

THE USE OF HYPNOTEACHING STRATEGY IN TEACHING WRITING AT SECONDARY SCHOOL LUBUKLINGGAU

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Abstract: The purpose of this study was to determine whether there was a significant effect in improving students' writing skills with hypnoteaching strategies in Lubuklinggau junior high school. The sample in this study was 30 grade 7 students of SMP N 3 Lubuklinggau. This study is a pre-experimental study with one group pre-test and post-test. The mean score of the students' pre-test was 57.7 while the average score of the students' post-test was 70.1. The number of students who passed the pre-test was 4 people or 13.3%, on the other hand, the number of students who passed the post-test was 24 people or 80%. The results of the *t* test are $t_{count} = 11.374 > t_{table} = 1.69913$. This means that the null hypothesis has been rejected. Then the alternative hypothesis has been accepted which means that there is a significant effect when teaching writing with hypnoteaching strategies in junior high schools in Lubuklinggau.

Keywords: Hpnoteaching, strategy, teaching, writing

Abstrak: Tujuan penelitian ini adalah untuk mengetahui apakah ada pengaruh yang signifikan dalam meningkatkan kemampuan menulis siswa dengan strategi hypnoteaching di sekolah menengah pertama Lubuklinggau. Sample dalam penelitian ini adalah 30 siswa kelas 7 Smp N 3 Lubuklinggau. Penelitian ini merupakan penelitian pre-ekperimen dengan satu grup pre-test dan post-test. Nilai rata-rata pre-test siswa adalah 57.7 sementara nilai rata-rata postes siswa adalah 70.1. Jumlah siswa yang lulus dalam pre-test adalah 4 orang atau 13.3%, di sisi lain, jumlah siswa yang lulus dalam post-test adalah 24 orang atau 80%. Hasil uji *t* adalah $t_{hitung} = 11.374 > t_{tabel} = 1.69913$. Ini berarti bahwa hipotesis nol telah ditolak. Maka hipotesis alternatif telah diterima yang berarti bahwa ada efek signifikan ketika mengajarkan menulis dengan strategi hypnoteaching di sekolah menengah pertama di Lubuklinggau.

Kata kunci: Hpnoteaching, strategi, mengajar, menulis

I. INTRODUCTION

As a tool of communication, language is needed by people to convey their thoughts, opinions and feelings to others. However, it is important to have great language performance, which means the ability to communicate clearly and fluently. As the result that, people's thought, opinion and feeling can be conveyed appropriately and avoid misunderstanding between each others. As a lingua franca, English become the most essential language that must be mastered by people around the world. This language increase a lot in the present social, cultural, political and also commercial contexts. Furthermore, people around the world were screaming about industrial era 4.0.

English is covered by some skills and components. In order to use English well, people should master all skills. They are listening, speaking, reading, and writing. These four skills are divided into two types of language skills. First, listening and reading were known as receptive skills. It means, through these skills people will receive the information from the discours. The other skills, speaking and writing are called productive skills. People produce language through these skills (Harmer 2007:265).

Actually, all skills have their own role in language production. But, in this research the researcher only concern in writing skill. This

skill is considered as the most difficult skill than others. Nunan (2001:35) mentioned that writing have been argued as the most difficult skill for all language learners in first, second, and foreign language. In other word, writing skill is more complex and difficult to teach because the writer should transfer their thought into the written form use the language (Irawati, 2015 :26). In further explanation, writing was difficult because it stand for series of kontras. The first, writing was both a physical and a mental act. At the most basic level, writing was the physical act of committing words or ideas to some medium. On the other hand, writing was the mental work of investigated ideas, thinked about how to express them, and organized them into statements and paragraphs that would be clear to a reader. The second, its purpose was both to express and impress. Writers typically served two masters: themselves, and their own desires to express an idea or feeling, and readers also called the audience, who need to have ideas expressed in certain ways. Writers must then choose the best form for their writing, depending on its purpose. The third, it was both a process and a product. The writer imagined, organized, drafted, edited, read, and reread. This process of writing often cyclical, and sometimes disorderly. Ultimately, what the

audience saw, whether it was an instructor or a wider audience, (Nunan, 2001:36).

The issues about writing difficulties exist in every learners level include secondary school students. Mrs. Ana Oswari, an English teacher of secondary school Lubuklinggau, mentioned some information related to students' writing difficulties especially in writing descriptive text. They are; (1) laziness, (2) low motivation, (3) lack of vocabulary, (4) lack of knowledge about the descriptive text, (5) limited concentration span. As an educator, teacher has responsibility to help students in solving these problem. Teaching by using strategy is a great way to fulfilling that responsibility. In this research, the researcher was interested to isvestigate one strategy that can be applied by the teacher in teaching writing especially in writing descriptive text. The strategy was called hypnoteaching.

