

The Use of Hypnoteaching to The Students' Writing Achievement in Learning Descriptive Paragraph

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Abstract

This research aims at finding out whether or not the use of hypnoteaching is effective in upgrading the students' writing achievement in learning descriptive paragraphs at the eleventh grade of SMA 1 Sukamaju. The researcher focuses on using hypnoteaching in learning writing descriptive paragraphs. The aspects of writing focus on content, organization, grammar, vocabulary, and mechanic. This research applies pre-experimental design with the pretest, treatment, and posttest. The population of this research is the eleventh-grade students of SMA Negeri 1 Sukamaju. The total number of population is 225 students who are separated in 9 classes. There are 25 students in every class. The researcher uses purposive sampling technique in determining class IPA 3 because according to the English teacher, the students of this class have good achievement in speaking and listening, but low in writing. Therefore, the total number of sample in this research is 25 students. Based on the result of data analysis, the researcher concludes that the use of hypnoteaching is effective in upgrading the students' writing achievement in learning descriptive paragraphs at the class XI IPA.3 of SMA Negeri 1 Sukamaju. It is supported by the data of t-test is 16.63 and the result of significant (2-tailed) is 0.00. From criteria of hypothesis acceptability said that if $t_0 < t_{\alpha}$ or $0.00 < 0.05$, it means that there is significant difference between the result of pretest and post-test.

Keywords: *Descriptive Paragraph, Hypnoteaching, Writing Achievement*

INTRODUCTION

In terms of language skill, writing tends to be one of crucial problems for the students to learn. However, in writing, the students can express their ideas, respond the other ideas, tell some stories, convey some information and they are expected to compose well-organize pieces of good writing. That is why; writing uses to be a practical skill for the students who study English. For this extent, the way to learn write might support the students to get the optimal achievement (Harmer, 2010:110).

The learning methods are now being developed is a method of learning hypnoteaching. Hypnoteaching is a learning method that presents the subject matter using the languages of the subconscious because the subconscious is greater dominance of the way the brain works. Hypnoteaching

is a combination of five methods of teaching and learning such as quantum learning, Accelerate learning, power teaching, Neuro-Linguistic Programming (NLP) and hypnosis (Bruce, 2006:5).

Soedijarto (2013:14) says that the quality of teaching and learning process is determined partly by the approach or teaching method used by teachers. In the past, perhaps still teachers often use the lecture method when teaching; active teachers speak to the class while the learners listen to what is conveyed by the teacher while, if necessary, take notes. The method does not make clear so learners learn optimally. Recently, introduced a variety of approaches or methods of teaching that can empower learners. One of them is hypnoteaching. the researcher has the assumption that hypnoteaching has criteria as the method to upgrading the students' learning interest and writing achievement in learning descriptive paragraphs. So, the researcher tries to find the solution in using hypnoteaching in English learning. It focuses on the students' learning interest and writing achievement. The researcher hopes this method can be relevant method to give contribution from the problems of English classroom in SMA Negeri 1 Sukamaju. The researcher concerning the problem here, is the use of hypnoteaching effective in upgrading the students' writing achievement in learning descriptive paragraphs at the eleventh grade of SMA Negeri 1 Sukamaju?

Hypnoteaching is a teaching method delivering the subject matter, the teacher uses the communication techniques are very persuasive and suggestive in order that the students have good motivation in learning the subject. Novian (2010:4) states that hypnosis is the by-pass off the critical factors of the conscious mind followed by the establishment of acceptable selective thinking or hypnosis is a critical factor of the conscious mind penetrating followed by the acceptance of an idea or suggestion. Whereas, Hypnoteaching is a blend of teaching that involves the conscious mind and subconscious mind. Hypnoteaching is suggesting the students to be more clever and smarter.

A paragraph typically consists of a unifying main part, thought or idea accompanied by supporting details. Each paragraph builds on what come before and lays the ground for what comes next. Paragraph generally range three to seven sentences all combined in a single paragraphed statement. A paragraph can be as short as one word or many sentences. But you should remember that an English paragraph is like a sandwich. The topic and concluding sentences are the top and bottom pieces of bread and the supporting sentences are the feeling. When you write a paragraph, you first tell you reader in the topic sentences what you are going to say (Cooper, 2014:6). According to Harmer (2010:71), one of the central components of paper is the paragraph. When most students think of a paragraph, they hold onto the old myths about length, a paragraph is at least five, a paragraph is half of page, etc. It is not a number of sentences that construct a paragraph, but the unity and coherence of ideas among those sentences. When the paragraph reaches completion, it should serve to bring the reader into your paper and guide him or her understanding of what has been read.

