# Using Hypnoteaching Strategy to Improve Students' Writing Ability

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**Abstract**

This research discusses about using hypnoteaching strategy to improve students' writing ability. The objective of this research is to find out hypnoteaching strategy in improving students' writing ability. The method used in this research was pre-experimental method by using one groups' pretest-posttest design. The group was given pretest and posttest. Pretest was given to measure the students' basic writing ability. After giving the pretest, taught to the students to apply hypnoteaching strategy. And the last, giving posttest, posttest was given to measure the treatments' effect. The improvement of students' writing ability is marked by the result of the posttest. The application of hypnoteaching strategy is really helpful to improve the students' writing ability because there was a significant writing achievement of the students after the treatment was conducted. The result of the students' mean score and standard deviation after treatment of posttest was proved by the result of data analysis after being compared to the t-table (2.042) with t-test (80.79).

**Keywords:** hypnoteaching strategy, writing ability

## A. Introduction

In learning English, there are four skills that have to be mastered, namely, speaking, listening, reading and writing. The writers are focusing research on writing because writing is one of the four language skills that play a very important role in second language learning. Writing skill is more complex and difficult to teach. Writing includes what we think and transferring message from our thought to the written form using language (Irawati, 2015). Writing is about the way that ideas are ordered into sentences and paragraphs to communicate to the reader of each particular piece of writing (Creme & Lea, 2008). Writing is an effective way to communicate and express our thoughts, feelings, and opinions to others. Writing has function to entertaining and making fun.

Hypnoteaching is a "new" strategy in education, particularly in the teaching and learning process. The writers mentions "new" in the quotation mark because it is not really new because some teachers and lecturers have been already applied, although it is unnoticed. There are two words that hypno and English teaching. Hypno is the science of hypnosis or hypnotism and teaching is teaching (Bahren, 2012). Hypnoteaching is a strategy is used by the teachers to activate students' learning abilities. In practice, teachers do not have to euthanize students. Teachers only use persuasive language to implement measures hypnoteaching strategy. In hypnoteaching strategy, teachers can activate students' inner motivation and persuade students to learn comfortable and relaxed. Suggestions that given by the teacher is received well by the students, the students will be motivated to continue to enjoy learning. Therefore, for the teacher, teaching becomes very easy and enjoyable because all are taught can be understood well by the students. For students, all of science that given by teachers can be received well. Class becomes fun and the process of learning to be a very 'human'. No student is stress, who committed suicide, phobias with homework, etc. (Muslim, 2013).

Based on the background above, the researchers investigate about "using hypnoteaching strategy to improve students' writing ability". The objective of the research is to find out hypnoteaching strategy in improving students' writing ability. The scope of the research is limited in teaching about writing narrative text to improve students' writing ability by using hypnoteaching strategy. In this term, the researchers merely focus on the improving the students' writing ability to the students at the eleventh grade of SMA Negeri 1 Dua Boccoe in the academic year of 2014/2015.

## B. Literature Review
### 1. Concept of Hypnoteaching

According to Noer (2010) explained that hypnosis is a method of communication, both of verbal and non-verbal, persuasive and suggestive to the client so that they became creative and react. That is, it is a strategy of hypnosis delivery process of thoughts, messages or feelings either by using a symbol that

uses one or more words as a medium and without the use of words, such as only using the gesture, motion, body language, facial expressions and eye contact are called or invited, and stimulate thought or reflection, so that people who were hypnotized became creative and action.

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. Conscious and unconscious mind affect each other and work together. In the subconscious mind there are some very important elements that shed memory, good or bad habits, the values, belief system, creativity etc. But this does not mean that our conscious mind has no role at all. The conscious mind functioning filter or filter of incoming information and determine whether the need is stored in the subconscious mind or not. So the conscious mind to protect our subconscious mind (Jaya, 2010).

Hypnoteaching literally derived from the word hypnosis and teaching. From here, then Hajar (2011) defined hypnoteaching as art communicates by way of suggestion in order that students become more intelligent. With the suggestions that given, students are expected to be aware that they actually have tremendous potential that has not been optimized in their learning.