A strategy to teach students through hypnosis dicipline. It was the most simple explanation about hypnoteaching. This statement was supported by Wati and Kusuma (2016:5) mentioned that the term hypnoteaching comes from two words. They are "hypnosis" and "teaching " It was a strategy that combine hypnosis dicipline in teaching process. Hypnosis was a condition when our attention just focus on one object, so that we did not realize even do not care about

the other (Zainurrahman, 2018:123) This condition that was considered as what students need in learning. This is one of many reason people use hypnosis in educational world. Hypnoteaching involved the concious mind and unconcious mind. So, it had greatly impact in motivating and improving students' performance. In addition, this strategy was good to improve concentration, confidence, discipline, and organizational". In other words, hypnoteaching was an effort of how teacher hypnotizes students so that students always feel happy and axcited in teaching and learning proces".

According to Hajar (2011:102-103) Here were the procedures that must be undertaken by the teachers in implementing hypnoteaching strategy: (a) Ask the students to sit and relax. (b) Ask the students to emptying their mind. (c) Ask the students to take deep breath through their nose and release it through their mouth. (d) Repeat the step number three over and over with regular respiratory. (e) Give the suggestion to the students to relax their body in their every breath in. (f) Repeat the sugesstion untill the students feel so comfortable even asleep. (g) Pay attention to the head position of the students, they whose asleep will bow down. (h) Next, give the new sugesstion. Here is the time for teacher give their motivation and sugesstion to the students such as ask them to reject their laziness,

tell them that they are smart students and etc. (i) In the end, after finished the suggestion it is time to wake up the students slowly. (the teacher can count from 1-10 and the students will wake up).

The procedures of implementing hypnoteaching above will applied in teaching and learning process of writing descriptive text. Descriptive text was a text that futures of someone, something or a certain place, (Wardiman, Jahur ,& Djusman , 2008). It meant this text try to describe people, place or thing so that the reader knew about those things although they were not see it directly. In further explanation, Priyana, Irjayanti & Renitasari (2008:11), mentioned that descriptive text was usually organized in two section. First, an introduction to the subject or usually knew as identification. Second, characteristic features of the subject such as, physical appearance, qualities, habitual behaviour, significant attributes. It was usually called as description. The common grammatical pattern of a description include; (a) Use of particular nouns, such as *my mom, my cat, a puppy and etc.* (b) Use of detailed noun groups to provide information about the subject, such as *the colour of his coat is yellow, its size is 4,5 cm, with blue spot.* (c) Use of various types of adjective, such as *numbering, clasifying, describing.* (d) Use of relating edverbs to provide information about the subject, such as *she is 100 cm tall.*

II. METHODOLOGY OF RESEARCH

In conducting this research, pre-experimental method with one group pre-test and post-test design used by the researcher. Fraenkel & Wallen (2009:261) stated that experimental research was unique in two very important respects: It was the only type of research that attempts to directly influence a particular variable, and when properly applied, it was the best type for testing hypotheses about cause-and-effect relationships.

Independent variables were those that is chosen by the researcher to study in order to assess their possible effect(s) on one or more variables. Independent variable was presumed to affect (at least partly cause) or somehow influence at least one another variable, (Fraenkel & Wallen, 2009:42). In this research, the independent variable was the hypnoteaching strategy meanwhile the dependent variable was students' writing achievement.

Population was generalization domain consist of the object/subject that has certain qualities and characteristics were determined by investigators to be studied and the draw conclusions (Sugiyono, 2017:80). According to Sugiono's statement above, the population of this research was the seventh grade students of SMP N 3 Lubuklinggau with total number 316 students.

Fraenkel & Wallen (2009:90) mention that sample was a group on which information was obtained. The sample of this research was class VII.2 with total 30 students. This sample took from population by using simple random sampling method. It was a method in choosing sample by not pay attention to any factors in population because the population was supposed as homogen, (Sugiyono, 2017:82).

In collecting the data, the researcher employed tests. The tests consist of pre-test and post-test. The model of the test items were written test. The students got three general topics about descriptive text. After that, the students should wrote down a description on a piece of paper that relate to the topics. The description should be written by the students in 100 till 150 words with time alocation for about 80 minutes.

In analyzing the data, the researcher purposed three techniques. They were; (1) Individual score, (2) Conversion of individual score, and (3) Paired t-test.