In learning English, there are four skills that should be mastered; those are listening, speaking, reading and writing. Among the four skills, writing is the most difficult skill to be learnt. This opinion is supported by Richards and Willy (2009:303) who state that writing is the most difficult skill for the second language learners to master. The difficulty is not only in generating and organizing ideas, but also in translating idea into readable text. Gaiman (2012:32) states that writing is the act of forming letters and characters on paper wood, stone or other material, for the purpose of recording the ideas which characters and words express or communicating them to other by visible sign.

METHOD

The researchers applied pre-experimental design with the pre test, treatment and post test, where the treatment was conducted to upgrade the students' vocabulary mastery. The method is:

$$O1 \quad X \quad O2$$

Where:

O1 : pre test

O2 : post test

X : treatment

The researcher took the population from the eleventh-grade students of SMA Negeri 1 Sukamaju. The total number of population was 225 students who were separated in 9 classes (5 classes of Natural Sciences and 4 classes of Social Sciences). There were 25 students in every class. The researcher used purposive sampling technique in determining class IPA 3 because according to the English teacher, the students of this class had good achievement in speaking and listening, but low in writing. Therefore, the total number of sample in this research was 25 students. The instruments that were used in this research were writing test..

RESULT

1. The Students' Score in Pre-Test

Table 1. The rate percentage of the students' score in all aspects of writing in the pretest

No.	Classification	Score	Frequency	Percent (%)
1.	Excellent	96 – 100	0	0
2.	Very good	86 – 95	0	0
3.	Good	76 – 85	0	0
4.	Average	66 – 75	0	0
5.	Fair	56 – 65	8	32
6.	Poor	36 – 55	7	28
7.	Very poor	0 – 35	10	40
Total			25	100

Table 1 describes the rate percentage of the students score in all aspects of writing in the pretest. It shows that there is no student who gets excellent, very good, good, and average score, 8 students get fair score with percentage is 32%, 7 students get poor score with percentage is 28%, and 10 students get very poor score with percentage is 40%. Therefore, it can be concluded that the majority of students' writing ability in the pretest is in very poor category.

2. The Students' Score in Post-Test

After showing the students' score in the posttest, the researcher presents the rate percentage of the students' score in the content, organization, grammar, vocabulary, and mechanic. Then, the researcher presents the rate percentage of the students' score in all aspects of writing.

Table 2. The rate percentage of the students' score in the aspect of content

No.	Classification	Score	Frequency	Percent (%)
1.	Very good	17 – 20	24	96
2.	Good	14 – 16	1	4
3.	Average	11 – 13	0	0
4.	Poor	8 – 10	0	0
5.	Very poor	5 – 7	0	0
Total			25	100

Table 15 describes the rate percentage of the students' score in the aspect of content. It shows that there are 24 students who get very good score with percentage is 96%, 1 student gets good score with percentage is 4%, and there is no student who gets average, poor, and very poor score. In conclusion, the majority of students' ability in writing descriptive paragraph particularly in the aspect of content is in very good category

3. The Mean Score and Standard Deviation of Pre-Test and Post-Test

Table 3. The mean score and standard deviation of pretest and posttest

No.		Pre-Test	Post-Test
1.	Number of sample	25	25
2.	Mean	44.72	88.40
3.	Standard deviation	13.06	4.21

Table 3 describes the mean score and standard deviation of pretest and posttest. It shows that the mean score of pre-test is 44.72 that can be classified as poor with standard deviation is 13.06, and the mean score of posttest is 88.40 that can be classified as very good with standard deviation is 4.21. Besides, table 21 also shows the number of sample that is 25 students.

4. Test Significance of Pre-Test and Post-Test

Table 4. T-test significant different between pretest and posttest

Significant different between pre-test and post-test				
$t_0 \leq$	t_0	α	t-test	df
α	0.00	0.05	16.63	24

Table 4 describes t-test significant different between pretest and posttest. It can be seen clearly from the table that t-observation is 0.00, α is 0.05, t-test is 16.63, and degree freedom is 24. Based on the t-test significant different between pretest and posttest that is $t_0 \leq \alpha$ or $0.01 \leq 0.05$, it means that there is significant different between the result of pretest and posttest. Therefore, the null hypothesis (H_0) is rejected and alternative hypothesis (H_1) is accepted. Therefore, the researcher can conclude that the use of hypnoteaching is effective in upgrading the students' writing achievement in learning descriptive paragraphs at the eleventh grade of SMA Negeri 1 Sukamaju.

EFL teachers can implement contextual vocabulary instruction by training students to use clues in the sentence. Nash and Snowling (2006:337) have described this process as: "Strategies for teaching students how to derive meaning from context focusing on using pieces of information (clues) in the context to infer the meanings of target words". By showing students how to recognize these clues, students can then use this strategy during independent reading. The contextual methods do not require any specific materials or specialized training for the teacher and can be easily incorporated in EFL classrooms.