Hypnoteaching is a learning process with the science of hypnosis is more focused on providing positive suggestions from teacher to student and student to themselves. This positive suggestion will be encouraged or ordered the subconscious mind in order to optimize the ability of the students had at the time in the classroom. Hypnoteaching is a way to condition the students at the beginning of learning so that the students are ready and motivated to learn.

## 2. The Elements of Hypnoteaching

Teacher's appearance. The first step that must be done by the teacher in the success hypnoteaching strategy is to consider the performance or appearance. The teachers should be dressed neatly and good performance. Good looks will give a high confidence and has a strong influence for the students. By looking at the performance of teachers and students will be convinced to trust teachers.

*Empathetic attitude.* As an educator, not just a teacher, a teacher must have a sense of empathy and sympathy to the students. The teachers who have sympathy for the students, will undoubtedly seek with the power to assist the students in need. He also had a strong faith to advance their students.

*Commiseration.* When the teachers have a sense of sympathy for the students, the students will undoubtedly sympathize with them. When the teachers treat the students well, eventhough the student is very mischievous, students will undoubtedly shy and respectful to the teachers and also respected.

Students will strive to understand and obey what the teachers said, because the teachers also understand them.

*The use of language.* Good teachers should have the vocabulary and the language well and good to hear in the ear, could restrain emotions, not easily provoked anger, like to appreciate the work, the potential, and the ability of students, not like condescending, insulting, mocking, or marginalizing students with various expressions words that are not supposed to get out of their tongue.

*Props for the kinesthetic.* One element in the process of learning hypnosis is self-expression or remove the props. The entire limb is moved if necessary. Hands, feet, expression, and explored to the maximum sound and optimal. When the teachers explain cultivated using body language style that conveys what is more impressive.

*Motivating students with stories.* Motivating students with stories of successful people. One factor is the use of techniques hypnoteaching success stories. Story is a study of imagination. Thus, it would be nice if a teacher is also often provide a story or a third person traveling in accordance with the theme of the class.

*Mastering the students' hearts.* The teachers should be able to rule over the hearts of students, after which it can control their mind. And, here also the teacher of the phenomenon can guess why most students who have problems in school often lied to their teacher, including teachers, guidance counseling (Noer, 2010).

## 3. The Principles in Implementation of Hypnoteaching

Hypnoteaching is a new term that often become the object of discussion lately. Hypnoteaching itself means an attempt to decrease the frequency of brain waves so that the learners become more relaxed and suggestive in capturing the positive values of a teaching process. Thus, the learning hypnosis is not as understood in several television shows such as Uya Kuya, Romy Rafael, and so on. But in learning hypnosis is directed only to create conditions conducive to the learning process (Munadi, 2012).

The process of learning to use hypnosis is different than the process of learning in general, so there are some things that should be distinguished in its implementation. Hajar (2011) mentioned seven steps that need to be done by the teacher so that learning objectives can be achieved by either, the seven steps are as follows:

a. Identify the needs of students. Identifying the needs of students is an early stage before learning process is implicated. Identifying needs of the students to determine what forms of learning exciting for the students, so that students are motivated to learn; Plan learning by linking hypnotic media, such as sound, images, text, motion, and symbols;

b. Start teaching according to the lesson plans that have been made;

c. Doing affirmations or stating something positive about themselves as a material to raise the idea of students. For example, the teacher proudly told to

the students that: I was personally and my curiosity for knowledge is kept private and will continue to learn with anyone, anytime, and anywhere with motivation;

d. Perform visualization as a means for students to create ideas related to the topic of learning;

e. To evaluate, the evaluations are performed to evaluate how teachers are motivated, active, creative students during the learning process. In addition, teachers also evaluate students' understanding of the provided material;

f. To reflect on what happened to the students before the lesson ended. Reflection of the impression made by asking students during the learning process.