In conducting this research the researcher used content validity to measure test instrument. Sugiyono (2017:21) stated that valid meant that the instrument could be used to measure what should be measured. In order to make the test instrument having a high degree

of content validity, the researcher referred it into the curriculum or syllabus of SMP N 3 Lubuklinggau.

A reliability instrument is an instrument that, when it is used several times to measure the same object it will produce the same data (Sugiyono, 2017). In this research, inter-rater was used as the method to exam reliability. In inter-rater, there are two raters. The first rater is the english teacher of SMP N 3 Lubuklinggau. And the second rater is the researcher itself.

III. RESULT

In this research, the researcher applied hypnoteaching strategy as treatment to improve students' writing ability at SMP N 3 Lubuklinggau. This part explains the results of the tests before and after that treatment was given by the researcher. In conducting this research, the researcher arranged six meetings. These meeting included 1 pre-test, 4 treatments, and 1 post-test. The first meeting was pre-test. It was on February 3rd 2020. In this meeting, the researcher gave test to the students. The model of the test item was a written test with time allocation for about 80 minutes. In this pre-test, there were 4 students (13,3%) who passed the test and 26 students (86,7%) who failed.

The treatments did in the second meeting until the fifth meeting. During these times, the researcher and the students discussed about descriptive text and practiced their writing ability with hypnoteaching strategy. These treatments held on February 4th 2020 until February 17th 2020. After gave the treatments, the researcher did the post-test as the last meeting. It was on February 18th 2020. The regulation of the post-test was same with pre-test. The result of post-test was 24 students (80%) passed the test, and 6 students (20%) failed the test.

Based on the result of the test, the researcher found that hypnoteaching strategy was significantly effective to improve students' writing ability at SMP N 3 Lubuklinggau.

IV. DISCUSSION

The further information about pre-test and post-test were explained below.

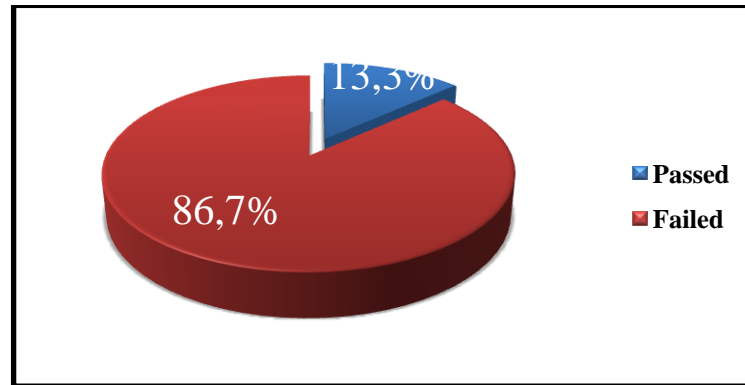
Pre-test was given to the students to measure students' basic writing ability before the researcher applied hypnoteaching strategy as the treatment. After did the pre-test the reseracher counted the score and found that most of the students could not write well. Thet fact could be seen from the table below:

Table 4.1

The Result of Students' Score in Pre-test[

| No. | Component | Pre-test Score |
|------------|------------------------------|-----------------------|
| 1. | Total of the students | 30 |
| 2. | Total of Students who Passed | 4 |
| 3. | Total of Students who Failed | 26 |
| 4. | Highest Score | 82 |
| 5. | Lowest Score | 45,5 |
| 6. | Average | 57,5 |

Based on the table above, it could be seen that the total number of the students was 30 students. In these 30 students who did the pre-test there were only 4 students who passed the test and the rest 26 students were failed. The best score was 82. It was reached by 1 student or 3,3%. Meanwhile the lowest score was 45,5. It was also reached by 1 student or 3,3%. The average of all scores were 57,5. Unfortunately, the minimum mastery criteria of SMP N 3 LLG was 66. It meant the students were failed in the pre-test. The chart below would present the students' qualification in the pre-test.

Chart 4.1**The Percentage of Students' Qualification in Pre-test**

From the chart above, the researcher assumed that the students have difficulties in writing descriptive text.

