



THE USE OF HYPNOTIC LANGUAGE PATTERNS IN ENGLISH CLASSROOM

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(abdullahsyukur@uncp.ac.id)**Abstract**

The objectives of this research were to find out: (i)The types of Hypnotic Language Patterns used by the teachers in English classroom, (ii)The reasons of teachers for using Hypnotic Language Patterns in English classroom, and (iii)The students' perceptions toward Hypnotic Language Patterns used by the teachers in English classroom. This research was qualitative research and it applied purposive sampling technique. The participants were 2 English teachers and the students of SMP Negeri 6 Makassar. The instruments of the research were observation and interview. Then the data collected were transcribed to analyze by using Miles and Huberman model. The researcher also conducted interview to the teachers and the students to gain the relevant data. The results of the research are: (i)There are 27 Hypnotic Language Patterns used by the English teachers in English classroom, (ii)The teachers tend to use Hypnotic Language Patterns in English classroom because they can be used as a technique to explain English material, to motivate the students to study, to encourage the students to pay attention, to create a comfortable and enjoyable state in order to get the students' attention, and to involve them in teaching and learning process, and (iii)The students perceive that Hypnotic Language Patterns are very useful in teaching and learning process in English classroom because by using Hypnotic Language Patterns, the teachers could organize and build up communication with students as well as make their students motivated, enjoyable and comfortable. So, the students paid more attention to the material explained by the teachers during teaching and learning process.

Keywords: *hypnotic, language patterns*

1. Background

Language has a series of words, sentence patterns, and functions based on individual's needs and time in delivering message. It makes our internal world visible, audible and tangible to others. It allows us to share a world of experience and to communicate abstract ideas, to understand and be understood. Nowadays language is not only as descriptive, but it is more generative and creative. It means that language can also create events. That is why we should be careful in using a language. This research is going to explain about a series of word which gives influences in hypnotic process.

Giving suggestion can be conducted in coercive or persuasive way. All these ways can give either positive or negative impact, it depends on a person who gives suggestion. Giving suggestion in coercive way can be applied by snapping. We always give punishment so it indirectly emerges suggestion that he has to do the command. But this suggestion is still in simple step. In persuasive suggestion, we give suggestion softly but actually it is very powerful. Hypnosis is included in giving suggestion persuasively. There will appear relaxed condition on that situation because according to Hakim (2010: 2) that hypnosis can be defined as one of relaxed condition, focus, or concentration.

There is a study which applies hypnosis in education system namely Neuro-Linguistic Programming (NLP). NLP is described as the study of human excellence and demonstrates how to communicate effectively and influence others. It was developed in the 1970s by a group of psychologists who were studying successful people in order to analyze human behaviour. The group included Richard Bandler (psychologist), John Grinder (linguist) and Gregory Bateson (anthropologist). They considered styles of language, brain patterns and how words and actions are linked together to form certain programs or sequences of behaviour.

One part of Neuro Linguistic Programming is Milton Model or Hypnotic Language Patterns. This technique is based on conversational hypnosis, namely hypnosis which uses Ericksonian approach. This approach was from modern hypnotist Milton Hyland Erickson. He was the most popular hypnotist in 1970s – 1980s. Then these Hypnotic Language Patterns (HLP) are formulated by Richard Bandler and John Grinder as the result of modelling of Milton H. Erickson in his hypnosis' activity. Therefore, this technique is called Milton Model Patterns or it is commonly called Hypnotic Language Patterns (HLP).

O'Connor (2001: 174) says that the Milton Model is a set of language patterns used for inducing trance or an altered state of consciousness and utilizing unconscious resources to make desirable changes and solve difficult problems. It directly tries to talk to unconscious mind.

Joseph O'Connor and John Seymour (1993: 113-114) say that Milton Model is a way of using language to induce and maintain trance in order to contact the hidden resources of our personality. It follows the mind works naturally. Trance is a state where you are highly motivated to learn from your unconscious in an inner directed way. The Milton Model is a way of using language to: (1) pace and lead the person's reality, (2) distract and utilize the conscious mind, and (3) access the unconscious and resources.