## 4. The Procedure in Implementation of Hypnoteaching

There are some basic steps that must be undertaken by the teachers in implementing hypnoteaching strategy that proposed by Hajar (2011).

a. Setting Goal, Intention and Motivation

One's success depends on one's intention to make every effort and hard work to achieve success. Great intentions will emerge high motivation and commitment that they elaborated. Intention and motivation of the teachers should be passed on to students. Concrete example of the intention and motivation of the teachers can be seen from the good appearance of the teacher, and a friendly smile when entered in the classroom, a little exaggerated eyeball. Intention of raising eyeballs will affect intonation given by the educators. By raising the eyeball, intonation out of the mouth can be heard more passion. Jaya (2010) states that humans have a "mirror neurons" in the brain cells. These cells mimic what is seen on duty. If the teachers enter in the classroom with enthusiasm, the students will automatically come in the mind and emotions are fun.

b. Pacing

There are two kinds of pacing, namely non verbal agreement and verbal agreement. In non verbal agreement, we can do matching and mirroring. It's a kind of activity to match our posture and gesture to our student. For example, the teacher asks to the students, "have you already eaten?" (She puts her hand up) and the students who have eaten will put their hand up. The teacher can also do pacing by verbal agreement like yelling. In pacing, we should use students' language and connect the material with the recent news or theme to make them enjoy with us. We also have to update information and knowledge about their language, theme and even gossip. In this case, the goal of pacing is to make their brain wave as same as us so that both teachers and students will enjoy teaching and learning process and what teachers say will come to their mind. So, we need pacing to change students' perception.

c. Leading

This is the step of transferring knowledge. Every word that teacher says will come to students' mind and they will do it without pressure. How hard the material is, their subconscious mind will catch the material easily. Moreover, the memory that they get that day, will be in their long-term memory.

d. Using positive words

We have to know that every word that we say will come to their mind so we must be very careful about it. If we want to say something that students may not to do, we must change the statement from negative to positive. For example:

*Don't make noise!  =>  Keep silent please!*

e. Giving compliment.

We have to realize that everyone loves compliment, so do they. Students need compliment. The compliment will encourage them to do more and better. For example, after asking them to come forward to do task, we can say "thank you, you're great!" or "very good, thank you". They will feel more appreciated. Be careful to our compliment! We should give it appropriately not too much and we also have to avoid word "but". If we use "but", it means we do compliment and critic at the same time. It will ruin our compliment and it will be useless. We must change the statement if we want to critic them.

f. Modeling

Modeling is a process of giving example through utterance and act. Teacher must behave. What teacher says must be consistent with what the teacher does.

## 5. Critical Areas to Penetrate the Secrets of Hypnosis Techniques in Teaching  and Learning.

a.  Relaxation

To go to a state of relaxation students, here are some things to consider:
1) Classroom atmosphere, environment conditions should support your teaching and learning environment and students, as well as making students become relaxed.
2) Appearance faculty, representing attitudes, confidence, values, character and   personality.
3) Opening sentence, using and selecting an opening sentence that could calm the student, not the give a tension to the students.

b.  Mind focus and alpha state

Mind focus attention and not just hear what students are learning. In this case, it is necessary to move proven strategies someone thought waves of the

mind level of beta to alpha level of mind. Wave one's mind is divided into four categorizations, namely:

1) Beta mind (14-30 Hz), in this condition a person is able to perform the activity and the use of a single mind focus.
2) Alpha mind (8-13,9 Hz), in this condition, a person has to be in circumstances of relaxation and focus. This condition is a state of hypnosis, which is when a person is easy to get the information to the fullest without any other thoughts intrude.
3) Theta mind (4-7,9 Hz), in this condition, a person has been arriving in a half-asleep or often called a meditative condition.
4) Delta mind (0,1-3,9 Hz), in this condition, someone said in a state of deep sleep or in other words we are entering an area of unconsciousness.
Hypnosis in teaching work on alpha mind. In this level, we are conditioning students to fall into a state of hypnosis. It is expected that any information could easily enter into long-term memory pupil without distortion and other thoughts that weighed her down.

c. Subliminal communication

Communicates sometimes less effective and efficient. It was due to absence of subliminal communication that supports the two ways communication from heart to heart. Here are some things to consider in communicating that there was an unconscious communication between the giver information and receiver of information.

