

# Using Hypnoteaching Method To Enhance Students' Motivation In Learning English

Ardiya<sup>1</sup>, Wandī Syahfutra<sup>2\*</sup>

<sup>1</sup>English Education Department, Universitas Muhammadiyah Riau, Indonesia

<sup>2</sup>English Education Department, Universitas Muhammadiyah Riau, Indonesia

\*Corresponding Author: wandisyahfutra@umri.ac.id

Copyright©2018 by authors, all rights reserved. Authors agree that this article remains permanently open access under the terms of the Creative Commons Attribution License 4.0 International License

**Abstract.** In the Education sector, teaching and learning process still being a concern faced by the teacher and students in learning English Foreign Language. Some methods in teaching have been developed but in fact several obstacles still faced by EFL students in learning English. Teachers as educators still getting difficulties in exploring the methods or strategies in teaching which these problems infected to the students understanding and motivation in learning English. This writing aims to find out the suitable method used by the teacher and various problems faced by students in learning English. To find the answer of the problems the researcher used quantitative method with quasi-experimental design. Based on the results of the research data processed using the paired-sample t test, there were found significant differences before and after implementing the hypnoteaching method in learning English with alpha results less than 0.05, and the data of questionnaire mean of measure at 4.41 with Likert scale level in high category. This study is beneficial in enriching literature in the scope of English education study programs, especially in Indonesia and others adopting English as a foreign language as a matter of applying appropriate and a more effective learning methods

**Keywords:** Hypnoteaching, Learning English, EFL students, Motivation

## 1. Introduction

English has been important language for many years till today. English is being one of subjects should be learnt by students at school. Teachers have been implemented various strategies that are related with the topic but some problems in learning English still facing by students always be attention till today. Some strategies always develop but the problems still founded such as; some students still putting English as one of difficult languages to be learnt, lack of confidence, lack of vocabulary, and lack of motivation.

Some of people are lacking confident about their English proficiency, because English is not a mother tongue that is not commonly used in daily activity. Many English language learners have difficulty expressing their ideas in spoken language. They generally face problems using English for expressing ideas effectively. Then, they stop talking because they face psychological obstacles or cannot find appropriate vocabulary and expressions, [1].

The problems of english learners may be solved by teacher as the leader in class. Teacher creativity is needed in the learning process. Teacher must really be required to be creative and innovative in teaching and learning process. Therefore, it is not caused as a boredom in learning.

in Pekanbaru, Indonesia. Based on the observation been provided, the motivation of the students during the learning process still low. They were seen passionate at the beginning of the learning process, but in the middle until the end of the learning process their motivation is decreased. In addition, the atmosphere or environment in the classroom seemed less supportive of the learning process.

Motivation is one of the factors that can influence the learning process and success in learning. Motivation aimed to improve the teaching result, several experts from numerous cross-disciplinary define the definition of the learning motivation, [2]. Motivation is often seen as one of the key elements which influence the rate of success of second or foreign language learning [3]. Motivation consist of two, namely intrinsic and extrinsic motivation. Intrinsic motivation is that comes from within the students themselves. Meanwhile, extrinsic motivation is it comes from outside the student which functions as a driving force that can make a person very excited in learning. We can see real evidence from students who have positive motivation. The students seems to have interest, concern and hard work so that the students can follow the class well and complete properly. Therefore, it is considered important to apply a suitable method to enhance students motivation in learning English.

Both SMA Handayani and SMA PGRI are schools located

The type of motivation answers the question of why a

person is learning language. The motivation here refers to the goal of learning a language. Many different reasons for learning a language could be listed such as: to be able to speak with members of that language community, to get a job, to improve one's education, to be able to travel, to please their parents, to satisfy a language requirement, to gain social power, etc.[4]

The most successful students in learning a foreign language are those who have positive attitudes towards people who speak the target language, who acknowledge and appreciate their culture and who want to be integrated into their society, such kind of motivation could only be characterized as intrinsic motivation for learning a foreign language [5].

