

USING HYPNOTEACHING STRATEGY TO MOTIVATE STUDENTS TO LEARN ENGLISH AT SMAN 7 MAKASSAR

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Abstract

Sukma Ilyas, 2022. The Use of Hypnoteaching Strategy to Motivate the Student to Learn English at SMAN 7 Makassar. Makassar. English Education Study Program, English Department, Faculty of Languages and Literature, Universitas Negeri Makassar (Supervised by Syarifuddin Dollah and Munir).

The objective of this research was to find out whether the use of hypnoteaching strategy motivate the student to learn English. This research took place at SMAN 7 Makassar. The population of this research was the student of SMAN 7 Makassar. The researcher used a simple random sampling technique. The instrument of this research was questionnaire which was administered as a pretest and posttest. Based on the result of the mean score, the researcher found that the use of hypnoteaching strategy can motivate the students to learn English. It was proved by the result of the posttest which was higher than the result of the pretest (38.63 > 89.60). Then, the researcher concluded that the use of hypnoteaching strategy motivates the students to learn English.

Keywords: *Hypnoteaching strategy, students' learning motivation*

INTRODUCTION

Teaching and learning processes are still being a source of worry for teachers and students in learning English as a foreign language in the educational sector. Although teaching approaches have been developed, EFL students still encounter various challenges in learning English. Teachers as educators are still having difficulties to figuring out what approaches or strategies to use in the classroom, and these issues are affecting students' motivation to learn English.

For a long time, traditional school learning entailed the students to sit in a classroom while the teacher delivering the materials and the students pay attention by listening and take a note. It has been determined that this technique's crucial learning component is communication between the teacher and the students. Harmer (1983), claims that a stimulating learning environment and engaging classes contribute to students' motivation to study. The teacher must deal with developing an adequate learning environment when creating a good learning environment. To prevent students from being bored or worn out, the teacher may use a range of

educational styles and strategies in addition to providing a conducive environment. In order to put in more effort, be more attentive, be more persistent, enjoy the experience more, want to learn the material more, be goal-directed, have optimal levels of arousal, have expectations, and feel more confident in their performance, students with higher levels of motivation will perform better than students with lower levels (Gardner,2005).

A "new" educational strategy that emphasizes the teaching and learning process is hypnoteaching. Since some teachers and lecturers have already been employed, however unnoticed, the writers have chosen to enclose it in quotation marks. Hypnosis is a technique of communication that is persuasive and suggestive to the subject so they may respond and be creative (Noer, 2010). Teachers use hypnoteaching to stimulate their students' learning abilities. In actuality, teachers are not compelled to put students to life. Only persuasive phrases are used by teachers when using the hypnoteaching strategy. Hypnoteaching is an art form that uses suggestion to teach in order to increase student intelligence (Hajar 2011).

There is a study from Zuhri (2015) which conducted entitled: Using Hypnoteaching Strategy to Improve Students' Writing Ability. The findings show that using hypnoteaching techniques to increase students' writing skills is successful. The data showing that all of the students almost failed, that no student received a good, very good, or excellent score, and that only 11 students received a fairly good score on the pre-test of the students—whose mean score was 64—provides evidence that the students' prior writing knowledge is still low. Data indicating that the majority of students achieved good scores on their post-test, with a mean score of 82, demonstrates the significant improvement in students' writing abilities following the application of the hypnoteaching approach.

Cici Ramadhani (2016) conducted research entitled Using Hypnoteaching to Improve Students' Vocabulary. The goal of the study was to find out the students' Vocabulary achievement using the hypnoteaching strategy. Only one class in VIII was taken, with a total of 26 students. The researcher conducts her research in two cycles, and she discovered that the students' scores improved from the free test to the post-test in the first and second cycles. As a result, employing hypnoteaching could help students improve their vocabulary. She suggested the English teacher to use this hypnoteaching method, which has been shown to be quite successful in teaching vocabulary.

The other research comes from Firman (2013), in his study "The Implementation of Hypnoteaching Method in Improving Students' English Learning Achievement at The First Grade of SMPN 3 SATAP Biringbulu Kab.Gowa," concludes that hypnoteaching strategy make

students more engaged and active, increasing the effectiveness of the learning process. Results from the students' post-test were discovered to be superior to those from their pre-test. According to his research, hypnoteaching as a teaching method can enhance student involvement and enhance learning outcomes.