Post-test was given to the students to find out the improvement of students' writing ability after the treatments. The regulation of post-test was same with pre-test. After did the post-test, the researcher counted the score and presented it in the table below:

Table 4.2**The Result of Students' Score in Post-test**

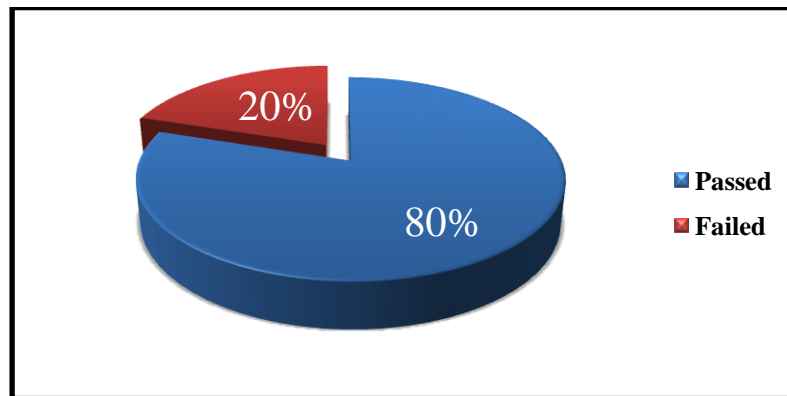
| No. | Component | Pre-test Score |
|-----|------------------------------|----------------|
| 1. | Total of the students | 30 |
| 2. | Total of Students who Passed | 24 |

| | | |
|----|------------------------------|------|
| 3. | Total of Students who Failed | 6 |
| 4. | Highest Score | 84 |
| 5. | Lowest Score | 56 |
| 6. | Average | 70,1 |

Based on the table above, it could be seen that from the total 30 students who did the post-test there were 24 students or 80% passed the test and 6 students or 20% failed the test. The highest score was 84. It was reached by 1 student or 3,3%. The lowest score was 56. It was also reached by 1 student or 3,3%. The average of all score was 70,1 so that the students passed the minimum mastery criteria of SMP N 3 Lubuklinggau. In other word, the students passed the post-test. The percentage of students qualification in post-test could be seen in the chart below:

Chart 4.2

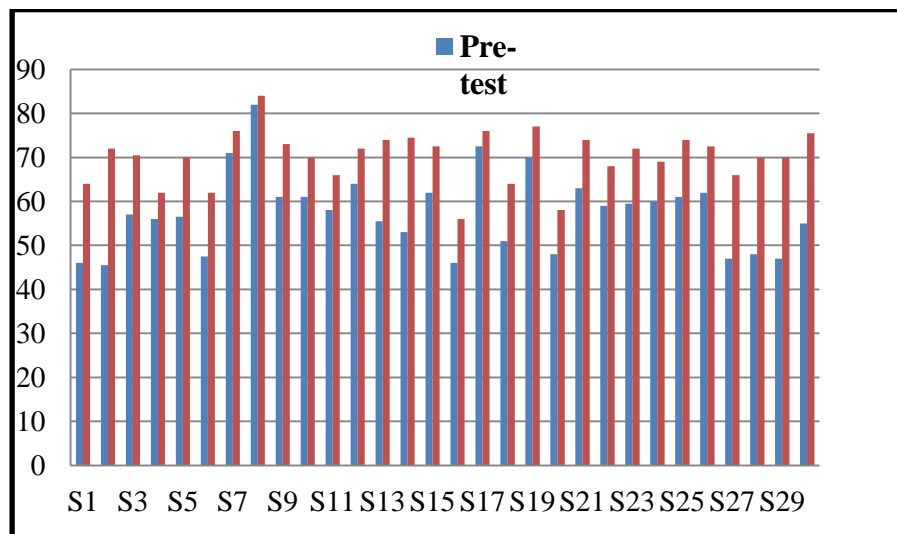
The Percentage of Students Qualification in Post-Test



From the chart above, the researcher assumed that the students' writing ability in descriptive text increased after the researcher applied hypnoteaching strategy as the treatment. In another word, hypnoteaching strategy was significantly effective to improve students' writing ability in descriptive text.

After counted the students' score in pre-test and post-test, the researcher compared both of the scores. It shown that students' score in post-test was higher than students' score in pre-test. The comparison of students' score in pre-test and post-test was shown in the chart below:

Chart 4.3
The Comparison of Students' Score in Pre-test and
Post-test



The researcher calculated the paired sample t-test to measure whether or not it was significantly effective to teach writing descriptive text by using hypnoteaching strategy at SMP N 3 Lubuklinggau. The result of paired sample t-test calculation was presented in these following table:

Table 4.3

Paired Samples Statistics

| | | Mean | N | Std. Deviation | Std. Error Mean |
|--------|-----------|--------|----|----------------|-----------------|
| Pair 1 | Post-test | 70,150 | 30 | 5,9468 | 1,0857 |

| | | | | |
|----------|--------|----|--------|--------|
| Pre-test | 57,500 | 30 | 8,9288 | 1,6302 |
|----------|--------|----|--------|--------|

From the table above, it could be seen that before the researcher giving the treatment the mean of 30 students' score was 57,50 with standard deviation was 8,9288 and standard error mean was 1,6302. Meanwhile, after the treatment the mean of 30 students' score was 70,15 with standard deviation was 5,9468 and standard error mean was 1,0857. It meant that there were improvement in the mean of students' score at the rate of 12,65 from 57,50 to 70,15. This fact showed that students' writing ability in descriptive text had improved.