In addition, strategy is one of the factors that must be paid attention to learning foreign language. It must be applied by the teachers to overcome the problems in the class. It is always provided by teacher in the class, so that they can overcome or at least reduce the learning obstacles by students to achieve language skill.[6]

Teaching method used by the teacher is an important factor influencing the learners in learning process. During this process of learning English, teachers are mainly still using the old paradigm where the teacher gives knowledge to students who passively.[7]

The conventional method slowly moves into learner-centered method, the teacher is facilitator. In another hand, teachers also have the roles as motivators, resources, tutors, observers, and inspirators. We know that the students have different IQ, EQ, and SQ which is the teacher should have flexibility in teaching and learning process by using suitable method and motivate the students.

Hypnosis or hypnotherapy which was initially used in the medical field, then developed and expanded into education field through the concept of hypnoteaching. Hypnoteaching method is carried out the students first to do imagination and give them suggestion or motivation then. The activities in learning process more relax or enjoy, fun, and both the teachers and students are able to build good communication and do the learning process well.

Hypnotic suggestions are used in the teaching and learning process for students to control their "unconscious" drive and focus on the teaching and learning process. [8]

Since hypnotic trance is rarely associated with relaxation, it can reduce tension and disturbance by itself. Most

hypnotherapy sessions include enjoyable and desirable situations such as light and floating feelings and deep physical and mental relaxation that result in therapeutic effects of hypnosis.[9]

Hypnoteaching is one of learning method being improved now. This method is able to emerge its own attractive for the students. Hypnoteaching is combination of two words, hypnosis and teaching. Hypnosis means suggestion or giving suggestion and teaching means preaching or transferring knowledge. Teaching by hypnosis is the recent method applied in teaching and learning activities.

Hypnoteaching is a development of neurohypnosis, and the term neurohypnosis was first suggested in the mid 1800s by James Braid, an English surgeon, based on his belief that a state of hypnosis was related to sleep. Thus, he based the terms on Greek hypnos (sleep).[10].

Hypnoteaching is a combination of teaching which involves the conscious and the subconscious mind. Influence and the role of conscious thought of ourselves as much as 15%, while the subconscious mind reaches 85%. This fact suggests that the subconscious mind is more dominant and very large influence on the formation of character, the way we think and act.[11]

Hypnoteaching helps students to control their mind through suggestion and facilitation. It is traditionally defined as a highly focused state, which is sometimes marked with relaxation and a high level of suggestibility.[8]

During process of Hypnoteaching method, teacher is likened a magnet that can attract student's attention to subject in learning process. This method is emphasized on subconscious communication, that can be done in the classroom and outside of classroom. It is intended to be able to lighten students' minds first so that they are fresher, happier and do not have a tiring burden.

On this method of Hypnoteaching, the teacher is responsible for the sense of relaxation that students have before doing Hypnoteaching method. Therefore a comfortable atmosphere can be created first in the class. This condition make the students are ready for studying in the class.

In addition, the classroom environment has a important role in enhancing students' willingness to learn English. It has been positive effect for students in learning English. It is clear that having comfortable class will motivate students to learn english, especially in communicating using English.[12]

There are five ways of Hypnoteaching method that can be implemented in the class. First, the teacher create interest with closeness and comfort so that students has motivation and focus on learning. One of creating interest is by telling teachers' or someone' experience that related to the topic. Next, the teacher create a yell to build enthusiasm. A yell is accompanied by movements that can be done in the class. A yell can be implemented in the middle of learning process. A yell can cause feeling of happiness and delight.

The third way of Hypnoteaching method is doing two-way communication with the students by doing questions and answers, doing discussion and also asking the students in repeating the action. Then, the teacher create resume by briefly repeating the learning points. Therefore, the students can relate how the learning and the story in the beginning. Last, the teacher provide relaxation session to refocus students. This relaxation session can be implemented at the beginning, in the middle and at the end of learning process. The relaxation can be in the form of sentences or relaxation music so that their bodies and mind are refreshed. Therefore, they are enthusiastic and optimal in participating in the learning process.

