

The Effect of Using Hypnoteaching Method towards Students' Motivation in Learning English

Elin Fitriani¹, Melyann Melani², Syahrul³.

^{1,2,3} IAIN Bukittinggi

elinfitriani345@gmail.com¹, melyannmelani@gmail.com², syah09shabry@gmail.com³

Received

(30 May 2021)

Published

(11 June 2021)

ABSTRACT

This research was due to some problems found in the field. It has been done at SMA KEC X KOTO because most of the teachers of Senior High School still used traditional technique in evaluating students' writing. This research used descriptive quantitative research. The researcher used a questionnaires and documentation collect the data. The population of this research was all English teachers at SMA X KOTO District. The samples that English teacher at SMA N 1 X KOTO, SMA AL HIRA, SMA NURUL IKHLAS consist 10 teachers by using total sampling. The data were got through questionnaires consists 29 list question items that teachers must answer based on their opinion. To analyze the data, researcher used Likert Scale and then, to find out percentage of each item of questionnaire, the researcher used the formula by Sudijonop: $f/n \times 100\%$, after that researcher interpreted of the practicality percentage table. The finding reveals that Brown's rubric using students writing at SMA X KOTO is very practical. Mostly teacher respond to every statements such as the organization which consists of 8 indicators only answer strongly agree and agree. The interpretation table shows that the percentage of teacher's mean score was 89%. Thus, the use Brown's rubric as a tool in assessing students writing was very practical (86% - 100%). It is recommended for teachers to use Brown's Rubric

Key word: **Writing, Analytic rubric, Very Practical.**

INTRODUCTION

The success in learning will depend on the motivation. In other word, learning and motivation are closely bound together and influence one another heavily. In this case the students or the teacher must have idea to build the students motivation in learning English, because motivation is important factor to the success of learning English. It can be proved by Brown's opinion that motivation is one of the most important factors in students' success in English.¹ It can be concluded that motivation strongly influences the students' achievements in English. By being motivated perfectly, students can improve their mark to be better.

Learning English is very complex since there are many factors that determine the success or failure of learners in learning. There are two kinds of factors, which affect someone in learning English. Those are internal and external factors. Internal factors come from the learners themselves, such as motivation, interest, aptitude, and intelligence. While the external factors come from the outside of the learners, such as situation and condition of the environment, learning materials, and learning program.

Related to previous that, the duty of English teacher is to make the students enjoy in learning English. Therefore, the teacher should have special trick to make their students have motivation in learning English. The teacher should be creative in using and varying the activity

¹ H. Douglas, Brown. 2002, *Strategies for success*, Logman, p.17

with the subject in order to make the students interested and happy in receiving the material.² One kind of method that can be used by the English teacher is hypnoteaching method.

Hypnoteaching is as one of the alternative methods that can be used to create effective learning. The effective learning is the learning that enables learners to learn easy, fun, and can achieve the learning objectives that have been set. According to Ridwan explained that Hypnoteaching is a combination of the concept of learning activities taught with hypnosis. learning will feel more fun peace, quiet, and enjoy if only the teachers and educators can apply the concept of hypnosis approach which is rich in suggestive meaning in the teaching world and teaching without having to reduce the nature of curriculum goal.³ From here, then Noer defined Hypnoteaching is the art of communication in the teaching process by exploring the conscious nature so that students become focused, relaxed and suggestive in receiving the subject matter given.⁴

As an illustration, a lot of people who do not know hypnosis but in fact has been put into practice in daily life. One was a skilled teacher to motivate their students to learn. Teachers that is loved by his students and is regarded as an exemplary teacher, without realizing the fact that teachers have to apply the method of hypnosis in everyday life. The researcher chooses this method because the researcher believes that hypnoteaching suggesting the students to be interest and motivated in learning process.

Based on preliminary research observation done on September 15, 25th and October 16th 2018 in SMKN 1 Payakumbuh with students and teacher, the researcher found several problems. The problems focus on the students' motivation. The low response of students in participate in learning makes the classroom conditions passive, the students feel anxious and shy to deliver their ideas in front of their teacher and their friends, so that students get bored quickly and make students are lazy to learn. Another problems that the researcher found was the teacher in learning English still did not use innovative learning method, the method used by the teacher had not able to grow the activities and motivation of students in learning English.

