Using Hypnoteaching Strategy to Improve Students' Speaking Ability

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Abstract

The use of hypnoteaching as a tool to improve students' speaking abilities is covered in this study. The purpose of this research is to determine how hypnoteaching can improve students' speaking skills. Using a pretest-posttest design for a single group, the writer employed a pre-experimental methodology in this research. Pre- and post-tests were distributed to the group. A pretest is used to gauge how well kids can speak. Following the completion of the pretest, the writer instructed the pupils in using the hypnoteaching technique. The final step involved administering a posttest to gauge the effectiveness of the treatment. The posttest results show how much the students' speaking skills have improved.Applying the hypnoteaching technique is a great way to assist students become more proficient speakers, as seen by the students' notable improvement in speaking after the treatment.

Keywords: hypnoteaching strategy, speaking ability

INTRODUCTION

English is one among the subjects taught at Politeknik Kementerian Makassar. In the dental nursing department, in particular, students have greater opportunity to practice the language because every meeting consists of two components: theory and practice. Each week, practice and theory sessions last for ninety minutes each. However, their improvement in English proficiency is still insufficient.

Making students proficient in oral English is one of the goals of the English language program at Politeknik Kementerian Makassar's dental nursing department. The method of communicating ideas orally is through doing communication. Teachers and students must both utilize language to communicate ideas in order to empower pupils to speak up. Khan (2007) Human life is based on communication, and language is the primary means of human-to-human communication.

The tactics used in target language instruction should increase students' motivation to study and improve their communication skills. There are numerous teaching and learning methodologies. The writer uses hypnoteaching as one of his techniques.

Hypnoteaching, according to Rianto (2020), is a novel and distinctive approach in the field of education, particularly in the teaching and learning process. However, it is not truly novel, as some lecturers and teachers have already used it, albeit covertly. According to Board (1989), hypnoteaching is a combination of the terms "hypnosis," which means suggesting, and "teaching," which means imparting knowledge. The instructor can activate students' learning potential by using a technique called hypnotoaching. A lecturer is not required to put students to death in practice. The instructor exclusively employs persuasive words when implementing the hypnoteaching technique. A professor using the hypnoteaching technique can encourage pupils to learn in a relaxed and comfortable environment.

As to Nuri's (2021) findings, hypno-teaching can yield the following advantages for classroom instruction. (1) Education becomes more enjoyable. (2) Supporting kids in overcoming obstacles. (3) Rekindling the desire to learn. (4) Uncovering students' potential. (5) Assisting pupils in resolving their issues (Wati and Kusuma, 2016). According to Hajar (2012), there are a number of benefits to using the hypno-teaching method in the classroom, including improved student-teacher interaction, the development of students' interests and talents, a varied learning process, the ability to motivate students to study, an active learning environment, and more creative and focused students.

Applying the background information provided above, the writer looks into "using

hypnoteaching strategy to increase students' speaking ability." Finding out how to use hypnoteaching to improve students' speaking abilities is the writer's main goal. The study only looks at hypnoteaching as a method of teaching pupils to improve their speaking skills. This semester, the writer's only focus is on improving the students' speaking abilities to those in the third semester of the dental nursing program at Poltekkes Kementerian Makassar in the academic year 2022–2023. They also want to encourage students to study and engage in an active learning process, as well as help them become more focused and imaginative.

LITERATURE REVIEW
1. Concept of Hypnoteaching
Noer (2010) elucidated that hypnosis is a means of persuasion and suggestion that involves both verbal and nonverbal cues, encouraging the client to become creative and responsive. In other words, it is a method of delivering thoughts, messages, or feelings during hypnosis. It can be done with a symbol that conveys ideas through one or more words, or it can be done without using words at all. For example, it can be used to call or invite someone to reflect, stimulate thought, or hypnotize them to action.