## 2. Materials and Methods

A quantitative approach is used to measure this study. Quantitative research is an approach to testing objective theory by examining the relationship between variables, [13]. Basically, these variables can be measured using instruments or test, so that numbered data can be analyzed using statistical procedures. This study used a quasi-experimental non-equivalent control group design. This study consisted of two classes, namely the experimental class and control class. The experimental class was treated using the hypnoteaching method, while the controlled class was treated using conventional methods. The samples in this study were SMA Handayani Pekanbaru and SMA PGRI students.

While the variables of this study are the independent variable and the dependent variable: the independent variable (X) is the hypnoteaching method and the dependent variable (Y) is student motivation. The types of this research can be seen in the table below:

E	K1	X	K2
C	K3	X	K4

**Table 1. Experiment Formula**

E : Experiment Class

C : Control Class  
 K1 : Pre-test (in the experiment class)  
 K2 : Pre-test (in the experiment class)  
 X : Treatment using the hypnoteaching method  
 K3 : Post-test (in the experiment class)  
 K4 : Post-test (in the control class)

The instruments of this study were test and questionnaires. The data research instruments in quantitative research can be done by questionnaire or test, observation, and interview [13]. In addition, the data analysis in this study used a pairwise difference test. To achieve the objectives in this study, the method used is the Paired Sample T-Test and / or Wilcoxon Signed Test analysis model depending on the data distribution, the analysis was carried out using SPSS 16.0 software.

Previously, the collected data would be analyzed in stages by first performing a statistical test with a normal distribution test using the Kolmogorov-Smirnov test. Then, the partial hypothesis testing is carried out using the Paired Sample T-Test analysis test if the data is normally distributed and the Wilcoxon Signed Rank analysis test model if the data is not normally distributed. For the level of significance or the alpha value ( $\alpha$ ), according to Ghazali (2002), the commonly used alpha values are 0.05 and 0.01, in this study the significance level for all tests was set at 0.05 or (5%).

Data descriptions are used to provide an overview of the data that has been obtained. This general description can be a reference to see the characteristics of the data we get. Descriptive statistics are more concerned with collecting and summarizing data, as well as presenting the summary results. The following will present the data that will be used in the research and which have been processed using descriptive analysis techniques:

**Table 3. The result of descriptive statistics**  
**Descriptive Statistics**

	N	Min	Max	Mean	Std. Deviation
PreTest	61	16	68	46.36	12.907
PostTest	61	44	88	69.57	7.422
Valid N (listwise)	61				

Sources: Statistic Data SPSS, 2020

Table 2 shows that a number of 61 respondent data were sampled for the hypnoteaching method experiment. A number of 61 respondents participated in the pre-test and post-test before the hypnoteaching method experiment.

From the results of the pre-test score assessment, the lowest score was 16 while the highest score was 68. Meanwhile, from the results of the post-test score assessment, the lowest score was 44 while the highest score was 88. When viewed from the average value, the difference between the mean score of pre-test and post-test is 23.21.

**Normality Test Result**

Normality test is used to measure whether the data has a normal distribution or not. In this case the data normality test was carried out using the Kolmogorov-Smirnov approach. The Kolmogorov-Smirnov test is a nonparametric statistical test that is used to determine the distribution of data used in research with normal distribution or not. The test results of the Kolmogorov Smirnov test are as follows:

Table 4. Normality test result

**One-Sample Kolmogorov-Smirnov Test**

		PreTest	PostTest
N		61	61
Normal Parameters <sup>a,b</sup>	Mean	46.36	69.57
	Std. Deviation	12.907	7.422
Most Extreme Differences	Absolute	.133	.241
	Positive	.130	.241
	Negative	-.133	-.236
Test Statistic		.133	.241
Asymp. Sig. (2-tailed)		.009 <sup>c</sup>	.000 <sup>c</sup>

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Source: Statistic data SPSS, 2020

Based on Table 3, it can be concluded that the Pre-Test variable data is not normally distributed because of the Asymp value. Sig (2-tailed) of 0.009 is smaller than 0.05 so that the data is not normally distributed. Likewise, the Post-Test variable data has an Asymp value. Sig (2-tailed) of 0.000 is smaller than 0.05 so that the data is not normally distributed. Because the data is not normally distributed, the statistical test used to compare the Pre-Test and Post-Test is a non-parametric statistical paired difference test. In SPSS this test can be done using the Wilcoxon Signed Rank Test.