Based on the definitions, it can be comprehended that hypnotic language patterns are a technique of influencing or persuading which apply hypnosis approach. Shortly, it can be comprehended that hypnosis is an art to communicate with unconscious mind. It is not a mystic, not a magic and power, but it is a communication skill. Commonly, certain words can appear hypnotic effect to someone. These hypnotic language patterns aim to bypass person's critical factor and to insert information into person's mind. By using the hypnotic language patterns, we are able to bypass the conscious resistance and to communicate with the unconscious mind. When someone's critical factor is bypassed, the information inserted will be considered as a truth.

Classroom interaction should engage students' attention so they can be more active to join the activities. Students' attention can be triggered in the moment by certain environmental factors such as teacher hypnotic language patterns. Students who experience heightened emotional attention are pulled toward a subject because they are energized, excited, and emotionally engaged by the teacher hypnotic language patterns. But sometimes teaching and learning activities become monotonous and lack of students' attention.

These conditions will not improve the students' skills in understanding the English subject. Attention is then seen as a mediating variable between teaching and learning (Torki, 2011). So, in teaching learning process, the teachers should not only use common languages, but also they should deliver lesson material by using unconscious languages to emerge suggestion for the students into full concentration about materials explained by the teachers because unconscious mind has a large dominant to the working process of our brain.

Based on the fact, it is important to research about language patterns used by teachers in the classroom. So, the researcher then tries to find out the answer of some research questions about hypnotic language patterns used by the teachers in learning process. They are: (1) What types of hypnotic language patterns are used by the teachers in English classroom?; (2) To what extent are the reasons of teachers for using hypnotic language patterns in English classroom? (3) What are the students' perception toward hypnotic language patterns used by the teachers in English classroom?

This research is intended to give description, interpretation, and explanation on the use of hypnotic language patterns in English classroom. The result is expected to be beneficial theoretically and practically to the field of teaching.

Theoretically, this study is expected to give an insight about the use of hypnotic language patterns in the classroom. The teacher should consider the language patterns in delivering the material to the students. Therefore, it can prevent misunderstanding between teacher and students. Generally, the result of this research hopefully will give useful and helpful information about the use of hypnotic language patterns in the classroom at schools, campuses, English course or other social places. Practically, this research is expected to give a meaningful contribution for English teachers regarding to the teaching and learning process in general and particularly relating to their language patterns as an approach in communicating in teaching learning process in the classroom.

By using the hypnotic language patterns, we are able to bypass the conscious resistance and to communicate with the unconscious mind. Sandy Mc. Gregor in Novian Triwidia Jaya (2010: 11) says that unconscious mind dominates human's mind 88%, while conscious mind dominates human's mind only 12%. Bob G. Bodenhamer and L. Michael Hall (1999: 188) say that 'conscious' is defined as whatever you aware of at a moment in time. 'Unconscious' is everything else.

Gunawan (2007: 17) says that we have 2 kinds of mind, namely conscious and subconscious mind. The role and the influence of conscious mind toward our self are 12% and subconscious mind reaches 88%. Conscious mind has 4 specific functions, namely: (1) to identify entered information, (2) to compare, (3) to analyze, and (4) to decide. While subconscious mind has functions or save the things such as: (1) Habit (good, bad, and reflex), (2) Emotion, (3) Long-term memory, (4) Personality, (5) Intuition, (6) Creativity, (7) Perception, (8) Belief and value.

In practically, a teacher must take (hypnotize) the students into relax condition, full of concentration, unconscious mind. Shortly, how teachers use languages can get students' attention, make relax and comfortable for the learners. These are concerning about teacher speaking skill. Beside that, a good improvisation technique, a well ordered intonation, more persuasive, quality of vocal, selection of words, etc are important in hypnotic language patterns.

By using hypnotic language patterns in the classroom, teaching learning process will be more dynamic and there is a good interaction between teachers and learners. The learners are able to dominate materials easily because their attention is drawn and they are motivated to study. The students will study cheerfully and its result will be faster and keep it in long memory because the students' attention will be fully focused to the materials.

