IDEAS

The Implementation of Hypnoteaching Method in Improving Students' Reading Comprehension

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Abstract

The objective of this research is to find out the implementation of Hypnoteaching method in improving students reading comprehension. The researcher applied quasi-experimental design. The population of this research is the second semester students of Informatics Study Program at Cokroaminoto Palopo in 2022/2023 academic year. The researcher used cluster random sampling technique, where two classes were taken randomly as sample. The sample consists of 27 students of experimental class and 27 students of control class. There were two variables in this research, namely the implementation of Hypnoteaching method as independent variable and the students reading comprehension as dependent variable. The data was collected through reading test administered in pretest and posttest of each class. The result of data analysis shows that t-test value is greater than t-table value (5.34 > 2.056) at level of significance (p) = 0.05 with degree of freedom (df) = 26. It means that there is a significant difference of reading comprehension between two classes and it indicates that null hypothesis (H_0) is rejected and alternative hypothesis (H_1) is accepted. Therefore, based on the findings and discussion of this research, it can be concluded that the implementation of Hypnoteaching method improves students reading comprehension.
Keywords: Hypnoteaching; Reading Comprehension

Introduction

English becomes the most essential and very powerful language in the world. Therefore, the role of English is required to face the era of globalization. One of the essential part in English is reading skill. It is one of the skills that must be learned and considered as the most important one because it can influence other language skills (listening, speaking, and writing). Reading is a complex process which involves not only to read the text but also their experience to comprehend it. Reading is a process of obtaining messages from the written text. It means that the reader extracts the information from the text as efficiently as possible.

Hornby (1998) said that reading comprehension is not only reading by loudly voice but also reading is established to understand the meaning of words, sentences, and paragraph senses relationship among the ideas. If the students just read and cannot understand the content of the text, it means that the failure in comprehensions.

Alexander (in Wahyono, 2019) explained that comprehension is a specific kind of

thinking process that the readers comprehend by actively constructing meaning internally from interacting with the material that is read.

Greene (in Syukur, 2020) said that effective reading means being able to read accurately and efficiently, and to understand as much of the passage as you need in order to achieve your purpose.

To achieve the purpose of reading, we can apply some reading techniques:

a. Skimming

Skimming is a kind of reading that makes our eyes move quickly in order to get the main idea of reading material. Skimming enables people to select content that they want to read and to discard which is in consequential for their purpose.

b. Scanning

Scanning is reading the text quickly to answer a specific question, this technique enables people to locate specific information without reading all the materials. The scanning serves two functions. It uncovers relevant information and accelerates reading speed flexibility.

c. Pre-reading

Pre-reading is a technique that readers use before they begin to read the material. It will improve their comprehension and recall.

The teacher has role as motivator. Therefore, teachers should motivate the students when they are teaching in the classroom. The teachers have to motivate the students who do not have encouragement to study English. The success of teacher in teaching is the teacher who is clever to encourage the students in learning (Prajoko, 2010).

Another learning method being improved now is *Hypnoteaching.* Hypnoteaching is combination of two words, hypnosis and teaching. Hypnosis means giving suggestion and teaching means transferring knowledge. So, hypnoteaching can be comprehended as suggesting the students to be smart (Nurcahyo,2010).

Hypnoteaching involves conscious and unconscious mind. Hypnoteaching learning method is learning method delivering lesson material by using unconscious languages to emerge suggestion for the students into full concentration about materials explained by the teachers because unconscious mind has a large dominant to the working process of our brain (Jaya, 2010).

Hypnoteaching can be simply understood as a way to send down the frequency of brain wave of the learners in order to make them more relax and suggestive in getting the positive value of a teaching process (Prajoko, 2010).

Based on the definitions, it can be comprehended that Hypnoteaching is a relax and suggestive state in teaching learning process.

In practically, a teacher must take (hypnotize) the students into relax condition, unconscious mind. Shortly, how teachers use languages can make relax and comfortable for the learners. These are concerning about teacher speaking skill. Besides that, a good improvisation technique, a well ordered intonation, more persuasive, quality of vocal, selection of words, etc are important in hypnoteaching process. When the learners are in alpha state, the teacher gives positive suggestion into students' unconscious mind.

There are some advantages of hypnoteaching learning such as emerging teaching learning process more dynamic and there is a good interaction between teachers and learners. The learners can obtain improvement according to their talent and interest. It gives many skills and its learning process is multiple diverse. The learners are able to dominate materials easily because they are motivated to study. The learners are able to imagine and think creatively. The students will study cheerfully and its result will be faster and keep it in long memory because the students do not memorize. The students' attention will be fully focused to the materials.

What can be done with hypnotherapy? Many. We can help to cure inner injury or trauma which has become burden life of someone for years. We can help someone to overcome phobia like phobia of snake, mathematics, and the others. We can lighten feeling of physical pain. We can help to cure inner conflict, feeling of non self confident, progress motivation and focus, help to raise and develop career, raise academic achievement and the others. About 75% from all physical disease which is suffered by many people actually sourced from mental and emotional problem (Gunawan, 2007:11).