A relevant research on hypnoteaching method by Zuhri and Sukarnianti shows that Hypnoteaching Strategy can improve students' writing ability. It is reasonable because there was a significant writing achievement of the students after the treatment was conducted. Regarding to the background of the problem above, the researchers chooses the title of this research: *"The effect of using Hypnoteaching Method toward students motivation in learning English at the first Grade in SMKN 1 Payakumbuh"*.

² Reflinda, 2017, *The Effect of Learning Strategy And Reading Interest to the Reading Understanding Ability of Students of Iain Bukit Tinggi*, Vol.1, No.2, P.3

³ Sank Ridwan, *hypnoteaching rahasia melihat pandangan daya magnetism guru*, p.79

⁴ Noer Muhammad, *hypnoteaching for success learning*, p.16

METHOD

The researcher used the quantitative research. The quantitative research is a kind of research that collects the data in the form of number. The design of this research is experimental research because it would propose to know the hypnoteaching method toward students motivation in learning English. In this case, the population of this research all first grade students of SMKN 1 PAYAKUMBUH. The population of this research is 250 students that are the total of the classes of the first grade. The samples of this research are class PKM of first grade of SMKN 1 Payakumbuh. This research used checklist to answer some questionnaire by providing five answers. The respond in questionnaire used 5-point likert-scale to measure perception. The researcher will give the pre-questionnaire and post-questionnaire to both experimental and control group. Experimental group will be teach by using hypnoteaching method. It is different with control group where researcher using the conventional strategy in learning English. This research will be done by using the Z-test in analyzing the data. The Z-test will a kind of statistical calculation use to examine the truth or false of null hypothesis that state no significant differences between the result of two samples from a same population. Suharsimi said that if in a research there are experimental and control class, the researcher uses Z-test to analysis the data.⁵

FINDINGS AND DISCUSSION

In this section, the researcher would like to describe and discuss the findings of the research based on related theory. All the data collected from the instrument provided information of the research findings. The result of the students' score was calculated by using z-test. There are two points on the effect using Hyonoteahing method toward students motivation in learning English. These points are:

1. There was a significant difference in students' motivation in learning English by using Hypnoteaching method between score questionnaire control group and score questionnaire experiment group in the first grade of SMKN 1 Payakumbuh.
2. There was significant difference in students' motivation in learning English by using and without using Hypnoteaching method of the first grade of SMKN 1 Payakumbuh.

Based on the result of the questionnaire experiment class were different highest and lowest score of questionnaire control class. The highest score of students who used Hypnoteaching method was 99 and the highest score of the students who did not used Hypnoteaching method was 83. While the lowest score of the students who used Hypnoteaching method was 72 and the lowest score of the students who did not used

⁵*Ibid*,

Hypnoteaching method was 63. It could be conclude that Hypnoteaching method help students in improving students motivation in learning English. In addition, according to Ridwan explained that Hypnoteaching is a combination of the concept of learning activities taught with hypnosis. learning will feel more fun peace, quiet, and enjoy if only the teachers and educators can apply the concept of hypnosis approach which is rich in suggestive meaning in the teaching world and teaching without having to reduce the nature of curriculum goal.⁶ From here, then Noer defined Hypnoteaching is the art of communication in the teaching process by exploring the conscious nature so that students become focused, relaxed and suggestive in receiving the subject matter given.⁷In general, Hypnoteaching method could create a more fun way of learning.

Based on the result of the post test, the researcher also found a different mean score between the students who used and did not used Hypnoteaching method. The mean score of the students who used Hypnoteaching method is 85,74 it means the students motivation in learning English who used Hypnoteaching method is in effective category. On the other hand, the mean score of students who did not use Hypnoteaching method is 71,38 it means the students motivation in learning English who did not use Hypnoteaching method is in sufficiently category. Then, it is related with the collecting numerical data that are analyzed statistically.

