

The Influence of Hypnosis Technique in Teaching English towards Students' Achievements

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Abstrak: Penelitian ini bertujuan untuk menyelidiki pengaruh teknik hipnosis dalam pengajaran bahasa Inggris terhadap hasil belajar di SDIT AL-HILMI Dompu, penelitian ini menggunakan metode penelitian kuantitatif karena diperlukan data statistik dan bentuk angka. Responden penelitian ini adalah 30 siswa kelas V SD Islam Terpadu AL-Hilmi Dompu. Untuk mengumpulkan data, dilakukan tes siswa untuk menunjukkan prestasi siswa setelah belajar bahasa Inggris dan kemudian 18 item kuesioner diberikan kepada 30 siswa dan kemudian data dianalisis dengan menggunakan SPSS 16. Temuan utama dalam penelitian ini adalah hipnotis Teknik pengajaran yang digunakan oleh guru Bahasa Inggris di SDIT Al-Hilmi Dompu mempengaruhi prestasi belajar Bahasa Inggris siswa. Salah satu alasan mengapa teknik hipnotis dalam mengajar mempengaruhi prestasi belajar siswa adalah karena teknik ini mampu mendorong siswa untuk lebih aktif dalam proses pembelajaran. Studi serupa sangat direkomendasikan untuk penelitian selanjutnya yang mengintegrasikan teknik hipnosis dan persepsi siswa dan guru tentang tehnik tersebut

Kata Kunci: Tehnik Hipnosis, Pembelajaran Bahasa Inggris, Prestasi Siswa

Abstract: *This research aims to investigate the influences of hypnosis techniques in teaching English lesson to learning outcomes at SDIT AL-HILMI Dompu, this research used a quantitative research method as it is needed statistical data and form of numbers. The respondents of this research are 30 fifth grade students of islamic integrated primary school of AL-Hilmi Dompu. To collect the data, a students' test was done to indicate students' achievements after English learning and then 18 items of questionnaire are administered to 30 students and then the data was analysed by using SPSS 16. The main finding in this study is that hypnosis technique in teaching used by English teacher at SDIT Al-Hilmi Dompu influences students' achievement in learning English. One of reasons why hypnosis technique in teaching influences students' achievement is that this technique is able to encourage students to be more active in learning process as students are in their well-concentration in learning because of that hypnosis treatment for teachers. Similar studies are highly recommended for future studies which integrate hypnosis technique and stusents' and teachers' preception on that.*

Keywords: *Hipnosis Technique, English Teaching, Students' Achievement*

1. Introduction

In the era of globalitation, it demands each individual to prepare a reliable resource, especially in the field of science and technology. In order to master the technology well, ifit is required an adequate knowledge to face the global competition. In this case, the role of English is really needed both in mastering the technology and direct interaction. As a tool of global communication, English should be mastered actively both in spoken and written.

As an international language, English is not only as a medium of global communication but English also becomes as an academic need especially in language mastery, (Fahrawaty 2007: 54).

English is considered as a foreign language in Indonesia. English is very important to learn because it is used by many countries in the world and international language. The term foreign language in teaching language is different from second language. The purpose of the second language is a language that not primary language, but become one of the languages used in the State. And English language is not used as a primary communication device in Indonesia. Meanwhile, foreign language is usually taught as a subject in schools with the aim of communicating basic and master the four language skills (listening, reading, writing, speaking) in that language with certain limitations, (Salama, 2006:01)

Generally, mastering speaking, reading, listening and writing are regarded as an important portion of the process of learning a language or developing a capability in a language that has been mastered. Students are often taught new words as a portion of the subjects. Many adults who consider the establishment of the four skills as an interested and educative. According to the explanation above mastering those skills is the most basic things that must be mastered by the students in learning English as the second language for all students and Indonesian society.

From the problem above teachers have a daunting task. However, noble in delivering shoots to the top of the nation's ideals. Therefore, the teachers have various competencies related to the duties and responsibilities. By these competencies, the teacher will become professional, both in academic and non-academic.

The professionalism of teachers has become something that appears into public space as the demand for quality education. This is confirmed again by the positive response from the government to establish the teacher as a profession on 2 December 2004 and issued Law No. 14 Year 2005 on teachers and lecturers. With this law the dignity of teachers are increasingly appreciated because in the legislation set about respect for teachers, in terms of professional as well as financial and legal protection and safety in carrying out the task, (Kunandar; 2007:45)

Based on the explanation above, it can be affirmed that the professionalism of teachers must be supported by three things: expertise, commitment, and skills. No matter how good the Law on Teachers and Lecturers, or regulations of national education minister, if it is not supported by teachers who are not professional, it will not produce a qualified education.