There are some kinds of Hypnotic Language Patterns or Milton Model Languages according to Richard Bandler, Bob G. Bodenhamer and L. Michael Hall, Joseph O'Connor, and Idrus Perkasa Putra. They elaborate their own divisions about Hypnotic Language Patterns. Basically, all kinds of hypnotic language patterns divided by these experts are the

same. They sometimes have different term and division of hypnotic language patterns, but actually they have the same aim in explaining the patterns of hypnotic language. The division of hypnotic language patterns elaborated by O'Connor (2001) can be shown as follow:

Deletions

1. Simple Deletion
2. Unspecified Referential Index
3. Unspecified Verb
4. Comparison
5. Judgement

Distortions

6. Complex Equivalences
7. Mind Reading
8. Nominalization
9. Cause-Effect
10. Presupposition

Generalizations

11. Universals
12. Modal Operators of Necessity

13. Modal Operators of Possibility

Pacing a Person's Experience

Distracting the Conscious Mind

14. Phonological Ambiguity
15. Syntactical Ambiguity
16. Scope Ambiguity
17. Punctuation Ambiguity
18. Double Binds

Accessing Unconscious Resources

19. Conversational Postulates
20. Tag Questions
21. Embedded Questions
22. Embedded Commands
23. Quotes
24. Metaphor

2. Method

This research was a qualitative research. The researcher applied descriptive method. Descriptive method is applied in order to describe the current conditions, investigate relationship and explain the interpretation of phenomena (Gay, 2006). The subjects of this research were two English teachers of SMP Negeri 6 Makassar who were teaching at VII grade. In selecting research subject, the researcher used purposive sampling.

Purposive sampling is a sampling technique of data source with a certain consideration, for instance the subject is considered knowing more about what we expect or he has authority so he can enable the researcher to obtain deep information about the research object researched (Sugiyono, 2014). By using this sampling approach, the researcher chose two female English teachers and twenty students of SMP Negeri 6 Makassar as the subjects of this research. The researcher observed each of the teachers in their teaching for five meetings. They were observed about their hypnotic language patterns in teaching in English classroom.

To collect the data of this research, there were two kinds of instruments used, they were observation and interview. In this research, the researcher took nonparticipant observation. The researcher attended the teaching and learning process, then he observed two English teachers in their teaching for five meetings at VII grade students and recorded the process of that teaching. There was an observation sheet prepared in every observation to get down important points during the interaction. It was expected to give information about the hypnotic language patterns which were frequently used by the teachers. While interview allowed the researcher to obtain important data that he could not acquire only from observation, moreover pairing observation and interviewing provides a valuable way to gather complementary data. Interviews can explore and probe participants' responses to gather more in-depth data about their experiences and feelings. They can examine attitudes, interests, feelings, concerns, and values more easily than they can through observation (Gay et.al, 2006:418).

The researcher interviewed two English teachers as participants to reveal their way in using the aspects of hypnotic language patterns. The researcher also interviewed 20 students to obtain important data about their perception toward hypnotic language patterns used by the teachers. Language used in interviewing students was Bahasa Indonesia to obtain a detail subjective description of the interviewees' own perspectives. Kind of the interview used was semistructure interview. Semistructure interview is included in category of in-depth interview, it is more free in its application than structured interview. Its purpose is to find out the open information about a problem by asking the opinion and idea of the interviewee (Sugiyono, 2014). In conducting interview, the researcher listened, recorded, and noted carefully what the interviewee explained.

The observation was started from the first English teacher for five meetings. Each of the observation had been conducted for 80 minutes. After observing the teaching and learning process of the first English teacher, she was interviewed about her talk in teaching and learning process in the classroom related to her hypnotic language patterns. The next observation was continued to the second English teacher for five meetings as well. The teachers on these observations used some types of hypnotic language patterns during teaching and learning process. Then after conducting observation to the teaching and learning process of the second English teacher, she was also interviewed about her talk in teaching and learning process in the classroom related to her hypnotic language patterns. Afterwards, the researcher also interviewed 20 students by asking some questions related to their perception involving feeling and thinking about the teachers' hypnotic language patterns during teaching and learning process.

The data were analyzed by using Miles and Huberman model (1994). Activities of data analysis were data reduction, data display, and conclusion: drawing/verification. From the data, it was expected to get information about hypnotic language patterns frequently used by the teachers. While the data from the interviews were analyzed through several steps; first, transcribing the result of the interview and analyzing the answer of the students. Next, classifying data into the selected categories and interpreting the student's answer to find out their perception towards hypnotic language patterns used by the teachers in learning process and the hypnotic language patterns frequently used by the teachers. The interview is expected to give the additional or recovery information about the students' perception. And the last, presenting the result descriptively.

