

Using Hypnoteaching Method to Improve Learning Motivation and Speaking Skill of The Students of SMAN 3 Pangkajene

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Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui apakah penerapan metode hypnoteaching meningkatkan prestasi siswa dalam keterampilan berbicara dan untuk menggambarkan apakah atau tidak penggunaan Hypnoteaching memicu motivasi siswa dalam belajar Berbicara di SMA Negeri 3 Pangkajene. Peneliti menerapkan desain eksperimen semu. Populasi penelitian ini adalah siswa kelas X SMA Negeri 3 Pangkajene tahun pelajaran 2016/17. Hasil analisis data menunjukkan bahwa nilai uji-t lebih besar dari nilai tabel-t ($5,79 > 2,1$) pada tingkat signifikansi ($p = 0,05$). Ini berarti bahwa ada perbedaan keterampilan berbicara yang signifikan antara dua kelas dan ini menunjukkan bahwa hipotesis nol (H_0) ditolak dan hipotesis alternatif (H_1) diterima. Oleh karena itu, berdasarkan temuan dan diskusi penelitian ini, dapat disimpulkan bahwa penerapan metode Hypnoteaching meningkatkan keterampilan berbicara siswa. Hasil analisis data dari kuesioner menunjukkan bahwa 43,75% siswa dapat dikategorikan sebagai siswa yang sangat termotivasi setelah perawatan. Berdasarkan itu, peneliti menyimpulkan bahwa hypnoteaching dapat meningkatkan motivasi siswa dalam belajar berbicara.

Kata kunci: Metode Hypnoteaching, motivasi siswa, belajar berbicara.

Abstract

The objective of this research is to find out whether or not the application of hypnoteaching method's improve the students' achievement in speaking skill and to describe whether or not the use of Hypnoteaching trigger students' motivation in learning Speaking at SMA Negeri 3 Pangkajene. The researcher applied quasi-experimental design. The population of this research is the tenth grade students of SMA Negeri 3 Pangkajene in 2016 / 2017 academic year. The result of data analysis shows that t-test value is greater than t-table value ($5.79 > 2.1$) at level of significance ($p = 0.05$). It means that there is a significant difference of speaking skill 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 speaking skill. The result of data analysis from the questionnaire shows that 43.75% students can categorized as strongly motivated students after the treatment. Based on that, the researcher concludes that hypnoteaching can improves student's motivation in learning speaking.

Keywords : hypnoteaching method, student motivation, learning speaking

1. Pendahuluan

English as a foreign language requires the use of effective teaching, methods, techniques, or activities that promote the speaking skill. To overcome this situation there is an effective way that teaching speaking skill can be done through some various activities that can promote speaking skill. One of the language teaching activities that is suitable with the level of our student by hypnoteaching activity as a technique in teaching and learning process.

Hypnoteaching method is learning method which is delivering material by using unconscious languages to emerge suggestion for the students into full concentration about the materials explained by the teachers because unconscious mind has a large dominant to working process of brain. Hypnoteaching is combination of five teaching methods, they are quantum learning. Accelerated Learning, powerful teaching, Neuro-Linguistic Programming (NLP) and Hypnosis.

At SMA Negeri 3 Pangkajene, most of students have low motivation to learn and low achievement in speaking. The researcher assumes that it is an impact of inappropriate teaching method used by teachers. Most of the English teachers are still using the old paradigm where the teachers transfer knowledge to students passively. Teachers teach with old method and expect students to sit, be quiet, listen, record and memorize.

Regarding to the descriptions above the researcher is interested to research about the application of Hypnoteaching Method entitle “Using Hypnoteaching Method to Improve Learning Motivation and Speaking Skill of Students SMAN 3 Pangkajene”.

Previous Related Studies

Natalia Tri Astuti (2014) did research on Yadika 4 Junior High School Bekasi. This result was experimental method to know the effect of hypnoteaching learning model toward learning result of students' English vocabulary in Yadika 4 Junior High school Bekasi. The result show there was a good influence of used hypnoteaching learning model toward to result of student's English vocabulary in Yadika 4 junior high school Bekasi.

Akhdinirwanto, et al. (2012) did research at SMA Negeri 1 Bojong in order to know whether or hypnoteaching method improves the students motivation in learning physics. The result of this study show that the students motivation increase significantly from 57, 25 % at pre study to 79,61 % at the end of the treatment.

Definitions of Motivation

According to Bomia (1997) students' motivation refers to students' willingness, need, desire and compulsion to participate in, and be successful in the learning process. Skinner and Belmont (1991) develop the definition further, nothing that students who are motivated to engage in school “select task border of their competencies, initiate action when give the opportunity, and exert intense effort and concentration in the implementation of learning task ; they show generally positive emotion during ongoing action, including enthusiasm, optimism, curiosity and interest.