One important component is an essential component in the education of teachers in the context of teacher education has a major role and strategic. This is caused to the teachers who are in the forefront in the implementation of education. Master who directly deal with learners to transfer knowledge and technology and educate with positive values through guidance and exemplary, (Kunandar, 2007:47).

If we read the phenomenon of teachers, indeed there are various types. In view of the professional skills of teachers, there are various types of teachers, they are teachers who are smart and good in teaching, Teachers who are not smart but not good in teaching; And; Teachers who are not smart and not good in teaching.

Therefore, by looking at the description of professional teachers and the quality of teachers as well as some of the problems that occurred because of many teachers who are not professional, it affects to the students ability development. So one of the competency aspect is the ability of teachers in implementing the *Hypnosis In Teaching*. When you hear the word hypnosis, the subconscious mind will automatically refers to a technique that could be a lull and affect someone in a short time. That is because the subconscious mind

has been informed beforehand from the various media that publish how the form of hypnosis to simply entertain any audience. If it is still undecided and confused by what actually happens when a person experiencing hypnotic phenomena. Hypnosis has been studied by various areas of life to maximize resources and the quality of the person in getting the optimal point in their life

In a learning process, teachers provide learning materials to the students in order to be understood by the students. The purpose of a learning process is one that is able to learn and understand the meaning of data, information and knowledge they gained from sumer they believe. However, often a student is treated as an object of study, not as a subject of study. It happened because of the dominance of the teaching and learning process is often controlled by a teacher and instructor, Hakim(2010:03)

Hypnosis is a condition when a person is receptive to advice, information and suggestions that can change a person from the poor become better. Techniques to hypnosis actually has been used by teachers in order to makfacilitate students to ue the students easier in understanding and digesting every learning materials. Well, in order to achieve a peak condition, everyone needs a keyword, such as "motivation". The motivation is to optimize the condition of a person. However, sometimes a person who has been given the motivation, advice, or positive feedback at all any effect on the person. It is due to the presence of some information that is sometimes not accepted by anyone, even if the information has a positive meaning, (Hakim, 2010:03)

Hypnosis is a technique that makes it easier to motivate a person quickly and efficiently. In a state of hypnosis, there is a "condition" when someone absorb informationeasily and quickly, without the pressure of the egoist, and anxiety. The condition in question is the "hypnosis". The entry into "a state of hypnosis," the man went into the suggestive. That person's condition when accepting suggestions, feedback, information and even knowledge. Thus, automatically, one can optimize the absorption, memory, and power of his mind.

According to Hakim, (2010: 122) there are two kinds of hypnosis technique in teaching; (1) Emotional words. It means that, in creating a power of magnetism needs words that can influence others emotionally. Basicly, weknown the emotional words since we were child. (2) Positive statement. It is one of the keys of positive thinking. Without realizing it, we are not trained to think and say positive. It was caused by our habits when we were childhood that trained us to do and to say negative. Positive statements in a learning process. A teacher, or educator should have a habit of saying positive. Obviously, this practice can only work if every teacher trains every day. Every negative word should be thrown away from the mind. By eliminating a negative words in life, automatically, it really affects to quality of students. It caused of a teacher always give a "label" to the students directly or indirectly

The ability to absorb information and knowledge is created by the potential of a person senses active and able to work optimally. Based on preliminary observation and researcher interviews at SDIT Al- Hilmi Dompu, English teachers of the school implement the concept of hypnosis in teaching English. Therefore, this research aims to investigate the influence of hypnosis technique in English teaching towards the students' achievements. Since there are two kinds of hypnosis techniques in teaching, this study limited to "Emotional words".