Hypnoteaching is a kind of instruction that combines using the conscious and subconscious minds. 15% of our conscious thoughts have an influence and a role, however 85% of our subconscious minds are at work. This finding implies that our thoughts and behaviors, as well as the development of our characters, are greatly influenced by the subconscious mind. The unconscious and conscious minds collaborate and have an impact on one another. Certain highly significant components, such as memories, positive or negative behaviors, beliefs, belief systems, creativity, etc., are stored in the subconscious mind. However, this does not negate the importance of our conscious mind. Incoming information is filtered by the conscious mind, which then determines whether or not the requirement is stored in the subconscious mind. In order to safeguard our subconscious mind, the conscious mind (Jaya, 2010).

The words "hypnosis" and "teaching" are the literal roots of "hypnoteaching." According to Hajar (2011), hypnoteaching is the use of art to communicate through suggestion in order to increase students' intelligence. Students are supposed to realize that they have a great deal of potential that hasn't been fully realized in their study through the suggestions provided.

The learning method known as "hypenoteaching," which makes use of the science of hypnosis, is primarily concerned with giving students and teachers constructive criticism. The subconscious mind will be stimulated or ordered by this constructive suggestion, maximizing the potential that each student possesses in the classroom. One technique to prepare pupils for learning is through hypnoteaching, which helps them feel prepared and driven to study from the start.

2. The Elements of Hypnoteaching
According to Noer (2010), during the teaching and learning process, a teacher must be aware of the following components of hypnoteaching:

a. A teacher's confidence is derived from their looks; the more attractive they are, the more at ease they are with students. Not just the self-assurance that comes with physical attractiveness, but also the mental optimism.

b. Teachers who are sympathetic and understanding can foster positive relationships with their pupils by not undervaluing any of their issues and by continuously approaching and responding to them in a way that helps them feel at ease. For instance, if we treat misbehaving children badly, they will eventually come to despise the teacher. On the other hand, misbehaving pupils will gradually submit if they receive kindness, encouragement, and attention since they will feel valued and loved.

c. The language used by the teacher: In order to make her voice and language understandable to the students, teachers must train themselves. Not only does he have a strong vocabulary and command of language, but he is also emotionally stable, resistant to being easily enraged, and able to respect every student's effort, potential, and skill. It will have a significant impact on how children learn in the classroom.

d. Kinaesthetic learners are greatly influenced by the movements of their teachers. In order to get students' attention, teachers must exercise self-expression by using all of their limbs—including their hands, feet, expressions, and sounds—by exploring them to the fullest extent possible. When instructing, teachers should adopt a positive body language style to make their lessons more memorable for the pupils. It is common knowledge that a teacher must be an expert in the content they will be teaching before they can engage students in an engaging and intriguing lesson.

e. One of the secrets to the success of hypnoteaching, which uses character as the foundational mental exercise connected to fantasy and imagination, is the teacher's ability to captivate students with stories. Narrating stories about successful and inspirational people can help teachers obey and guide pupils when they are not motivated to learn and are having a lot of challenges. Stories can help students develop their creativity, spirit, and fantasy.

From all of above components, it can be concluded that a teacher can easily win over students' hearts by facilitating a pleasant, engaging, and easy learning environment. As educators, we are aware that in order to control the minds of our pupils, we must do it.

3. The Principles in Implementation of Hypnoteaching

The word "hypnoteaching" has recently gained a lot of attention and discussion. By definition, hypnoteaching is an effort to lower brain wave frequency in order to make students more at ease and suggestive when retaining the beneficial aspects of a learning environment. As a result, hypnosis for learning is not well understood in a number of television programs, including Romy Rafael and Uya Kuya. However, hypnosis is only meant to be used to set up environments that are favorable to learning (Munadi, 2012).