3. Results and Discussion

a. Types of Hypnotic Language Patterns Used by the Teachers

The English teachers on the observation used twenty seven types of hypnotic language patterns in classroom interaction, those were Mind Reading, Lost Performative, Cause and Effect, Complex Equivalent, Presuppositions, Universal Quantifiers, Modal Operators, Nominalizations, Unspecified Verbs, Tag questions, Lack of Referential Index, Comparative Deletions, Pacing Current Experience, Double Binds, Conversational Postulate, Extend Quotes, Selection Restriction Violation, Embedded Commands, Embedded Questions, Single Binds, Phonological Ambiguity, Syntactic Ambiguity, Scope Ambiguity, Metaphor, Positive Words, Praise, and Yelling.

The hypnotic language patterns used by the first English teacher were: Mind Reading, Lost Performative, Cause and Effect, Complex Equivalent, Presuppositions, Universal Quantifiers, Modal Operators, Nominalizations, Tag questions, Lack of Referential Index, Pacing Current Experience, Conversational Postulate, Extend Quotes, Embedded Commands,

Positive Words, Praise, and Yelling. While the hypnotic language patterns used by the second English teacher were: Mind Reading, Cause and Effect, Presuppositions, Universal Quantifiers, Modal Operators, Unspecified Verbs, Tag questions, Comparative Deletions, Pacing Current Experience, Double Binds, Conversational Postulate, Selection Restriction Violation, Embedded Commands, Embedded Questions, Single Binds, Phonological Ambiguity, Syntactic Ambiguity, Scope Ambiguity, Metaphor, Positive Words, Praise, and Yelling.

And there were 12 hypnotic language patterns used together by both the English teacher 1 and the English teacher 2. They were: Mind Reading, Cause and Effect, Presuppositions, Universal Quantifiers, Modal Operators, Tag Questions, Pacing Current Experience, Conversational Postulate, Embedded Commands, Positive Words, Praise, and Yelling. Then there were 4 hypnotic language patterns used only by the English teacher 1 but they were not used by the English teacher 2. They were: Lost Performative, Nominalizations, Lack of Referential Index, and Extend Quotes. And on the contrary, there were 10 hypnotic language patterns applied only by the English teacher 2 but they were not applied by the English teacher 1. They were: Unspecified Verbs, Comparative Deletions, Double Binds, Selection Restriction Violation, Embedded Questions, Single Binds, Phonological Ambiguity, Syntactic Ambiguity, Scope Ambiguity, and Metaphor.

Based on the results, the researcher concluded that there were 17 types of teachers' hypnotic language patterns used by the first English teacher in classroom activity while the second English teacher used 22 types of hypnotic language patterns in classroom activity.

From the data, it can be seen that the hypnotic language pattern which was most frequently used by the English teacher 1 was Tag Questions (consist of 13 expressions). Then the English teacher 2 mostly applied Conversational Postulate (consist of 12 expressions). And generally, the hypnotic language pattern which was most frequently used by both the English teacher 1 and the English teacher 2 was Conversational Postulate (consist of 22 expressions). Conversational postulate is a statement in the form of a question which when asked and taken literally would require a yes or no answer. This statement is normally taken as a command to perform the requested action. It is a rhetorical question that, if taken literally, would require a response or action.

The teachers mostly used this hypnotic language pattern, conversational postulate, because basically it was powerful to explain English material, to create a comfortable and enjoyable state, and to involve the students in teaching and learning process. It was powerful patterns especially when the teachers wanted to invite the students to participate in classroom activity. And then the students followed the teachers' instructions cheerfully without feeling forced. The main point was actually to get the students' attention in order to make them focus and full of concentration in teaching and learning process. It was a rhetorical question that required a direct action as response, so the teachers seemed to be polite and gentle in giving their instruction. The instruction could be firm but it seemed to be gentle by using conversational postulate.

b. The Reasons of Teachers for Using Hypnotic Language Patterns

From the data gained through the interview with two English teachers, it could be concluded that the reasons of teachers for using hypnotic language patterns in English classroom in SMPN 6 Makassar were because of the students condition, beside that it could be used as a technique to explain English material, motivate the students to study,

encourage the students to pay attention when the teachers explained material, create a comfortable and enjoyable state in order to get the students' attention, and involve them in teaching and learning process.

Then, by using hypnotic language patterns the teachers could encourage students to speak in discussion class, clarify material, give instructions, and increase the students motivation and the teachers also agreed that the use of hypnotic language patterns in teaching and learning process was very useful because it could be used as a technique in explaining English material, motivating the students to study, analyzing problem and encouraging them to pay more attention when the teachers explained material, this is similar with statement of McLaughlin (2003) said that the Milton Model allows you to use language that is artfully vague so that clients can give it a meaning that is appropriate for them. The Milton Model can be used to pace and lead the person's reality, distract and utilize the conscious mind and to access the unconscious and the person's resources.