2. Methodology

To investigate the influences of hypnosis techniques in teaching English to students'

achievements at SDIT AL-HILMI Dompu, this research uses a quantitative research method as it is needed statistical data and form of numbers. The respondents of this research are 30 fifth grade students of islamic integrated primary school of AL-Hilmi Dompu. To collect the data, a students' test was done to indicate students' achievements after English learning and then 18 items of questionnaire are administered to 30 students with the following indicators;

Table 1 Indicators of Questionnaire Items

No.	Indicator of Emotional Words	Items
1	Electrical words	1-3
2	Attention Focusing statement	4-6
3	Missing Words	7-9
4	Frozen Words	10-12
5	Unfrozen Words	13-15
6	Comperative hipnotyc words	16-18

To determine the effect of independent variables on the dependent variable, this research used simple linear regression analysis. In this study, linear regression analysis is used to determine whether there is influence of hypnosis techniques in teaching English towards students' achievements. To test the effect of the dependent variable to idependen variable, with SPSS 16, the following formula was used;

The formula: $Y = a + bx + e$

Note:

Y = Dependent variable (hypnosis techniques in teaching)

e = Residual error

b1, b2 = Coefficient of variable regression

X = Independent variable (students' learning achievement)

3. Result

Table 2. Score of Questinnaire of Hypnosis Technique in Teaching (Variable X)

No	Name	Items																		Skor
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
1	MRR	4	3	4	4	3	4	4	4	4	3	4	3	3	4	2	4	4	3	64
2	NKA	4	3	4	3	3	4	3	4	3	4	2	3	4	3	4	3	4	4	62
3	MRA	4	3	4	4	3	3	4	3	3	4	2	3	4	3	4	4	3	4	62
4	SBA	4	4	3	3	4	3	4	3	2	4	3	4	3	4	4	3	4	3	62
5	AHB	4	3	4	4	4	3	4	3	3	3	4	2	4	4	3	3	4	4	63
6	MAS	4	3	3	4	4	2	4	3	4	3	4	4	3	4	3	4	3	4	63
7	MR	4	4	3	4	3	4	3	4	4	3	3	3	4	3	3	4	3	3	62
8	RAA	4	3	4	4	3	4	4	3	3	4	3	4	4	3	4	3	3	3	63
9	MNR	4	4	4	2	3	3	3	4	4	3	4	4	3	4	3	4	4	3	63
10	EAP	4	3	4	4	3	4	3	4	4	3	4	3	3	4	4	4	4	2	64

11	ST	4	3	3	4	4	2	4	3	3	4	4	4	3	4	3	4	4	3	63
12	RH	4	3	3	4	4	4	3	3	2	4	3	4	3	4	3	3	4	3	61
13	RF	4	4	3	4	2	3	4	3	4	3	4	3	4	3	3	4	4	3	62
14	MRA	4	3	4	4	4	4	4	3	4	3	3	4	2	3	3	4	4	3	63
15	MS	3	3	4	3	4	3	4	4	3	4	3	4	4	4	2	4	3	3	62
16	FR	4	3	3	4	3	3	4	4	4	3	3	4	4	4	4	3	3	4	64
17	MPP	3	4	4	2	3	4	3	3	4	3	4	3	4	4	3	3	4	3	61
18	RAI	4	3	4	3	4	4	4	3	4	3	4	4	4	3	3	3	4	2	63
19	MAA	3	4	3	4	3	4	3	4	4	3	3	4	4	4	3	3	4	3	63
20	MM	4	3	3	4	2	3	4	3	4	2	3	4	4	3	4	4	3	4	61
21	AA	3	3	4	3	4	3	4	4	3	3	4	4	3	4	3	4	4	3	63
22	FPA	4	4	3	4	3	4	4	4	3	2	4	4	3	3	4	3	4	4	64
23	MUA	4	3	3	4	2	3	3	4	4	3	4	4	4	3	4	3	4	3	62
24	MIM	4	3	4	3	4	3	4	4	3	3	4	4	3	4	3	4	4	2	63
25	AAS	3	4	4	3	4	4	3	3	4	4	4	3	4	4	3	4	3	3	64
26	MM	4	4	3	4	3	4	3	3	4	3	4	4	3	3	4	3	4	3	63
27	RFY	4	3	4	4	3	3	3	4	4	4	3	3	4	4	4	3	4	3	64
28	BRF	3	4	4	4	4	3	3	4	4	3	4	4	3	4	3	4	4	3	65
29	AB	3	4	3	4	3	3	4	4	3	4	3	3	4	3	3	3	4	4	62
30	MMI	3	3	4	3	3	4	4	4	3	3	4	4	3	4	4	2	3	4	62
TOTAL																			2400	

Table 2 above shows all students' scores of questionnaire which administered by researcher. From the table, it can be concluded that the overall questionnaire score of Hypnosis Technique in Teaching is 2400.