Three of the previous studies mentioned above discussed about the use of hypnoteaching strategy to enhance student performance and inspire students to learn English. However, the researcher's sole focus in this study is on the students' drive to learn English. Additionally, the researcher uses several techniques when utilizing the hypnoteaching strategy. The other differentiation is location of the research, this study conducts in SMAN 7 Makassar.

Teachers can use the hypnoteaching strategy to awaken students' inner motivation and urge them to learn in a comfortable and relaxed manner. If the teacher's suggestions are welcomed by the students, they will be motivated to continue to enjoy the learning process. As a result, teaching becomes much easier and more pleasurable for the teacher because the students can understand all materials is being taught. All of the materials that teachers give to the students can be understand as well. Learning environment becomes enjoyable both for the student and teacher. The student is not under pressure and stress, or has homework anxieties, etc (Muslim, 2013).

Unfortunately, most students lack interest in learning, particularly those in SMAN 7 Makassar's first grade. This issue is a result of teachers' use of ineffective teaching strategies. The majority of English teachers still adhere to the outdated paradigm of passive knowledge transfer. Teachers who continue to use the outdated teaching methods constantly require their students to sit down, remain quiet, pay attention, take notes, and recall material (Nuraeni, personal communication, July 29, 2021).

In light of the foregoing descriptions, the researcher is curious to investigate the use of the hypnoteaching technique called: **Using Hypnoteaching Strategy to Motivate Students to learn English at SMAN 7 Makassar.**

RESULTS AND DISCUSSIONS

The researcher outlines how the pre- and post-test results were interpreted in this section, along with the treatment that was administered. The study's findings needed to be analyzed in light of the information provided in them. The research question of this research is “Does the use of Hypnoteaching strategy motivate the students to learn English?” The outcome of the questionnaire calculation provided the answer to this question.

The outcome of the data analysis showed that the students' motivation to learn English was significantly impacted by the application of hypnoteaching strategies in teaching and learning. The researcher used a questionnaire with 20 items for the respondents to answer in order to compare the students' motivation before and after the treatment. It was discovered that after the implementation of the treatment, student motivation also improved. This may be verified by comparing the mean percentage scores from the pre- and post-questionnaires, which show that the post-questionnaire was more successful than the pre-questionnaire.

Due to the student's motivation variables, which include attitude toward the learning situation, instrumentality, and integrativeness, the findings showed that the majority of students were motivated to learn English after they were treated utilizing hypnoteaching strategy.

The use of Hypnoteaching strategy has been applied by the researcher to the students at X IPA I SMAN 7 Makassar by following the steps of Hypnoteaching strategy.

a) First meeting

1) Magical Opening

The researcher entered the class by smiling and increasing her eyeball while smiling at the students. After that, she checking the students' attendance and then asked them to mention a sentence in English. Then, she invited the class to pray together. After praying she asked the students about the meaning of their prayers. She also suggests the students by invited them to figuring out themselves in 5 years later, and asked them about what they want to do, what they want to achieve, etc. After that she will give motivation that relate to the situation of the students. The researcher also gives positive affirmation or making a joke with the students to boost their mood so that they can enjoy the class as well.

2) Leading

On this step the researcher checked the student's attendance and ask their idea about the good class. Some of the students express their opinions but there were also some who just write their opinions on paper. After that the researcher and students discussed and make a deal about

definition of a “good class” and make a commitment to made it happens on their class. After that the researcher leads the class according to the deals that have been made. The researcher asked the students to make a group which consist by 4 students. After that each group were asked to compile information about narrative text and example of narrative text from abroad in 15 minutes. After that the researcher asked the students to present their information in front of their friend.

3) Praise

After the student presents their information, the researcher gives accomplishment to the student who already dared to come in front of the class and as a reward the student got a point. Therefore, in the end of the meeting they achieve a gift if they got a lot of point.

4) Modeling

During the class the researcher showed good attitude such us smiling, showing good behavior and always spread positive energy to the students.

After following the steps above, the researcher ended the class by informing the students about what they should prepare for the next meeting. After that she gave motivation to the students and make a joke with the students to makes them more enjoy the class.

b) Second meeting

1) Magical Opening

The researcher entered the class by smiling and increasing her eyeball while smiling at the students. After that, she checking the students’ attendance and then asked them to mention a sentence in English. Then, she invited the class to pray together. After praying she asked the students about the meaning of their prayers. She also suggests the students by invited them to figuring out themselves in 5 years later, and asked them about what they want to do, what they want to achieve, etc. After that she ask the students about their situation and then gave motivation that relate to the situation of the students.