1) Inform the things you want delivered. Each time the teaching and learning process begins, every teacher needs to inform an outline of what he would teach pupils.
2) Way of information delivery and how to say it. Errors in communication, such as language used pattern mismatch between information providers and receivers of information, it is worth noting because the subconscious mind is only interested in the similarities.
3) Condition or situation. Conditions and circumstances conducive and sustenance is the key to successful communication unconscious mind. Therefore, avoid the things that could shut down the fabric of subliminal communication between teacher and the students (Hakim, 2010).

## C. Research Methodology

The objective of this research is to find out hypnoteaching strategy in improving students' writing ability. The method used in this research was pre-experimental method by using one groups' pretest-posttest design. Procedure of collecting data were given a pretest and treatment in eight times to the students from 4th August until 16th August 2014, and spent forty five minutes each meeting. The pretest was done on 26th July 2014. Pretest was given to measure the students' basic writing ability. After giving the pretest, the researchers taught

them to apply hypnoteaching strategy. And the last, the researchers gave posttest. Posttest was given to measure the treatments' effect. There were two variables in this research namely: independent and dependent variable. The independent variable in this research was hypnoteaching strategy, while the dependent variable was the students' writing achievement. The population in this research was the eleventh grade students of SMA Negeri 1 Dua Boccoe in the academic year 2014/2015. The total number of population was 183 students that belong to six classes, namely class MIA 1, MIA 2, MIA 3, IIS 1, IIS 2, and IIS 3. The researchers applied purposive sampling technique. Class MIA 1 was taken as sample in this research that consists of 31 students.

The researchers employed test. The test consists of pretest and posttest. The pretest administrated to the students before the treatment given. The posttest was given to the students to know the students' achievement after applying hypnoteaching strategy or after treatment done. The model of the test items was essay test. The theme of essay test was writing Indonesian popular legend. The instrument consist of one item, it was "Choose one of the titles of the story below. Then, write down in a simple short story in minimum 1000 words!"

a. The Legend of Toba Lake
b. The Legend of Malin Kundang
c. Tangkuban Perahu Mountain

After giving test, there are five components to measure the students' writing result, namely: content, grammar, vocabulary, mechanics, and organization.

To measure the students' writing ability through hypnoteaching strategy at eleventh grade of SMA Negeri 1 Dua Boccoe, the researchers proposed the scoring system as suggested by Brown and Bailey in Indah (2010). Here are explained the detail of the explanation above with its criteria.

1. Scoring the components of writing (Indah, 2010)
    a. Content
        1) The substance of writing
        2) The ideas of expressed
        3) The arrangement of schematic structure
    b. Grammar
        1) The employing of grammatical from and syntactic patterns.
        2) The use of past tense
    c. Organization
        1) The organization of the contents.
        2) The arrangement of generic structure.
    d. Vocabulary
        1) The choice of words.
    e. Mechanic
        1) Capitalization, punctuation, and spelling.

Computing the frequency and the rate percentage of the students' score (Sudijono, 2011):

$$P = \frac{F}{N} X 100$$

Where:　　　P : Percentage

　　　　　　F : Frequency

　　　　　　N: The total number of sample

2. Comparing the result of the test to know whether using hypnoteaching can improve students' writing ability or not. Classifying the students' score into criteria (Depdikbud, 1985):

3. Knowing mean score each test, by formula (Gay, 2006):

$$\overline{X} = \frac{\sum X}{N}$$

Where:　　　X　　 : Mean score

　　　　　　$\sum X$　 : The sum all scores

　　　　　　N　　 : The number of students.