Rubin (1987) stated that learning strategies are strategies which contribute to the development of the language system which the learner constructs and affect learning directly. O'Malley and Chamot (1990) define learning strategies as the special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information. Oxford (1990) stated that learning strategies as a specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations”.

Definitions of Speaking

Burn and Joyce (1997) stated that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participant themselves, their collective experiences, the physical environment, and the purpose of speaking.

Speaking normally recognized as crucial aspects that should be mastered for those who are learning English. These there three elements should be understood well by the teachers and the students in order to apply and practice in improving the students' speaking skill through strategies-based instruction. Heaton (1988: 100) proposes three elements that are used as the parameters in assessing the speaking skill. Those are accuracy, fluency and comprehensibility.

Definition of Hypnoteaching

Hypnoteaching involves conscious and unconscious mind. Hypnoteaching was 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. 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) Thus, they can achieve comprehension in reading skill due to full concentration in teaching learning process.

2. METHOD

Design and Samples

This research was a quantitative research. This study is employed a quasi-experimental design. The researcher used cluster random sampling technique. The design used was pretest-posttest design that involved two classes of student. One class belongs to the experimental class and the other belonged to control class. The population of the research was all tenth grade students of SMA Negeri 3

Pangkajene, which were registered in 2016/2017 academic year. The sample of research consisted of 16 students in experiment class and 16 students in control class students which are represented tenth grade students.

Instruments and Procedures

There are two kinds of instrument that used in this research. They are speaking test and questionnaire. The test consisted of pretest and posttest. Pretest is administered to know the student's prior knowledge before treatment through hypnoteaching Method, and posttest is a test after given treatment through hypnoteaching Method, the kind of test is speaking test oral in expression of happiness, expression sympathy, expression attention or direction where the students will choose the material randomly has prepared by teacher.

The questionnaires used to collect data on students' motivation. Data on this factor was collected at the end of teaching learning activity. The students were asked to indicate the statement of their motivation toward the use of varied practical task by guided question within the scale: strongly agree, agree, undecided, disagree, and strongly disagree, consisting of 20 items.

In collecting the data, the researcher had applied the following technique:

1. Pre Test.
 - a. The researcher come to the classes as the sample of the research.
 - b. The researcher explained the objective of the research to the students.
 - c. The researcher gave test to the experimental class and control class
2. Treatment
 - a. In experimental class, after conducting pretest, the researcher applied the treatment by using hypnoteaching method. The treatment is conducted for 4 meeting in which each meeting lasted 90 minute.
 - b. In control class, after conducting pretest, the researcher teach the students without using hypnoteaching method
3. The questionnaire was distributed after treatment to get information about the students' learning motivation toward applications hypnoteaching method.
 - a. The researcher gave post test to the experimental class and control class.
 - b. The researcher analyzed students' score using SPSS

Data Analysis

Data on students' motivation were analyze by using descriptive statistic, and the score of each item are 5 for strongly agree, for 4 for agree, 3 for undecided, 2 for disagree and 1 for strongly disagree (Likert Scale). The research employed 20 items of questionnaire. The maximum score for students 'motivation is 100. The minimum score 10. Therefore the range score is $100-20=80$. Since the score is classified into 5 categories, the interval for each category is $80:5=16$. The treating score for each category ranged as shown in table below:

Tabel 1. The rating score

No	Motivation category	Range of score
1	Strongly Motivated	85 – 100
2	Motivated	67 – 84
3	Moderate	53 – 68
4	Unmotivated	37 – 52
5	Strongly Unmotivated	20 – 36

Data on speaking skill is obtained through the score students' examination result to know students' achievement in speaking skill through use of hypnoteaching method. In calculating the mean score of the student and t-test the writer will use SPSS since this research uses quasi experimental design the writer will use independent t-test with probability value 0.05 to find out the difference between the scores of control and experimental group in both pretest and posttest.

3. Result And Discussions

The Application of Hypnoteaching Method to Improve the Student’s Achievement in Speaking Skill. The statistical data, the effectiveness of hypnoteaching method in improving the learning motivation and speaking skill of the students of SMAN 3 Pangkajene as indicated by the result of mean score of pretest and posttest can be seen as follows:

Table 2: Mean score and standard deviation at pretest and posttest

	Class	N	Mean	Std. Deviaton	Std. Error Mean
Pre Test	Control	16	31.8750	10.93542	2.73385
	Experiment	16	30.3125	10.40332	2.60083
Post Test	Control	16	58.0000	11.87715	2.96929
	Experiment	16	78.0000	7.02377	1.75594

Table 2 showed that for control class, the mean score at pretest was 31.87 with standard deviation was 10.93 while the mean score at posttest improved to be 58.00 with standard deviation was 11.87. In other side, the mean score of experimental class at pretest was 30.31 with standard deviation was 10.40. The mean score of Experimental class at post-test was 78.00 with standard deviation was 7.02. The mean scores in pre-test and post-test for both experimental and control class were obtained from the students’ speaking test and analyzed using SPSS 20.