There are various factors that should be kept in mind when using hypnosis because learning to use it differs from learning anything else in general. According to Hajar (2011), there are seven actions that teachers must take in order to accomplish learning objectives. These seven processes are as follows:

a. Determine the students' needs. Prior to the learning process being involved, pupils' needs must be identified. determining the needs of the pupils in order to ascertain what kinds of learning are engaging for them and to inspire them to learn; Create a learning plan by incorporating hypnotic media, including text, motion, sound, visuals, and symbols;

b. Commence instructing in accordance with the prepared lesson plans.a. Commence instructing in accordance with the prepared lesson plans;

c. c. Using self-affirmations or positive self-statements as a way to uplift pupils' spirits. As an illustration, the instructor proudly informed the class that she would continue to study with anyone, anytime, and anywhere as long as they were motivated.;

d. Use visuals to help students generate thoughts about the subject they are studying.;

e. To assess, assessments are conducted to determine how instructors support engaged, motivated, and innovative

learners throughout the educational process. Teachers additionally assess students' comprehension of the assigned subject.;

f. To consider the pupils' experiences prior to the lesson's conclusion. evaluation of the impact that questions have on pupils throughout the learning process.

4. The Steps in Applying of Hypnoteaching Method

Educators must follow easy steps to implement the hypno-teaching method. According to Yustisia (2012), hypno-teaching involves the following steps:

1) Building a Strong Self Intention

Large goals will increase dedication and self-motivation. Student success in learning is mostly dependent on their mindset and level of willpower. Furthermore, for hypnotherapy to be effective, the instructor needs to have a strong sense of self-intention that compels him to suppress any negative emotions that would only serve to.

2) Pacing

It entails adopting the same stance, gesture, speech pattern, and mental state as the pupils. There are a few guidelines for pacing. First of all, educators see themselves as young as their pupils. Second, teachers employ language that is similar in style to what pupils speak on a daily basis. Teachers can then act out and emulate body language related to the lesson plan in the classroom. Finally, the teacher can tie the subject to a favorite topic that students frequently discuss. Here, the purpose of pacing is to get their brain waves to match ours so that both teachers and students would find the process of teaching and learning enjoyable and that they will remember what their teachers say. Pacing is therefore necessary to alter pupils' perceptions.

3) Leading

The teacher can guide pupils to follow spoken instructions once they have had a chance to experience the teaching and learning environment through the pace of the lesson. Students will gladly comply with the teacher's instructions under these circumstances. As a result, it is possible to raise pupils' achievement, attitude, and behavior.

4) Using Positive Words

Positive language is appropriate when working with the subconscious mind, which rejects negative language. Positive remarks can persuade or extend an invitation. We must adjust the sentence from negative to positive if we wish to express something that the students might not do. For instance: => Don't create any noise! Please remain silent.*!*

5) Giving Commendation

Teachers have the power to use rewards and penalties in the learning process. Acknowledgment is one type of incentive that boosts self-esteem. For students, the use of rewards and penalties is effective. Giving rewards encourages students to do better than they did previously. Furthermore, discipline will help students break undesirable habits. For instance, we could remark, "Thank you, you're great!" or "Very good, thank you," after inviting them to step forward to complete the assignment. They will experience more appreciation. Take cautious when accepting our compliments! We must also refrain from using the word "but" and give it in moderation. The use of "but" indicates that we are both complimentary and critical at the same time. It will be ineffective and damage our complement. If we wish to criticize them, we have to alter the sentence

6) Modeling

Giving constant verbal and behavioral examples of appropriate protocol is the process at hand. It becomes crucial to the hypno-teaching method's success or failure. A teacher's actions and words must match one another.

Additionally, Risyad (2010) offers the following more focused methods that can be used in hypno-teaching.

1. Focusing

   This method is meant to help students focus, particularly in situations where there is a lot of noise or crowding in the classroom. Students are supposed to focus more during the learning sessions by using this strategy.

2. Pacing-leading

   It entails coordinating one's posture, gestures, speech, and brain waves with other individuals or students. Following pace, leading is the act of giving students instructions or reaching a consensus with them.