4. Calculating the standard deviation of the students' score in pretest and posttest by using the following formula (Gay, 2006):

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

Where:　　　SD　　 : Standard deviation

　　　　　　$\sum X^2$　 : The sum of all the square

　　　　　　$(\sum X)^2$ : The square of the sum

　　　　　　N　　 : The total number of students

5. Finding out the significant different between the pretest and posttest by calculating the value of the test (Gay, 2006):

$$\overline{D} = \frac{\sum D}{N}$$

Where:　$\overline{D}$　 : The mean of the different score

　　　　$\sum D$　 : The sum of all scores

　　　　N　 : Number of students

6. To calculate the value of t-test of the hypothesis concerning the difference between pretest and posttest using the following formula (Gay, 2006):

$$t = \frac{\overline{D}}{\sqrt{\frac{D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

Where : t　　 = Test of significant differences.

　　　　$\overline{D}$　 = The mean or the different score.

$\sum D$ = The sum of all scores.

N = Total numbers of sample.

7. To decide the significance influences of hypnoteaching strategy to improve students' writing ability. The researchers used (Gay, 2006):

$T_{test} \geq T_{table}$ : Having significant influence

$H_1$: $\mu^1 > \mu^2$ or P-value < $\alpha$ 0.05

$T_{test} \leq T_{table}$ : Having no significant influence

$H_0$: $\mu^1 = \mu^2$ or P-value $\geq$ $\alpha$ 0.05

## D. Findings

The data analysis of the research deal with rate presentation of the students' score obtained test, means score, standard deviation, test of significance and hypothesis testing.

The total score of grammar, vocabulary, mechanic, content, and organization in posttest were higher than in pretest. It means that teaching writing by using hypnoteaching strategy was successful. After the researchers got the result of the students' score, then calculated the percentage in improving students' writing ability through hypnoteaching strategy. It was used to know how many students who got percentage excellent, very good, good, fairly good, fair, poor, very poor. To obtain the percentage of the students' letter grade, the researchers applied them into the following formula:

$$p = \frac{fq}{n} x100\%$$

The percentage of letter grade before they were given treatment:

a) The percentage of letter grade fairly good:

$$p = \frac{11}{31} \times 100\% = 35.48$$

b) The percentage of letter grade fair:

$$p = \frac{19}{31} \times 100\% = 61.29$$

c) The percentage of letter grade poor:

$$p = \frac{1}{31} \times 100\% = 3.23$$

The percentage of letter grade after they were given treatment:

a) The percentage of letter grade very good:

$$p = \frac{11}{31} \times 100\% = 35.48$$

b) The percentage of letter grade good:

$$p = \frac{19}{31} \times 100\% = 61.29$$

c) The percentage of letter grade fairly good:

$$p = \frac{1}{31} \times 100\% = 3.23$$

From the calculation above, it can be known the result of the students' percentage before they were given treatment and after they were given treatment. The posttest result is higher than the pretest. In pretest, no one students got good, very good, and excellent score, there are eleventh students got fairly good score. While in posttest, only one student got fairly good score, and most students got good or higher score. It can be concluded that the use of treatment by hypnoteaching strategy in teaching writing influenced the students' ability in writing and it was done successful.

After classifying the writing ability, the next are the mean score and the standard deviation in the pretest and posttest that the statistical summary of the students' mean score and the standard deviation both in pretest and posttest. The mean score of the result of the students' posttest was higher than the mean score of pretest and so does the standard deviation. Thus, it can be said that the use of hypnoteaching strategy can improve students' writing ability.

In other to know whether or not the mean score was different from the two tests (pretest and posttest), the researcher used the t-table. The value of the t-test was higher than the value of the t-table. It indicates that there was a significant difference between the result of the students' pretest and posttest.

**E. Discussion**

In this section, the discussion deals with the interpretation of the findings derived from the result of statistical analysis through writing test of both pretest and posttest.

The description of the data collected through the test as explained in the previous section shows that the students' writing ability improved significantly. It is supported by the mean score rate of the result of the students pretest and posttest of experimental group. The mean score of the pretest is 64.35 and the posttest is 82.58.