The researcher found the result of the data from the subject or Z_{count} is higher than Z_{table} . In conclusion, there was significant difference in students motivation in learning English between students who used and did not use Hypnoteaching method. According to the result of the research, the students who used Hypnoteaching method can increased students motivation in learning English, whereas the students who did not use Hypnoteaching method were not increased. It is supported by the argumentation of Yustisia (2012) said that *Hypnoteaching* is an effort to hypnotically students to be better and improve their achievement.

From the explanation above, it can be concluded that Hypnoteaching method is one an effective method to increase students motivation in learning English and also Hypnoteaching give positive impacts to the students.

CONCLUSION

Based on the findings and the discussions in the previous chapter, the researcher concludes this research that focus on students' motivation in learning English through Hypnoteaching method. It shows that the score questionnaire by using Hypnoteaching method in the experimental class was higher than the score questionnaire without using Hypnoteaching method. It means that there was significant effect of Hypnoteaching method toward students

⁶ Sank Ridwan, *hypnoteaching rahasia melipatgandakan daya magnetism guru*, p.79

⁷ Noer Muhammad, *hypnoteaching for success learning*, p.16

motivation in learning English. It was supported by the data, in which the mean score of the students in the score questionnaire without treatment is 71,38 which has been improving in the score questionnaire by using treatment is 85,74. The z-test result was shown that the $Z_{obtained}$ was higher than the $z_{table}(10,79 > 1,6669)$. It means that hypothesis (H_a) of this research can be accepted that there was significant effect of hypnoteaching method toward students motivation in learning English. Then, there was significant difference between the students who were taught by Hypnoteaching method and students who were taught without Hypnoteaching method. It was found that the value of $Z_{obtained}$ was higher than the value of $z_{table}(4,51 > 1,6669)$.

REFERENCES

- Permendikbud No 21 tahun 2016 tentang Standar Isi Pendidikan Dasar dan Menengah
Brown and Glasser, 1999; Gibbs and Rowntree, 1999; Thorpe, 2000) in *Assessment for Learning (Learning and Teaching in Higher Educational, Issue 1, 2004-05)*.
- Anthony.J Nitko(1996:4) in *The Book of Evaluasi Pembelajaran, Direktorat Jendral Pendidikan Islam Kementerian Agama, Jakarta Pusat, 2012*.
- Zainal Arifin, (2012), *Evaluasi Pembelajaran, Direktorat Jendral Pendidikan Islam Kementerian Agama, Jakarta Pusat*
- Setiadi Hari (2016) in *Jurnal Penelitian dan Evaluasi Pendidikan*, Vol. 20, No 2, Desember
- Nunan (2003) in *Jurnal Bakti Sasrawati*, Vol. 05 No. 02
- David P. Haris, (1969), *Testing English As a Second Language*, (New York), McGraw-Hill
- Oregon Literacy Plan, *K-12 Writing Assessment*, Developed by the Literacy Leadership State Team (LLST) in partnership with Oregon Department of Education (ODE), p 15
- Oregon Literacy Plan, *K-12 Writing Assessment*, Developed by the Literacy Leadership State Team (LLST) in partnership with Oregon Department of Education (ODE), p 15
- Sara Cushing Weigle, 2002, *Assessing Writing*, (United States of America by Cambridge University Press), New York.
- Harold S. Madsen, 1983, *Techniques in Testing*, Oxford University Press, New York, P 120
- Brown H. Douglas, 2004, *Language Assessment; Principles and Classroom Practices*, Library Of Congress Catalog
- Lemi lestari et.al on the title “*Validitas dan Praktikalitas Lembaran Kerja Peserta Didik (LKPD) Materi Kingdom Platar Berbasis Pendekatan Saintifik untu Peserta Didik Kelas X SMA/MA*.(Staf Pengajar jurusan Biologi, FMIPA, Universitas Negri Padang) JEP Vol 2 No 2 November 2008
- Arthur Hughes, (1989), *Testing for Language Teacher*, Cambridge University Press, New York