membuat kesepakatan dengan siswa menggunakan tehnik eyes fixation/relaxation serta memasukkan kalimat sugesti untuk manajemen siswa sebelum kegiatan. - Menyimak, menirukan, dan memperagakan beberapa contoh percakapan, dengan ucapan dan tekanan kata yang benar - Mengidentifikasi ungkapan yang sedang dipelajari	• Penilaian sikap dilakukan selama pembelajaran berlangsung meliputi : - Kedisiplinan - Keterlibatan - Gotong royong • Penilaian pengetahuan meliputi : - Tulis - Penugasan - Portofolio • Penilaian keterampilan meliputi : - Praktek	15 menit

Point number one, the expert validation asks to give additional technique in activities. •In the last syllabus before, researcher only give kind of hypnoteaching technique in coulomb but in the activities, researcher only give hypnoteaching technique in the opening. Point number two researcher gives additional coulomb of assessment because before give to expert validation there is not assessment coulomb in the syllabus product. Point number three, researcher give additional coulomb in media and source based on instruction of expertvalidation and the rule of syllabus development. Point number four, time should be made based on R? E and academic calendar.

Implication of the Result

The English syllabus which was developed based on Hypnoteaching method can be the reference of lesson plan not only in SMP Nurul Islam but also it is very appropriate with other schools. The English syllabus it has develop based on students need, student's environment so the teaching learning process will not stop in the classroom. The English syllabus here contains with the suggestion word and the teacher applies it as the hypnotherapist so they will use it as the lesson plan reference and as the guide how to apply Hypnoteaching method.

The syllabus structure has modified based on Hypnoteaching. The basic of competence should be explains to the students before teaching learning process start, And the suggestion word combines here. The class activities teacher used scientific approach, It used in K 13 curriculum and to control this activities, teacher will use the Hypnoteaching technique so that the activities will run well

Final Product

Having been validating, the draft of the materials was completely developed. The final product of the development was syllabus that improves the English competence of students based on Hypnoteaching technique. This syllabus able to help the teacher when they teach students that has special treatment especially in the school in Islamic boarding house. This syllabus has additional competence for students that are students able give motivation not only to themselves but also to other friend in English. The syllabus gives additional media to help this method and make students able to focus well and the Hypnoteaching will maximum to help students improve their speaking skill. The researcher hopes that this syllabus able to be applied by teacher so that they can guide and motivated their student to improve the English competence of student in eighth grade.

CONCLUSIONS

The information that gets from development process of syllabus in SMP Nurul Islam about students' need and school there are some points. SMP Nurul Islam target is not only master Al Quran but also students must be able to master English and Arabic competence. Almost all students think that English is very important for students but the activities in Islamic boarding house sometimes make students cannot manage the time to study English. Students only study English in the school and it was needing a good strategy to study English so that they able to use their time as well as possible. Students need the interesting

and different treatment with other school because their activities are not only in their school but also in Islamic boarding school, The development of syllabus has the strength to handle the teachers' problem when they help students to -study English. The syllabus that has contain the hypnosis technique and it is can be used to improve the students' spirit to study in school and in Islamic boarding house. The hypnosis suggestion has put in every activity. This way makes students always spirit to study. They feel relax, enjoy, happy and the student's confidence will improve well. Students fell that English class is their solution to solve their problem when they face their activities in Islalnic boarding house and School. English teacher always leaves for about 10-15 minute for students after the teaching learning process have been finished. It is called student's time. This time used by teacher for their students to share, discuss the students' problem not only about English but also other problem which had by student in their Islamic boarding house. Teacher is not only having duty to teaching, but they are the hypnotherapies for their students. Event there is special teacher to handle students' problem such as Homeroom teacher or Counseling teacher, but teacher which have done and lead the teaching learning process is better than counseling teacher. It is happened because both teacher and students there is attachment when the class activities have done by using Hypnoteaching method.

The syllabus that has developed is appropriate event it is use to other school which not has basic of Islamic boarding house because this syllabus has develop based on students' character and hypnosis method. Even the character of students is different in every year or every time but teacher always able to use this method. The Hypnoteaching is the reflection of students' need and students' want in teaching learning process, so that teacher must be able to understand the students' character.

The weakness of this syllabus is teacher should understand well the hypnosis especially hypnotherapy method so they must look for the reference about hypnosis and students' character before they apply it. Hypnosis training is very important for it, hope teacher wants to try joint this training. The hypnosis training sometimes needs the high fee but if teacher able to cooperate with other teacher, this training will very cheap. The others weakness is teacher should usual to handle the class with their creativities. The full power, -optimism and confidence are the capital to apply it so teacher must do the best preparation because event teachers master the hypnosis theory but without best preparation, the Hypnoteaching in the class Will not run well. It is the new method in teaching learning process so that teacher must be understood well not only the theory but also the strategy to apply this method.

Suggestions. This development of syllabus based on Hypnoteaching method is very important for teacher, students, institution, especially researcher.

Teacher: When apply this syllabus teacher should understand well about this method because every class are different condition and it will make teacher confuse so that science cannot transfer well. Teacher will success if they able to apply and practice this method. The class condition will handle well and students will interest if Hypnoteaching able tb apply. Teacher is hypnotherapist in their class. Teacher must be able to control themselves especially their own condition in their environment because the teacher environment will have strong influence with this method. Teacher that has a good spiritual or religious environments will influence good influence for' students and instead, Hope teacher able to be true teacher and true motivator for their students and environment.

Students: Hypnoteaching use right brain and subconscious mind. This method is no force students to memorize but it is makes habit for students, The information from teacher will receive well with subconscious away so Students should be focus and believe that mastering English is very easy because English is very important.

Researcher: In syllabus material of speaking should be modified. It is very important if speaking material able to fill target of speaking-competence. The table or media better include in syllabus coulomb because teacher will get complicated if they apply it but they not use media. Teachers think that there are special media for Hypnoteaching method which used in the class so that students able focus well.

Institution: Syllabus made based on students' condition and need. It is very important use and develops the syllabus because every student and institution have the different character, mission and target of the study.

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