Table 3 : Independent Sample Test

		Levene’s Test for equality of variances		T.Test for Equality of Means				
		F	Sig	T	Df	Sig(2-tailed)	Mean difference	Std.Error difference
Pretest	Equal variances assumed	.061	.807	.414	30	.682	1.56250	3.77336
	Equal variances not assumed			.414	29.926	.682	1.56250	3.77336
Posttest	Equal variances assumed	1.776	.193	-5.798	30	.000	-20.00000	3.44964
	Equal variances not assumed			-5.798	24.348	.000	-20.00000	3.44964

In table 3 the significance score in pretest 0.682 and in posttest the significance sore is 0.00 in this research the α (0.05) the hypothesis (H0) is acceptable if significance score higher than α (0.05). Then the hypothesis (H1) is acceptable if significance score lower than α (0.0). The findings were in line with the result of Musdarulhaq (2015) in order to know the use of hypnoteaching Method triggered the students’s motivation and improve the students’ reading skill. He found that teaching students by hypnoteaching can increase students motivation and improve students’ reading skill.

According to Natalia Tri Astuti (2014) who did research in Yadika 4 Junior High School Bekasi. In her study she found that hypnoteaching had a good influence toward the result English vocabulary, different of research area. Based on the research result in this study that is strengthen by some previous result that have been conducted by the other research, the researcher can concluded that hypnoteaching can improve the students achievement not only in reading, or vocabulary but also in speaking, proven by this result that showed that hypnoteaching effective in improving students achievement in speaking.

The Use Of Hypnoteaching Method Trigger Students' Motivation In Learning Speaking At SMA Negeri 3 Pangkajene

Table 4: Classification Students' Questionnaire Result

No.	Classification	Score	Class			
			Control		Experiment	
			F	%	F	%
1.	Strongly Motivated	85 - 100	0	0	7	43.75%
2.	Motivated	67 - 84	5	31.25 %	7	43.75%
3.	Moderate	53 - 68	11	68.75 %	2	12.5%
4.	Unmotivated	37 - 52	0	0	0	0
5.	Strongly Unmotivated	20 - 36	0	0	0	0
Total			16	100 %	16	100 %

Based on the Table above, control class was dominated by students that were categorized moderate (68.75 %) and the rest were categorized as motivated students (31.25 %) different with in experimental class was using hypnoteaching method. There were seven (7) students (43.75 %) in categorize strongly motivated students, Than there were seven (7) students (43.75 %) in categorize motivated and there were (2) two students(12.5 %) in categorized moderate students.

The data above showed that from control class there were no students categorized in strong motivated students while in experiment class by using hypnoteaching method in fact there were 7 (seven) students (43.75 %) can be categorized as strongly motivated students. Based on the data the researcher can draw a conclusion that hypnoteaching can improved students motivation in learning speaking skill.

Similar previous research showed the same result for example the research conducted by Adi Wijaya Kusuma entitled improving students' motivation in learning vocabulary using hypnoteaching: a classroom action research at the first grade students of MTS. An-Najah Sesela in academic year 2014/2015, his research result indicated that hypnoteaching can increase the students motivation in learn vocabulary.

Another research result by other field of study that were conducted by Hadi Kasmajaya DS entitled "The effectiveness of the implementation of hypnoteaching method to improve motivation and mathematics learning result of class VII students at SMPN 41 Bulukumba" drew a conclusion there was improvement of learning motivation of students after being taught by using hypnoteaching method. The researcher make a conclusion after see the research result from her study and another study, that hypnoteaching can improve student's motivation to learn English and another subject

4. Conclusion

Based on the findings and discussion in the previous chapter, the researcher concluded the hypnoteaching method is effective to improve the students speaking skill at the first year students of SMA Negeri 3 Pangkajene. It was proved by the students' result after being given the treatment. Sequence pretest is follow by posttest. Their score increased, it the mean score of the students' post-test of experiment class was 78.00 with standard deviation was 7.02 while of pretest which had score with mean score where 30.31 and standard deviation 10.40 before treatment.

The hypnoteaching method can improve the motivation of the first year students of SMA Negeri 3 Pangkajene in learning speaking it was proven by students questionnaire score in experiment class which there was 43.75 % students categorized as strongly motivated students. While in control class there were no students categorized as strongly motivated students.

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