3. Suggestion

   In hypnosis, it refers to mentally stimulating speech to others. Someone has the ability to sway other people's opinions, attitudes, and even behaviors with suggestive expressions or words, and as a result, those individuals will take the advice.

4. Affirmation: This method aims to raise pupils' motivation levels, either intentionally or unintentionally. Visionary spoken words, statements, or expressions, hints, or images can all be used.

5. Relaxation

   It is accomplished by use of a deep breathing exercise. Students are instructed to control their breathing until mental burdens are released; as a result, they experience profound relaxation.

5. Hypnosis Techniques in Teaching and Learning.

a. Relaxation

   Here are some things for students to think about in order to relax:

   1. The surroundings and ambiance of your classroom should support both the students and the teaching and learning environment while also promoting relaxation in them.

   2. The faculty of appearance, which stands for dispositions, self-assurance, morals, personality, and character.

3. starting sentence: Choose a starting sentence that will ease the student's anxiety rather than incite it.

b. Mind focus and alpha state

   Pay close attention to what the pupils are learning rather than just hearing it. In this situation, it's imperative to transfer someone's tested mental processes from the beta to the alpha range. Wave one's thought process is separated into four groups, specifically:

   1. A person with beta mind (14–30 Hz) is able to accomplish an activity with a single mental focus.

   2. Alpha mind (8-13,9 Hz); to experience this state, an individual must be calm and focused. This state of mind is called hypnosis, and it occurs when a person is easily able to absorb information to the maximum extent possible without interruption from other thoughts.

   3. Theta mind (4-7,9 Hz), which is characterized by a person arriving in a semi-conscious state, also known as a meditation state.

   4. Delta mind (0,1-3,9 Hz); under this circumstance, someone stated that we are going into a deep sleep or, to put it another way, an unconscious state.

   Teaching hypnosis for alpha mind work. We are teaching pupils how to enter a hypnotic state at this level. Any knowledge should be able to reach the student's long-term memory with ease, free from distortion and other distracting thoughts..

c. Subliminal communication

   Occasionally communicates less clearly and effectively. The lack of subconscious communication, which facilitates two-way heart-to-heart communication, was the cause. Here are some elements to take into account while conveying the idea that there was unintentional communication between the information provider and the information recipient.

   1. Let them know what you would like delivered. Every teacher must prepare a lesson plan outlining the material they

will teach their students before the teaching and learning process starts.

2. How and where to convey information. Communication errors, such mismatches in language used between information producers and recipients, should be noted because the subconscious mind is only drawn to parallels.

3. State or circumstances. Sustenance and favorable conditions are essential for effective unconscious mind communication. Thus, stay away from anything that can break the chain of subliminal communication between the instructor and the students. Hakim (2010).

Speaking Skill

Speaking is an interactive process of creating meaning that entails generating, receiving, and processing information, according to Burns & Joyce (1997). The context, the people speaking, and the goals of the speech all influence the shape and meaning of the speech. According to Tarigan (2008), there are methods for enhancing pupils' speaking abilities. Speaking can be made better by using images to identify information gaps, taking pictures, singing, playing games, role-playing, instructional theater, geussing, etc. Speaking is the exchange of multi-component information between two or more people in order to establish a context. Talking about what we see, feel, and think is important. We want someone to hear us while we're feeling something. Thus, we might refer to this process as an interaction involving two or more people.

RESEARCH METHODOLOGY

The purpose of this study is to determine how hypnoteaching can help students become more proficient speakers. This study employed a pre-experimental approach employing a pretest-posttest design for one group. Students were given a pretest and treatment six times during the data collection procedure. A pretest was administered to gauge the students' proficiency in speaking. Following the pretest, the researchers instructed the participants in using the hypnoteaching technique. Finally, the

researchers provided a posttest. A posttest was used to gauge the effectiveness of the therapies. This study used two variables: an independent variable and a dependent variable. The hypnoteaching technique was the independent variable in this study, while the speaking proficiency of the students was the dependent variable. The third semester of the school year 2022–2023 served as the population for this study. There were fifty students enrolled in all.