2) Leading

In this step, the researcher explains the core parts of the material/project that students will learn about narrative texts and also explains the standards that must be achieved by students related to the story that will be played. After that the researcher provides opportunities for students to ask questions related to the material/project to be worked on. After all the students was understood, the researcher showed the students the example of how to present the narrative text as well. Besides that, the researcher also explains the time limit for the preparation of a narrative text performance so the students could prepare their self as well.

3) Praise

When checking the student's attendance, some of students come late. In this case, the researcher doesn't give the students punishment but she gives the students motivation using positive words and avoid to use negative words such as: "Hopefully tomorrow you will come on time so it will help you to be more discipline". The researcher explains why is it important to come on time to the class so the student becomes more aware. The researcher also gives accomplishment for the students who attendance the class on time.

4) Modelling

During the class the researcher showed good attitude such as smiling, showing good behavior and always spread positive energy to the students.

After following the steps above, the researcher ended the class by informing the students about what they should prepare for the next meeting. After that she gave motivation to the students and make a joke with the students to makes them more enjoy the class.

c) Third Meeting

1) Magical Opening

The researcher entered the class by smiling and increasing her eyeball while smiling at the students. After that, she checking the students' attendance and then asked them to mention a sentence in English. Then, she invited the class to pray together. After praying she asked the students about the meaning of their prayers. She also suggests the students by invited them to figuring out themselves in 5 years later, and asked them about what they want to do, what they want to achieve, etc. After that she ask the students about their situation and then gave motivation that relate to the situation of the students.

2) Leading

The researcher gives the students a chance to prepare the presentation about 5 minutes. All the group must be ready for the presentation. Each leader of the group writes down their group number and then they doing lottery. The group who was mentioned present their narrative text. Each students have a chance to read a paragraph of the text. After the presentation, each member of group was asked about what they can learn from the text that have been presented. Some of the students mention about the unique fact about the text, slank, or difficult word for them. It is help them to increase their background knowledge about English and also improve their integrative motivation to learn more about English. During this session, the researcher also doing testing/assessment.

3) Praise

After the student presents their narrative text, the researcher gives accomplishment to the

student who already present the text in front of the class and as a reward for the students who was excited to follow the class as well, they got a bonus point. Therefore, in the end of the meeting they will achieve a gift if they got a lot of point.

4) Modeling

During the class the researcher showed good attitude such as smiling, showing good behavior and always spread positive energy to the students.

After following the steps above, the researcher ended the class by informing the students about what they should prepare for the next meeting. After that she gave motivation to the students and made a joke with the students to make them more enjoy the class.

d) Fourth Meeting

1) Magical Opening

The researcher entered the class by smiling and increasing her eye contact while smiling at the students. After that, she checked the students' attendance and then asked them to mention a sentence in English. Then, she invited the class to pray together. After praying she asked the students about the meaning of their prayers. She also suggested the students by inviting them to figuring out themselves in 5 years later, and asked them about what they want to do, what they want to achieve, etc. After that she asked the students about their situation and then gave motivation that related to the situation of the students.

2) Leading

On this meeting, the steps were the same as the previous meeting since the activity of the class was the same. Firstly, the researcher gives the students a chance to prepare the presentation about 5 minutes. All the group must be ready for the presentation. Each leader of the group writes down their group number and then they do a lottery. The group who was mentioned presents their narrative text. Each student has a chance to read a paragraph of the text. After the presentation, each member of the group was asked about what they can learn from the text that has been presented. Some of the students mention about the unique fact about the text, slang, or difficult word for them. It helps them to increase their background knowledge about English and also improve their integrative motivation to learn more about English. During this session, the researcher also does testing/assessment.

3) Praise

After the student presents their narrative text, the researcher gives an accomplishment to the student who already presents the text in front of the class and as a reward for the students who were excited to follow the class as well, they got a bonus point. The researcher calculated each point of the students and gave them a reward.

4) Modeling

During the class the researcher showed good attitude such as smiling, showing good behavior and always spread positive energy to the students.

After following the steps above, the researcher ended the class and asked the students to fulfill the questionnaire via google form. After that she gave motivation to the students and make a joke with the students to makes them more enjoy the class.