One of hypnotic language patterns used by the English teachers is Mind Reading. It is a statement that claims to have the ability to know what the students are thinking or feeling. This pattern gives strong belief to the students. The English teachers claim to know the thoughts or feelings of students without specifying how they know the info. For example when the teacher 1 said: "*Students, I'm sure you have a good spirit this morning.*" This statement of mind reading pattern makes the students feel that the teacher gives them attention although for example it is not what exactly happens.

Another statement of hypnotic language patterns combination from English teacher 2 when she said: "*I know it is quite difficult for you to write because you have a little vocabulary, but just try and try. I'm sure you can.*" Mind reading pattern in this sentence: "*I know it is quite difficult for you to write*", make our students feel that the teacher gives them attention. When she said, "*because you have a little vocabulary*", this is a cause and effect pattern that claims there is a cause and effect relationship between one thing and another thing. This to keep a resistance toward assignment that was given. In sentence "*but just try and try*", this sentence makes the teacher gives encouraging to the students. Moreover when the sentence is continued, "*I'm sure you can*", the teacher used modal operator pattern and unspecified verb pattern. This case suggests that it is required to happen namely the students can do the assignment.

There are also double bind patterns used by the English teacher 2 when she said: "*ok 15 minutes or 20 minutes? Ok 20 minutes, hurry up.*" This statement offers two choices that are in fact the same choice separated by 'or', when the students choose one of them, the teacher keeps obtaining what she desires.

In another statement of double bind patterns used by the English teacher 2 when she said: "*eh you, have a seat on yours or sit down here.*" This statement offers two choices that are in fact the same choice separated by 'or', sit down on his own seat or on another empty seat. When he chooses one of them, the teacher keeps obtaining what she desires that the student sits down on the chair.

Embedded commands and embedded questions are another hypnotic language patterns used by English teacher 2. For instance, when she said: "*I really want to know about your opinion, I'm happy to see it. Come on, just a sentence about the story.*" This statement is embedded command pattern, it is command embedded in a longer sentence. Another embedded command statement from the English teacher 2 when she said: "*It is really nice if you can show me what lesson you can get from the text*"

Then she also applied combination of embedded question pattern and conversational postulate pattern when she said: “*What about you Retno, Nurul? I really expect can you give me your opinion about the story?*” The embedded question is the indirect question that arises in flow of the conversation. The students respond internally as if the question had been asked directly. Then the statement, *can you give me your opinion about the story?*, is conversational postulate pattern. It is a statement in the form of a question which when asked and taken literally would require a yes or no answer. This statement is normally taken as a command to perform the requested action. It is a rhetorical question that, if taken literally, would require a response or action. And this conversational postulate was the most frequently used by both the English teacher 1 and the English teacher 2 during teaching and learning process in classroom from the first meeting to the fifth meeting.

Those are some examples of hypnotic language patterns used by English teachers in English classroom. According to Bolstad (2003) that Milton model of language patterns used by Dr. Milton H. Erickson provides us with a comprehensive analysis of the way words affect internal representations. This ability of what we say to affect the unconscious responses of others is what has traditionally been called “hypnosis”. Choosing to use positive language and carefully selecting the presuppositions you want are examples of the patterns that NLP has called the Milton Model.

Then the researcher concluded that hypnotic language patterns used by the teachers in teaching and learning process can be used to explain English material, to motivate the students to study, to encourage the students to pay attention, to create a comfortable and enjoyable state, and to involve them in teaching and learning process. The main point of these all functions is actually to get the students’ attention in order to make them focus and full of concentration in teaching and learning process.

From this functions, it can be known that hypnotic language patterns are a technique of influencing or persuading which applies hypnosis approach. These hypnotic language patterns aim to bypass the students’ critical factor and to insert information into students’ mind. By using the hypnotic language patterns, we are able to bypass the conscious resistance and to communicate with the unconscious mind. When the students’ critical factor is bypassed, the information inserted will be considered as a truth.

Therefore, it can be comprehended that hypnosis is an art of communication. It is an art to communicate with unconscious mind. Thus, the researcher considers that hypnotic language patterns are actually a rhetoric skill in communication which have a persuasive power in giving instructions. It is about how to make the students perform what we want through conversation called conversational hypnosis.