**Hypothesis Test Result**

To test whether there was a difference between the pre-test and post-test scores in the interrelated observation group, the Wilcoxon Signed Rank Test was used. The Wilcoxon Signed Rank Test is a nonparametric test. The hypotheses to be tested are:

$H_0 = \rho > 0.05$ . There was no significant difference in scores before and after the hypnoteaching method implemented.

$H_a = \rho \leq 0.05$  There was a significant difference in scores before and after the hypnoteaching method implemented.

Following are the results of the Wilcoxon Signed Rank Test with SPSS 16:

**Table 4. Hypothesis test result**  
**Test Statistics<sup>a</sup>**

	PostTest - PreTest
Z	-6.642 <sup>b</sup>
Asymp. Sig. (2-tailed)	.000

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Source: Data Olahan SPSS, 2020

Based on the results of the Wilcoxon Signed Rank Test above, it is known that Asymp. The sign is 0.000 less than alpha 0.05, which means that  $H_0$  is rejected and  $H_a$  is accepted. It can be concluded that there is a significant difference in scores before and after the hypnoteaching method implemented.

The second data collection instrument was a questionnaire containing the implementation of the Hypnoteaching method in increasing students' motivation to learn English. The questionnaires were distributed to the students the end of research after post-test with clear instructions for filling out the questionnaires that had been provided in google form. A 6-point Likert scale was used to measure the level and type of students' learning motivation. The level of English learning motivation was classified based on the following criteria in table 2:

**Table 2. Likert Scale**

Mean Range	Level of Motivation
4.01 – 6.00	High
2.01 – 4.00	Moderate
1.00 – 2.00	Low

The questionnaire was administered in September 2020. All participants (N=63) were the second-year students of Handayani Senior High school and PGRI school. The integrative motivation in foreign language learning that will be showed in the table below:

Content of item	Mean	S.D	Level of Motivation
1. Hypnoteaching method makes me relax and enjoy the class	5.00	0.799	High
2. Hypnoteaching method makes me ready to begin the lesson	4.19	0.764	High
3. Hypnoteaching method helps me more confident and comfortable	4.98	0.767	High
4. Hypnoteaching method helps me become an open minded and sociable person	4.08	0.442	High
5. Hypnoteaching method helps me easy to understand in English	4.19	0.764	High

learning			
6. Hypnoteaching method enables me to communicate easily with English	4.32	0.562	High
7. Hypnoteaching method helps me have more friends	4.40	0.714	High
8. Hypnoteaching method makes me keep in touch with teacher and friends	4.96	0.572	High
9. Hypnoteaching method helps me participate freely in English learning	4.63	0.730	High
10. Hypnoteaching method makes me appreciate the ways of learning process with teacher and friends	4.08	0.442	High
11. Hypnoteaching method helps me become a knowledgeable	4.16	0.508	High
12. Hypnoteaching method is important because it will help me to learn a new things	4.40	0.758	High
13. Hypnoteaching method is a new method that helps me to focus on study	4.63	0.673	High
14. I focus more on learning English by using hypnoteaching	4.65	0.509	High
15. Learning English is important because I need it for my career in the future	4.44	0.535	High
16. Learning E is important because I can get a lot of useful information for my work in the future	4.39	0.500	High
17. Learning E is important because it will help me have a chance to study abroad	4.40	0.505	High
18. Hypnoteaching method makes me focus on using English for class assignments and exams	4.16	0.508	High
19. Learning E helps me become an educated person	4.39	0.500	High
20. Being proficient in English makes me other people respect me more	4.08	0.442	High
21. Learning English helps me integrate more easily into English speaking communities	4.16	0.508	High

22. Learning English makes me understand E-books, movies, pop music, etc.	4.65	0.509	High
23. Learning English helps me convey my knowledge and information to other people	4.08	0.442	High
24. Learning E is important because it will help me get a good job in multinational corporations	4.39	0.500	High
25. I try my best to learn English so I can gain maximum proficiency	4.44	0.535	High
<b>Mean of Measure</b>	<b>4.41</b>	<b>0.579</b>	<b>High</b>

From the data above, mean of measurement showed 4.41 and based on the Likert scale table state that the mean range categorized up to 4.41 is high. We can conclude that any significant effect on the motivation in English language learning after implementing the hypnoteaching method in teaching.