The data had been collected from the sample of the research and had been analyzed to be interpreted. The pre-test and post-test scores and classifications score of the students are provided in frequency and percentage as in table 4.1 as follows:

No.	Classification	Range	Pre-Test		Post-Test	
			Frequency	Percentage	Frequency	Percentage
1	Strongly Motivated	84-100	0	0	35	100%
2	Motivated	68-83	0	0	0	0
3	Undecided	52-67	0	0	0	0
4	Unmotivated	36-51	29	82.9%	0	0
5	Strongly Unmotivated	20-35	6	17.1%	0	0
Total			35	100%	35	100%

The table demonstrates that none of the students who took the pre-test scored as very motivated, motivated, or unsure. There were 6 students (17.1%) who were really unmotivated out of the 29 students (82.9%) who were unmotivated. But after the researcher had treated the students, there was differentiation. The data reveals that 35 students (100%) who took the post-test were highly motivated. It can be said that the post-test rate percentage was higher than the pre-test rate percentage.

**Table 4.2 Mean Score and Standard Deviation of Pre-Test and Post-Test
Paired Samples Statistics**

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	38.6286	2.94145	.49720
	Post-test	89.8000	2.95854	.50008

The table above displays the mean score and standard deviation of the pre-test and post-test results for the students. The post-test had a mean of 89.60 in the motivated category, greater than the pre- tests of 38.63 in the uninspired category. The average of the two tests shows that the students' scores on motivation increased. Furthermore, the standard deviation of the pre-test was 2.94 and 2.95 for the post-test. It indicates that the standard deviation in the pre-test is lower than in the post-test. With a difference of as large as 51.17, there was improvement. By using paired t-test in the pre-test and the post-test, the data analysis result showed that there was a significant difference or improvement between the two tests.

The researcher also calculated the test of normality data, which the result shows in the table 4.3 as follows:

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PRE TEST	.149	35	.047	.964	35	.294
POST TEST	.114	35	.200*	.964	35	.296

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The sample used in this research was less than 50, hence the p or sig. values were found in the Shapiro Wilk table. The research data is normally distributed if the significance value is greater than 0.05, and it is not normally distributed if it is less than 0.05. The data were regularly distributed, or the significance value is > 0.05, according to the normality test. The data were normally distributed, or the significance value is > 0.05, according to the normality test. Because the p-value of 0.294 is higher than the alpha level of 0.05 or $0.294 > 0.05$ and the post-test scores were higher than the alpha level of 0.05 or $0.296 > 0.05$, the pre-test in this case is normally distributed.

Gardner (1985) stated that L2 motivation is the extent which someone is eager to learn the language by the reason of a desire to do so as well as the satisfaction gained in the activity. In addition, Brown (2007) added, motivation is the degree to which individual makes decisions about what goals to pursue and how much work individual will put into that pursuit.

This finding is in line with Harmer (1983) stating that a stimulating learning environment and engaging classes contribute to students' motivation to study. Besides that, it also in line with Gardner (2005) stated that students with higher levels of motivation will perform better than students with lower levels because they will exert more effort, be more attentive, be more persistent, enjoy the experience more, want to learn the material more, be goal-directed, have optimal levels of arousal, have expectancies, and be more self-confident in their performance.

The research of Kasmajaya (2015), which found that students' learning motivation improved after having studied utilizing the hypnoteaching strategy, is another source of support for this conclusion. It also accords with the findings of Kusuma's study from 2020, which showed that the implementation of hypnoteaching to the students can boost their motivation to learn words. The researcher comes to the conclusion that hypnoteaching can increase students' motivation to learn English after reviewing the findings from her study and another investigation.

Based on the research findings and the conclusion of this study, which found that the hypothesis was accepted, meaning that the use of Hypnoteaching strategy succeed to motivate the students to learn English, which was marked by a significant increase in student scores between pretest and posttest. Based on the result above, it can be concluded that the use of Hypnoteaching strategy can motivate the students to learn English.

CONCLUSIONS

Based on the research findings and the conclusion of this study, which found that the hypothesis was accepted, meaning that the use of Hypnoteaching strategy succeed to motivate the students to learn English, which was marked by a significant increase in student scores between pretest and posttest. Based on the result above, it can be concluded that the use of Hypnoteaching strategy can motivate the students to learn English.

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The researcher hopes this thesis can be beneficial, especially for the researcher herself and the readers.

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