Basically, hypnotic language patterns are different from simple language patterns because in the application of hypnotic language patterns, it applies more indirect and covert utterances. These hypnotic language patterns aim to give instructions, but the students who listen to it do not feel being ordered directly. So, the teaching and learning process can be more interesting and persuasive. It actually more emphasizes to certain suggestions conveyed covertly, thus the students have attractiveness to follow the teachers’ instructions comfortably.

Shortly, by using hypnotic language patterns we can give instructions or suggestions intelligently and gently to the students. Consequently, the students follow the instruction conveniently. In this case, we can say that using hypnotic language patterns will let the students do the instructions or suggestions with pleasure although for example the

instructions have a big possibility of resistance. But hypnotic language patterns make it seem to be convenient, so our instructions are granted dutifully by the students.

c. The Students' Perception toward Hypnotic Language Patterns Used by the Teachers

From the result of data interview of the students, they were more communicative, powerful and more interactive with their teachers who used hypnotic language patterns in teaching and learning process because the teachers tried to encourage the students to talk and interact, then the teachers made their students understand about the material that the teachers explained. The teachers did not mostly concern of delivering material, so the students could catch the material easily and pleasantly. These results are consistent with findings of Hamzar (2010) discovered that students were motivated in learning English by using hypnosis (hypnolearning).

It indicates that attention is mentally conditions of someone that produce a response to particular situation or object that give pleasure as well satisfaction. That's make the students more pay attention to follow the process of teaching and learning. According to Torki (2011) that attention is seen as a mediating variable between teaching and learning. So attention is response of liking. Students' attention depends on their teacher capability in teaching. The teachers' capability in creating an interesting class and the most important is when delivering material it can make the students motivated by choosing an appropriate language patterns in classroom process.

According to the students' answers that they tend to pay more attention to the teachers when the teachers uttered good, polite, and enjoyable language patterns. And the students also give more attention and response if the teachers give them instruction politely, for example when the teacher asked them to open the book by saying, "*Can you open your book on page 135?*" Or when the teachers asked the students' opinion by saying, "*Can you give me your opinion about the story?*"

It is about how to communicate with the students not only consciously but also unconsciously. How the teachers use unconscious languages in delivering material in teaching and learning process will really influence the students' attention. The students perceived that Hypnotic Language Patterns was very useful in teaching and learning process in English classroom because by using Hypnotic Language Patterns, the teachers could organize and build up communication with the students as well as made their students motivated, enjoyable and comfortable. So, the students paid more attention to the material explained by the teachers during teaching and learning process.

4. Conclusion

The types of hypnotic language patterns used by the English teachers consisted of 27 types of teachers' hypnotic language patterns found by the researcher during the teaching and learning process from the first meeting to fifth meeting. The categories based on summary of Milton Model from Bob G. Bodenhamer and L. Michael Hall (1999: 215) and O'Connor (2001). Those were Mind Reading, Lost Performative, Cause and Effect, Complex Equivalent, Presuppositions, Universal Quantifiers, Modal Operators, Nominalizations, Unspecified Verbs, Tag questions, Lack of Referential Index, Comparative Deletions, Pacing Current Experience, Double Binds, Conversational Postulate, Extend Quotes, Selection Restriction Violation, Embedded Commands, Embedded Questions, Single Binds, Phonological Ambiguity, Syntactic Ambiguity, Scope Ambiguity, Metaphor, Positive Words,

Praise, and Yelling. The first English teacher used 17 types of hypnotic language patterns in classroom activity while the second English teacher used 22 types of hypnotic language patterns in classroom activity. And both of teachers mostly applied conversational postulate in their teaching and learning process.

The reasons of the English teachers in SMPN 6 Makassar for using Hypnotic Language Patterns in teaching and learning process because it could be used as a technique to explain English material, to motivate the students to study, to encourage the students to pay more attention when the teachers explained material, to create a comfortable and enjoyable state in order to get the students' attention, and to involve the students in teaching and learning process.

The students perceived that Hypnotic Language Patterns were very useful in teaching and learning process in English classroom because by using Hypnotic Language Patterns, the teachers could organize and build up communication with students as well as make their students motivated, enjoyable and comfortable. So, the students paid more attention to the material explained by the teachers during teaching and learning process.

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