The mean score of the hypnoteaching strategy improved after they were given treatment. The improvement of students' writing ability is marked by the result of the posttest. In pretest, no one students is classified in good, only 11 students are classified in fairly good, 19 students get fair classification, and 1 student get poor classification. After giving treatment at the experimental group, the result is 11 students get very good classification, 19 students get good classification, and only 1 student get fairly good classification.

The researchers assumed that the application of hypnoteaching strategy is really helpful to improve the students' writing ability because there was a significant writing achievement of the students after the treatment was conducted. It can be seen in the result of the students' mean score and standard deviation after treatment of posttest. It was proved by the result of data analysis after being compare to the t-table (2.042) with t-test (80.79). The implementation

of hypnoteaching should also consider the use of teaching media, since teaching media is also helpful for the success of teaching and learning process (Abusyairi, 2013; Nurhayati, 2014).

## F. Conclusion

Based on the data analysis on the discussion, the researchers concluded that the use of hypnoteaching strategy is effective to improve the students' writing ability. It can be seen that the students' prior knowledge of writing before applying hypnoteaching strategy is still low, it is provided by the data that all of the students almost were not success, no one students got good, very good, and excellent score, only 11 students got fairly good score with mean score of the students' pretest was 64.35. Students' ability in writing after applying hypnoteaching strategy is significantly improve, it was shown by the data that most students got good score with mean score of students' posttest was 82.58.

In order to improve the teaching of writing to the students, the researchers give some recommendations as follows, the teacher is expected to know that hypnoteaching strategy can be references in teaching writing as one alternatives teaching strategy and it is not only in teaching writing but also for the others skill; The English teachers should enhance their knowledge and their ability in teaching. They should use an interesting strategy to attract students' attention, and make the students learn comfortable and relaxed; the students are more motivated in learning English because suggestions are given by the teacher is received well by them.

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## Appendix: Scoring Rubric

Scoring of written test are as follows:

| No | The element of written | Score |
|----|------------------------|-------|
| 1 | Content | 30 |
| 2 | Grammar | 25 |
| 3 | Organization | 20 |
| 4 | Vocabulary | 20 |
| 5 | Mechanic | 5 |
| | Total score | 100 |

Level scoring and description of written test

| No | Component of Writing | Level | Description |
|----|----------------------|-------|-------------|
| 1. | Vocabulary | 20-18 | - Sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register. |
| | | 7-14 | - Adequate range, occasional errors of word/idiom form, choice, usage, but meaning not obscured. |
| | | 13-10 | - Limited range, frequent errors of word/idiom form, choice, usage, meaning confused or obscured. |
| 2. | Grammar | 9-7 | - Essentially translation, little knowledge of English vocabulary, word form, idioms, or not enough to evaluate. |
| | | 25-22 | - Effective complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions. |
| 3. | Content | 21-18 | - Effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured. |
| | | 17-11 | - Major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, , run-ons, deletions, meaning confused or obscured. |
| | | 10-6 | - Virtually no mastery of sentence construction |

| | | | |
|---|---|---|---|
| | | | rules, dominated by errors, does not communicate, or not enough to evaluate. |
| | | 30-27 | - Knowledgeable, substantive, through development of thesis, relevant to assigned topic. |
| | | 26-22 | - Some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lack detail. |
| | | 21-17 | - Limited knowledge of subject, little substance, inadequate development of topic. |
| | | 16-13 | - Does not show knowledge of subject, non-substantive, not pertinent,or not enough to evaluate. |
| 4. | Organization | 20-18 | - Fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing, cohesive. |
| | | 17-14 | - Somewhat choppy, loosely organized but ideas stand out, limited support, logical but incomplete sequencing. |
| | | 13-10 | - Non-fluent, ideas confused or disconnected, lacks logical sequencing and development. |
| | | 9-7 | - Does not communicate, no organization, or not enough to evaluate. |
| 5. | Mechanic | 5 | - Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing. |
| | | 4 | - Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured. |
| | | 3 | - Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured. |
| | | 2 | - No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate. |