Table 4.4

Paired Samples Correlations

| | N | Correlation | Sig. |
|-----------------------------|----|-------------|------|
| Pair 1 Post-test & Pre-test | 30 | ,734 | ,000 |

Based on the table of paired sample correlation above, the result of correlation was 0,734 with significance was 0,000. It meant that there was correlation between students' score in pre-test and post-test.

Table 4.5
Paired Samples Test

| | Paired Differences | | | | | t | Df | Sig. (2-tailed) |
|--|--------------------|-------------------|-----------------------|--|-------------|--------|----|--------------------|
| | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | | | Lower | Upper | | | |
| Pai Post r 1 -test - Pre- test | 12,65 00 | 6,0915 | 1,1121 | 10,37 54 | 14,92 46 | 11,374 | 29 | ,000 |

Based on the table of paired sample t-test above, it showed that the result of paired sample t-test both pre-test and post-test was 11,374. Meanwhile, the critical value of 95% with degree of freedom

(df) was 29, significance level was 0,05 and the result of t table was 1,69913.

Whereas, the result of mean was 12,650, standard deviation was 6,091, standard error mean was 1,112, and the significance was 0,000. It could be conclude that the result of t-test = 11,374 > t-table = 1,69913. It meant that the null hypotheses was rejected. So that, the alternative hypotheses was accepted which meant that it was significantly effective to teach writing by using hypnoteaching strategy at SMP N 3 Lubuklinggau.

This research was focused in improving students' writing ability by using hypnoteaching strategy at SMP N 3 Lubuklinggau. Writing was considered as the most difficult skill than the other. It was hard to invite students to love this skill. As the result that, the students could not write well. Actually, the main factor of this problem was motivation. Unfortunately, it was added by laziness, lack of vocabulary and lack of knowledge about the material. All these problems needed solution. As the result that, the researcher proposed hypnoteaching strategy to fix it.

There were six meeting that were arranged by the researcher in conducted this research. First meeting was pre-test. it proposed to measure students' basic ability in writing before tthe researcher

applied hypnoteaching strategy. In this pre-test, there were only 4 students or 13,3% who passed the test. This category was reached after the researcher compared the students' score and minimum mastery criteria at SMP N 3 Lubuklinggau. The students' score was 84, 72,5, 71, 70, while the minimum mastery criteria was 66. The others students or 86,7% got lower score than the minimum criteria. So that, the average of all students' score in this test also was not attained the minimum mastery criteria. It was only 57,5.

After measured students' basic writing ability, the researcher started the treatment. The treatment was done in four meeting. During this time, the researcher found that hypnoteaching strategy helped students in clear their mind and find the ideas in their writing process. Furthermore, the emotion hour created dicipline environment. So that, it was easier to conveyed the material.

In the last meeting, the researcher did the post-test to find out the improvement in students' writing ability. In this test, the percentage of students who passed the test increased at the rate of 66,7% (13,3%-80%). Beside that, the average of students' score also increased at the rate of 14 point (57,7-71,5). Furthermore, the value of t-test was higher that t-table.

The value of t-test was 11,374 meanwhile the value of t-table was 1,69913. Based on the result that, the alternative hypothesis was accepted which meant that it was significantly effective to teach writing descriptive text by using hypnoteaching strategy at secondary school Lubuklinggau.

CONCLUSION

The conclusion of this research was taken after the researcher analyzed students' score in pre-test, post-test and the value of paired t-test. The result shown that students' score in post-test were better than students' score in pre-test. The average of student's score in pre-test was 57,50. It was lower than minimum mastery criteria at SMP N 3 Lubuklinggau which was 66. Meanwhile the average of students' score in post-test was 70,15. It meant, there was improvement at the rate 12,65. This result also shown that the students passed the minimum mastery criteria.

Furthermore, based on finding of this research the researcher found that the standard deviation was 6,0915, the calculation of t-test was 11,374 and t-table was 1,69913. It meant, the value of t-test were higher than t-table. As the result that, the null hypothesis was rejected and the alternative hypothesis was accepted. In other explanation, it could be conclude that hypnoteaching strategy was significantly

effective to improve students' writing ability at secondary school Lubuklinggau especially in writing descriptive text.

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