Test was used by the researchers. Pretest and posttest are the two parts of the test. The students took the pretest prior to receiving treatment. The purpose of the posttest was to determine the students' performance following the application of the hypnoteaching approach or following treatment. Speaking tests served as the model for the exam items. Speaking with patients and nurses was the focus of the test. The instrument consist of oral speech, accuracy (vocabulary, pronunciation) and fluency.

Procedures of Data Collection

The information gathered by following the procedures in the class:

1. Pretest

After administering a speaking exam, use the recording feature to determine the students' past understanding of the speaking ability in the classroom.

2. Treatment

The class must be treated utilizing the hypnoteaching approach following the pretest. This treatment involved six meetings, lasting one and a half hours each..

3. Posttest

Two classes were given posttests to complete in order to determine the outcome of the treatment. The test consists of an interview with the patient conducted in the form of a question-and-answer session between the nurse and the patient before, during, and after therapy. assessing both groups with a test.

4. The five-minute interview was done.

Technique of Data Analysis

The following scoring system was used to examine the data.

Table 3.4: The scoring classification for accuracy

Classification	Score	Criteria
Excellent	6	The pronunciation is largely unaffected by mother tongue. There are just two or three lexical and grammatical mistakes.
Very good	5	The pronunciation is largely unaffected by mother tongue. There are a few lexical and grammatical mistakes, but the pronunciation is nearly perfect.
Good	4	The mother tongue's impact may still be heard in the pronunciation, and the phonology is sound. Despite a few lexical and grammatical mistakes, the meaning is still clear.
Average	3	Pronunciation is influenced by mother tongue, and only a small number of phonological faults result in misunderstanding.
Poor	2	Communication frequently breaks down because of grammatical and lexical issues brought on by pronunciation, which is greatly influenced by the mother tongue.
Very poor	1	Pronunciation mistakes also happen with grammar and vocabulary. Lack of language proficiency.

(Heaton, 1988)

Table 3.5: The Scoring Classification for fluency

Classification	Score	Criteria
Excellent	6	speaks with great fluidity using a variety of idioms and a strong vocabulary.
Very good	5	Excellent command of terminology; when speaking, there are few inappropriate words and no pauses.
Good	4	There aren't many pauses, however it appears like there is vocabulary problem. Though there are occasionally gaps in the dialogue, the meaning is always understood.
Average	3	Speech pauses, limited emotion, and trouble finding terminology are all evident.
Poor	2	Having trouble creating words, speech halts, expression is constrained, and word formation causes dizziness.
Very poor	1	The talk is tough and does not continue, the pauses are extended and out of the ordinary, and the conversation is not continued..

(Heaton, 1988)

Table 3.6: The Scoring Classification for Vocabulary

Excellent	6	Become proficient in vocabulary and fit in with native speakers
Very good	5	mastery of language, ability to solve challenging real-world issues
Good	4	lexical mastery, the ability to communicate about topics outside of technology, and other aspects

Average	3	Poor word choice, inadequate vocabulary, and unprofessional conversation
Poor	2	There is a severe lack of basic vocabulary.
Very poor	1	Knowing words is insufficient

(Heaton, 1988)

After students were taught using the hypnoteaching strategy, the results of their speaking in English were examined using English proficiency tests. SPSS version 26.0 was then used to analyze the statistical data—frequency, mean, and standard deviation—obtained from the English language test instruments..