DISCUSSIONS

The description of the data collected through the test shows that the students' writing ability improved after using hypnoteaching in learning descriptive paragraph. The result of data got from the test that divided into pretest and posttest. The description of data which was taken from 25 students shows that the mean of pretest was 44.72 before using hypnoteaching. But, after giving 8 times of treatments by using hypnoteaching, the researcher got the mean of posttest was 88.40. So, the lowest score in the pretest was 25 and the highest score was 63. The data showed in the posttest that the lowest score was 79 and the highest score was 97. In conclusion, the lowest and the highest scores in the posttest were higher than those in the pretest.

In the pretest, there were 8 students who got fair score, 7 students got poor score, and 10 students got very poor score. Therefore, it can be concluded that the majority of students' writing ability in the pretest is in very poor category, because in the pretest, the students did many errors in writing descriptive paragraph of "Minion". Besides, in the pretest, the students must write at least two paragraphs or minimal 100 words and maximal 120 words. But, in fact, the students just wrote two until three sentences in their writing.

The researcher did the treatment for eight times. In the treatment, there were students who the result of their writing was low in the first until second meeting because they still faced difficulty in writing descriptive text. But, in the third until eighth meeting, the result of students' writing was good. Therefore, the researcher can conclude that hypnoteaching was success in upgrading the students' writing achievement particularly in writing descriptive paragraph at the eleventh grade of SMA Negeri 1 Sukamaju. During the treatment, the researcher found some positive effects of hypnoteaching to the students; those are the students are not afraid to ask the teacher and express their ideas, the students never fear in doing mistakes when writing descriptive paragraphs, the students more enjoy and focus in learning, the students is more quick in remembering the materials in long time, and the last the students do not fear to the teacher but they are more respected to the teacher. Beside finding out the excess of hypnoteaching, the researcher also found the weakness of the method is that the students are not on time in collecting their task. This is caused by the second step of hypnoteaching is that pacing. Pacing means to equal position, body power, language, and student brain wave. Naturally, one any one must will perceive cozy and is happy to flock with other people one has equality with it. So too with student, if have perceived cozy with its teacher therefore each order that is passed on learns that will be accepted and understood by that student with every consideration (Hajar, 2012:101).

Beside Hajar's theory, the weakness of hypnoteaching also stated by previous researcher (Wijayanti, 2012:71) that pacing in the hypnoteaching can make the students consider the teacher as their friends, therefore it makes the students to be lack of reward the teacher as the real teacher (as person who is older than students). For example, sometimes the students do not finish their task because they think that the teacher will not be angry. After doing the treatment for eight meetings, then the researcher gave the posttest that aimed to find out the improvement of students' writing achievement after teaching writing by using hypnoteaching. In the posttest, there were 2 students who got excellent score, 17 students got very good score, and 6 students got good score. Therefore, it can be concluded that the students' writing achievement improved after using hypnoteaching. It can be also seen that the improvement of students' writing achievement was very significant because in the pretest the majority of students' writing ability was in poor category (44.72), but in the posttest the majority of students' writing ability was in very good category (88.40).

The statement above relates with Bruce's theory (2006:10) that the advantage of learning Hypnoteaching teaching-learning is that process is more dynamic and there is good interaction between educators and learners. Learners can develop according to their talents and interests. The process of granting a lot of skills is in order here. The learning process is more diverse. Learners can easily master the material, because more motivated to learn. Learning is active. Monitoring of learners is more intensive. Learners are more imaginative and creative thinking. Learners will make learning a pleasure.

Power absorbed faster and more lasting, because students do not memorize. Attention of learners will be successful of material. In the pretest, most of students only produced two until three sentences (20 words), but in the posttest the students produced more 120 words. It means that the use of hypnoteaching makes the production of students' writing improve after using hypnoteaching in teaching descriptive paragraph.

Based on the discussion about pretest, treatment, and posttest, the researcher concludes that the use of hypnoteaching is effective in upgrading the students' writing achievement in learning descriptive paragraphs at the eleventh grade of SMA Negeri 1 Sukamaju. It is supported by t-observation is 0.00, α is 0.05, t-test is 16.63, and degree freedom is 24. Based on the t-test significant different between pretest and posttest that is $t_0 \leq \alpha$ or $0.01 \leq 0.05$, it means that there is significant different between the result of pretest and posttest. Therefore, the null hypothesis (H_0) is rejected and alternative hypothesis (H_1) is accepted.

CONCLUSION

Based on the findings and discussion, the researchers concludes that the use of hypnoteaching is effective in upgrading the students' writing achievement in learning descriptive paragraphs at the class XI IPA.3 of SMA Negeri 1 Sukamaju. It is supported by the data of t-test is 16.63 and the result of significant (2-tailed) is 0.00. From criteria of hypothesis acceptability said that if $t_0 < \alpha$ or $0.00 < 0.05$, it means that there is significant difference between the result of pretest and posttest.

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