### 3. Conclusion

Based on the results of the research that has been done, there are significant changes before and after the implementation of the hypnoteaching method in learning English where there is an improvement in the value from pre-test to post-test. The researchers hope that the hypnoteaching method can be applied by teachers and lecturers in improving students' English skills. For further researchers, this can be used as capital to develop hypnoteaching methods.

### Acknowledgements

We are very grateful to experts for their appropriate and constructive suggestions to improve this template.

### REFERENCES

- [1] W. Syahfutra, A. P. Wibowo, Ardiya, and P. Febtiningsih, "Students' Perceptions and Challenges in Improving Speaking Ability in Public and Private University," vol. 373, pp. 66–69, 2019, doi: 10.2991/icelst-ss-19.2019.14.
- [2] M. Zainuddin, S. Tinggi, and I. Ekonomi, "ENHANCING STUDENTS' MOTIVATION AND READING ACHIEVEMENT Zainuddin . Enhancing Students' Motivation .. Zainuddin . Enhancing Students' Motivation ..," vol. 2, no. 2, pp. 53–62, 2019.
- [3] G. T. Safotso and N. Tompte, "Attitudes and Motivation



- of Chadian Learners of English,” *World J. Educ.*, vol. 8, no. 2, p. 174, 2018, doi: 10.5430/wje.v8n2p174.
- [4] H. C. Nguyen, “Motivation in Learning English Language: a case Study at Vietnam National University, Hanoi,” *Eur. J. Educ. Sci.*, vol. 06, no. 01, pp. 49–65, 2019, doi: 10.19044/ejes.v6no1a4.
- [5] S. Bećirović, “The relationship between gender, motivation and achievement in learning english as a foreign language,” *Eur. J. Contemp. Educ.*, vol. 6, no. 2, pp. 210–220, 2017, doi: 10.13187/ejced.2017.2.210.
- [6] Sokip, “Overcoming the problem of learning foreign language skills in the classroom,” *Univers. J. Educ. Res.*, vol. 8, no. 2, pp. 723–729, 2020, doi: 10.13189/ujer.2020.080246.
- [7] D. Lestari and A. Syarif, “Can the Hypnoteaching Method Increase Students ’ Speaking Ability ?,” vol. 1, no. 3, pp. 81–87, 2019.
- [8] J. Ja’faruddin, H. Upu, C. Wen-Haw, and D. C.-E. Teng, “The Comparison between Two Hypnoteaching Models in Mathematics Teaching and Learning,” *Int. Electron. J. Math. Educ.*, vol. 15, no. 3, p. em0607, 2020, doi: 10.29333/iejme/8480.
- [9] M. Y. Vassel, M. Farhadi, M. R. Z. Paidar, and A. A. Chegini, “The efficacy of hypnotherapy for ego strengthening and negative self-talk in female heads of households,” *Sleep Hypn.*, vol. 18, no. 4, pp. 74–81, 2016, doi: 10.5350/Sleep.Hypn.2016.18.0111.
- [10] I. Hatimah and W. Megayuniar, “Impact of Using Hypnoteaching Methods on Increased Learning Interest of Participant in English Language Courses,” vol. 214, no. Ices 2018, pp. 71–75, 2019.
- [11] M. Zuhri Dj and S. Sukarnianti, “Using Hypnoteaching Strategy to Improve Students’ Writing Ability,” *Din. Ilmu*, vol. 15, no. 2, p. 185, 2015, doi: 10.21093/di.v15i2.101.
- [12] J. A. W. Aomr, G. H. Seng, and N. Kapol, “Relationship between willingness to communicate in English and classroom environment among Libyan EFL learners,” *Univers. J. Educ. Res.*, vol. 8, no. 2, pp. 605–610, 2020, doi: 10.13189/ujer.2020.080232.
- [13] J. W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*, vol. 3, no. 2. 2015.