Based on the previous background, the researcher formulates a research question as follow: Does the implementation of Hypnoteaching method improve students' reading comprehension at the second semester students of Informatics Study Program at Cokroaminoto Palopo University in 2022/2023 academic year?

Method
This research is a quantitative research. It is a Quasi-Experimental Design. The design used is pretest-posttest design that involves two classes of students. One class belongs to the experimental class and the other belongs to control class. In this study, the treatment given is by applying Hypnoteaching method in teaching learning process.

The design is presented as follow:

$$0_1 \qquad \mathbf{X_1} \qquad 0_2$$
$$0_1 \qquad \mathbf{X_2} \qquad 0_2$$

Where :

$\mathbf{X_1}$: Experimental Class (*treated by using Hypnoteaching Method*)
$\mathbf{X_2}$: Control Class (*treated by using Conventional Method)*
0_1 : Pretest
0_2 : Posttest

Gay (2006:255)

There are two variables involved in this research, namely: independent variable namely Hypnoteaching method and dependent variable namely students' reading comprehension.

The population of this research is the second semester students of Informatics Study Program at Cokroaminoto Palopo in 2022/2023 academic year. The sample is taken by using cluster random sampling technique. As the total of population was big, two classes are taken randomly. The sample consists of 27 students of experimental class and 27 students of control class. The experimental class is treated by using Hypnoteaching method, while control class is treated by using conventional method.

In collecting data, the researcher employs the multiple choice test for pretest and posttest. The pretest intends to know the students' reading comprehension before the treatment, while the posttest intends to know the students' reading comprehension after the treatment.

To collect the data, the researcher conducts the procedures as follows:
1. *Pretest*
   a. The researcher explains what the students will do and then distributes the writing test for the two classes taken randomly to know the students' reading comprehension before treatment.
   b. The reasearcher gives score to the students' result test.
2. *Treatment*

After giving a pretest, the researcher treats each class. The researcher gives the treatment for four times, each meeting runs for 90 minutes. The experimental class is treated by using Hypnoteaching method while the control class is treated by using conventional or classical method. The materials taught to both of classes are the same.

a.   The Experimental Class

The steps in teaching English by using Hypnoteaching method are:

A.   1st meeting:

   1)   The researcher enters the class and begins the lesson by magical opening (alpha state, positive words, or shocking).

   2)   Creating emotional shyncronizing by matching position, movement, language, and wave brain to students.

   3)   Delivering the main material of English lesson by giving attention to visual, vocal, and verbal in order to get an interesting presentation.

   4)   Giving praise to the students heartily and honestly especially when the students are successful in getting achievement although it is only a low achievement.

   5)   Showing good model through utterance and behavior consistently.

B. The procedures of the treatment in 2nd, 3rd and 4th meeting are the same, but the materials about English are different.

b. Control Class

In control class, the researcher gives a conventional or classical treatment to the students. The researcher compares how the students reading comprehension without giving treatment of Hypnoteaching method.

3. *Posttest*

   a. After giving the treatment (for experimental and control class), the students were given a set of writing test both experimental and control class.

   b. The researcher gave score to the students' result test.

Some formulas in this research were used to process the data as follow (Syukur, 2021):

   1.   Giving score to the students' answer by using the following formula
   2.   Classifying the score of the students' pretest and posttest
   3.   Calculating the percentage of the students score
   4.   Calculating the mean score of the student
   5.   Finding standard deviation of the students pretest and posttest.
   6.   Finding out the significant difference between the pretest and posttest from the experimental class and the control class by calculating the value of the test.

Results
A. Findings

Based on the statistical data, the implementation of Hypnoteaching method improved students reading comprehension as indicated by the result of mean score of pretest and posttest that can be seen as follows:

Table 1: Mean score and standard deviation at pretest and posttest

No.	Class	Mean Score		Standard Deviation	
		Pretest	Posttest	Pretest	Posttest
1.	Experimental	32.44	78.81	10.13	8.14
2.	Control	34.07	60.44	12.22	16.47

Table 1 shows that for experimental class, the mean score at pretest was 32.44 with standard deviation was 10.13 while the mean score at posttest improved to be 78.81 with standard deviation was 8.14. It indicates that the students reading comprehension improved significantly after giving treatment by using Hypnoteaching method. In other side, the mean score of control class at pretest was 34.07 with standard deviation was 12.22. Control class also had a progress but it was not as significantly as experimental class. The mean score of control class at posttest was 60.44 with standard deviation was 16.47. The

mean scores for both experimental and control class were obtained from the students' classification score as follows:

Table 2: Students' classification score at pretest and posttest

No.	Classification	Score	Experimental Class				Control Class			
			Pretest		Posttest		Pretest		Posttest	
			F	%	F	%	F	%	F	%
1.	Very Good	90-100	-	-	3	11.11	-	-	-	-
2.	Good	70-89	-	-	20	74.07	-	-	8	29.63
3.	Fair	50-69	3	11.11	4	14.81	3	11.11	13	48.15
4.	Poor	30-49	13	48.15	-	-	12	44.44	3	11.11
5.	Very Poor	10-29	11	40.74	-	-	12	44.44	3	11.11
	Total		27	100%	27	99.99%	27	99.99%	27	100%

Table 2 shows the students' classification score for both experimental and control class at pretest and posttest. In experimental class, students reading comprehension at pretest was very low. The data shows that there were not students who got very good and good score at pretest. It shows that there were 3 students (11.11%) out of 27 students got fair score, 13 students (48.15%) got poor score, and 11 students (40.74%) got very poor score. In posttest, there was an improvement of students' score. There were 3 students (11.11%) out of 27 students got very good score, 20 students (74.07%) got good score, 4 students (14.81%) got fair score, and no one got poor and very poor score.

For control class, there were not students who got very good and good score at pretest. The data shows that there were 3 students (11.11%) out of 27 students got fair score, 12 students (44.44%) got poor score and also 12 students (44.44%) got very poor score. While in posttest, the improvement was not really significant. The data shows that there were not still students who got very good score. It shows that there were 8 students (29.63%) out of 27 students got good score, 13 students (48.15%) got fair score, 3 students (11.11%) got poor score, and 3 students (11.11%) got very poor score.

From table 1 and 2, the researcher concludes that the students' rate percentage in posttest was greater than the rate percentage in pretest. Experimental class score was also greater than control group score. It means that there was an improvement of students reading comprehension after giving treatment.

After finding the mean score and standard deviation as well as students' classification score, the researcher calculated whether both of groups were in statistically significant difference or not at level of significance (p) =0.05 with degree of freedom (df) = 26. The result of those calculations is presented in the following table:

Table 3: T-test and T-table value at pretest and posttest

No	Variable	T-test	T-table
1	Pretest	- 0.55	2.056
2	Posttest	5.34	2.056

Table 3 shows that t-test value at pretest was -0.55 and t-table value was 2.056. In this case, t-test value was smaller than t-table value (-0.55 < 2.056). It indicates that there was no significant difference between those mean scores. Therefore, null hypothesis (H_0) was accepted and alternative hypothesis (H_1) was rejected.

It is different from the result found in posttest. The t-test value was 5.34 and t-table value was 2.056. In this case, t-test value was greater than t-table value (5.34 > 2.056). It indicates that the difference between those mean scores were statistically significant. Therefeore, null hypothesis (H_0) was rejected and alternative hypothesis (H_1) was accepted at posttest. Based on this hypothesis testing, it can be concluded that there was a significant difference between the students who were taught by using Hypnoteaching method and without Hypnoteaching method (conventional method).

So, the students reading comprehension taught by applying Hypnoteaching method were higher than the students reading comprehension taught without applying Hypnoteaching method. It means that the implementation of Hypnoteaching method is effective to be implemented in improving the students reading comprehension.

B. Discussion

In the findings, the pretest mean score of two classes were almost statistically the same. It means that both experimental and control class have an equal reading comprehension before being given treatment. The two classes were taught reading materials under different method. Experimental class was taught by using Hypnoteaching method while control class was taught without using Hypnoteaching method (conventional method). And each of classes was given treatment for four times.

After giving treatment, the students reading comprehension at experimental class improved significantly from 32.44 up to 78.81. This improvement was affected by many factors, such as; unconscious languages and positive suggestion in Hypnoteaching method that made the students more receptive and stimulate in learning. On the contrary, the students reading comprehension at control class did not improved significantly, from 34.07 up to 60.44. It happened because the students felt bored and they were not actively involved in teaching and learning process during the treatment. They just listened to the explanation and finished the task monotonously. Therefore, their reading comprehension did not improve as significantly as at experimental class.

It is believed that the differences of students reading comprehension after treatment are influenced by treatment given to them. It was proved by the result of statistical data analysis indicated to the students' progress for each treatment. Therefore, it can be concluded that there was a significant difference of reading comprehension between students who were taught by using Hypnoteaching method and without using Hypnoteaching method.

Conclusion

Based on the result of data analysis and findings, the researcher puts forward the following conclusions:

1. There is a significant difference of the students reading comprehension between the students taught by using Hypnoteaching method and the students taught without using Hypnoteaching (conventional method). It implies that using Hypnoteaching method is more effective than using conventional method.
2. The reading comprehension of the second semester students of Informatics Study Program at Cokroaminoto Palopo in 2022/2023 academic year improves after being given treatment by using Hypnoteaching method. It means that the implementation of Hypnoteaching method is effective to improve the students reading comprehension.

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