RESULTS AND DISCUSSION

The research's data analysis includes rate display of the students' test results, means score, standard deviation, significance test, and hypothesis testing.

a. The data tabulation for the students' achievement in the speaking ability
can be seen as follows:

The Students' Mean Score of Achievement Result in Pretest and Posttest

	Pretest	Posttest
N	50	50
Mean	3.738	6.566
Std. Deviation	1.2022	1.6163

The various student pretest and posttest results are displayed in the table above. The student's mean score increased dramatically to 6.566 with a standard deviation of 1.6163 from 3.738 with a standard deviation of 1.2022. According to the data, the posttest's mean score was higher than the pretest's. This indicates that hypnotizing students to improve their speaking fluency, vocabulary, and pronunciation is a successful teaching method.

b. The Inferential Analysis between pretest and posttest

To determine the significance difference between the mean scores of the students' pretest and posttest, the researcher in this instance employed the t-test (testing of significance) for an independent sample test.

The performance of the students on the pretest and posttest in class before and after receiving treatment was displayed in the following table..

Table 4.8 The t-test between Pretest and Posttest for Experimental Class

Variable	t-value	Df	Probability Value
Pretest and Posttest	16.261	49	0.000

The t-value was 16.261 with 49 degrees of freedom and a P value of 0.000, as can be seen in table 4.8 above. We can determine the t-table for this study to be 1.666 based on the degree of freedom. The data show that the P value (0.000) < 0.05 and the t-value (16.261) > t-table (1.666). It can be said that the pretest and posttest differed significantly from one another. Put another way, by implementing hypnoteaching techniques in the classroom, there was an improvement in the students' speaking achievement between the pretest and posttest.

Based on that discovery, the writer can draw the conclusion that using hypnoteaching techniques is a more successful way to raise students' speaking proficiency.

DISCUSSION

This section's discussion is on how to evaluate the results of statistical analysis using speaking tests for both the pretest and posttest..

The previous section's explanation of the test data collection indicates a significant improvement in the students' speaking abilities. The mean score rate of the students' pretest and posttest results supports it. The pretest's mean score is 3.738, while the posttest's score is 6.566..

Following therapy, the hypnoteaching strategy's mean score increased. The posttest results indicate how well the pupils have improved their speaking abilities.

In order to determine the students' speaking proficiency, the researcher recorded the English oral exam and utilized that data for this study. Role-playing was employed in this oral exam to determine the pupils' proficiency in speaking English.

Three main areas of attention were pronunciation, vocabulary, and fluency in the accomplishment test. The researcher used the Heaton, 1988 English proficiency exam rating ratings to assign the pupils scores based on the three components.

The results above indicate that the students' means score was impacted by the use of hypnoteaching techniques. Many variables affected the outcome of employing hypnoteaching techniques, including: The process of learning to use hypnosis differs from the process of learning in general, such as the notion of hypnoteachiong; the components of hypnoteachiong; the appearance of the teacher; the teacher's empathy and sympathies; the teacher's movement; Instructors inspire pupils with stories and the hypnotizing concept, such as Determine the needs of the pupils, recite affirmations, and use visualization.

Because of the students' notable improvements in speaking following the therapy, the researchers surmised that the hypnoteaching technique is a particularly useful tool for enhancing students' speaking abilities. It is evident from the students' mean score and standard deviation following posttest treatment. Since instructional media contributes to the effectiveness of the teaching and learning process, hypnoteaching should take this into account as well (Abusyairi, 2013; Nurhayati, 2014).

CONCLUSION

The writer came to the conclusion that using the hypnoteaching method is an effective way to help students become better speakers based on their study of the conversation data. It is evident that the students still had limited speaking experience prior to using the hypnoteaching technique. Following the implementation of the hypnoteaching approach, students' speaking abilities have improved dramatically. The data indicates that the majority of students achieved good scores, with the pretest mean score of 3.738 and the posttest mean score of 6.566..

The writer provides the following recommendations in an effort to improve the way that speaking is taught to students: English teachers should become more knowledgeable and proficient educators. They should also be aware that hypnoteaching is a viable teaching strategy that can be used to teach speaking as well as other skills. Teachers should employ an engaging approach to grab students' interest and create a pleasant, relaxed learning environment. This will increase students' motivation to learn English because they will find the teacher's ideas to be well-received.

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