Table 3 Students' Score of Final English Exam (students' Achievement or variable Y)

No	Name	Final Exam	No	Name	Final Exam
1	MRR	80	16	FR	85
2	NKA	90	17	MPP	90
3	MRA	80	18	RAI	80
4	SBA	75	19	MAA	90
5	AHB	80	20	MM	70
6	MAS	85	21	AA	80
7	MR	80	22	FPA	75
8	RAA	80	23	MUA	85
9	MNR	70	24	MIM	80
10	EAP	85	25	AAS	70

11	ST	90	26	MM	75
12	RH	80	27	RFY	80
13	RF	90	28	BRF	75
14	MRA	75	29	AB	80
15	MS	80	30	MMI	70

Based on the table 3 above, it can be seen that the maximum score got by the students is 95, and the minimum score is 83. Additionally; there are 2 students getting 83, 15 students getting 87, 10 students getting 90, and 2 students getting 95. Therefore; the total score of the students is 2618.

Table 4. Significant Score of Variables

		Coefficients^a				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	131.107	72.765		1.802	.082
	Hipnosys Technique	-.812	1.159	-.131	-.700	.490

a. Dependent Variable: Student Achievement

According to the table 4 above, it is reported that the constant score is 12.267 with significant score 0.938 - 0.370% or < 5%. However; the score of regression coefficient of students' achievement is $Y=12.267+(0.938x)$. to test the significance of constants, it can concluded from the result of *t* test (2.109). Based on that, it can be concluded that hypnosis technique in teaching is $0,044 < 0.05$. it means that H_a is accepted, but H_o is rejected.

H_a = Hypnosis Technique in Teaching influences students' achievement

H_o = Hypnosis Technique in Teaching does not influence students' achievement

4. Discussion

The objective of this study is to investigate whether hypnosis technique in teaching influences students' achievement in learning English or not. Based on the results described above, table 3 informs that all 30 students got score more than score of minimum completeness criteria (KKM) which is 70. It means that all students got pass scores. Therefore; the students were well-performed in doing their final exam after having English learning with hypnosis technique from their English teacher. Additionally; according to the table 4 above and its description above, it can be concluded that hypnosis technique in teaching implemented by English teacher at SDIT Al-Hilmi Dompou could increase students' scores significantly. On the other words, it can improve students' performance or achievement in learning English. One of reasons why hypnosis technique in teaching influences students' achievement is that this technique is able to encourage students to be more active in learning process as students are in their well-concentration in learning

because of that hypnosis treatment for teachers. It is similar to Hakim, (2010;121) which stated that hypnosis in teaching can be defined as a measure that address students to their state of relaxation, concentration, where sensors of human five senses become much more active.

Moreover; hypnosis technique in teaching raises students' self-confidence and motivation to well-perform in learning activities. Since students are motivated to learn English, they will be able solve problems faced in the learning process. It is in accordance to Garder, (1985, p. 10, as cited in Ismail, 2022), who stated that by having favorable orientation or motivation toward learning English, learners will find the strategy that will guide them to solve the problems found in the learning process which will eventually lead to successful language learning. Gardner stress on efforts and desire of language learners to learn a language.

5. Conclusions and Recommendations

The main result in this study is that hypnosis technique in teaching used by English teacher at SDIT Al-Hilmi Dompu influences students' achievement in learning English. One of reasons why hypnosis technique in teaching influences students' achievement is that this technique is able to encourage students to be more active in learning process as students are in their well-concentration in learning because of that hypnosis treatment for teachers. Therefore; hypnosis technique is one of effective learning method that should be understood by teachers to be an alternative for teaching method especially for teachers who teach English to young learners. Additionally; besides being able to encourage students to be more active in learning process, hypnosis technique in teaching can also be a method that can raise students' self-confidence and motivation to well-perform in learning activities. Since students are motivated to learn English, they will be able solve problems faced in the learning process

This study highly recommends to elementary school teachers, school principals, English teachers, educators, etc to learn and implement the hypnosis technique as a measure to motivate and encourage students to be more active in learning process. In this study, researcher stresses on the influence of hypnosis technique in teaching towards students' achievement. Similar studies are recommended for future studies which integrate hypnosis technique and students' and teachers' perception on that.

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