USING HYPNOTEACHING TECHNIQUE TO EMPOWER STUDENTS' COURAGE IN SPEAKING SKILL
(Case Study at the Eleventh Grade in One of Islamic Senior High Schools in Ciamis)

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Abstract

This research discusses about using Hypnoteaching technique to empower students' courage in speaking skill. This research gives enlightenment to help empowering students speaking skill through Hypnoteaching technique. The objective of this study was aimed to figure out how Hypnoteaching technique empower students' courage in speaking skill, and what are the students and teacher's perceptions towards Hypnoteaching technique. The present study used qualitative Case study design. Twenty-eight students from eleventh grade and an English teacher were participated in this study. The data were obtained through observation to observe how teacher implemented Hypnoteaching as a technique in teaching speaking, questionnaire and interview to collect data about students and teacher's perceptions towards Hypnoteaching technique. To analyze the observation data and interview, the researcher first transcribed and then made interpretation from it. The questionnaire data was analyzed using Likert Scale measurement. The findings revealed that the teacher implement Hypnoteaching in teaching speaking, and she also uses constructivism learning model in teaching activity. In addition, Hypnoteaching technique can make them more motivated and courageous in speaking English. Based on the findings, the researcher suggested in any case of their subject, teachers should implement an

effective, easy and enjoyable technique especially Hypnoteaching in their teaching activity, not only to motivate the students but also to empower their courage and knowledge particulary in speaking class.

Keywords: *Hypnoteaching, Technique, Speaking.*

INTRODUCTION

Indonesian students are required to have more than one skill in mastering English. In this era also known as the 4.0 is considered as the fourth industrial revolution which presents a major challenge for the human resource development and industry are related to the requirement of skills (Hatimah & Megayuniar, 2019). Speaking, writing, reading and listening are four skill in mastering English. Speaking is one of important skill in this globalization era. By mastering speaking skill, the students can develop their quality and they are capable to compete globally. Among of them speaking is difficult skill regarded by the students.

According to Harmer (2007, p. 343) speaking is one of complex skills because it is concerned with components of grammar, vocabulary, fluency, pronunciation and comprehension. Speaking aims to produce sounds that have meaning to express, show, and deliver the ideas, opinion or feeling. Some student were feel nervous, embarrassed and unconfidant to delivered their ideas in front of their teacher and classmates. It is important to reduce that feeling from the students to raise their hidden talents and abilities. Based on consideration of the previous point of view, this study wants to give enlightenment especially in empowering students' courage in speaking skill, with the result that the students will be better and courageous in speaking and help themselves to reduce the difficulties encountered especially in speaking English by using Hypnoteaching technique.

In relation to the problems stated previously, the researcher interested to analyze about "Using Hypnoteaching Technique to Empower Students' Courage in Speaking Skill". The objective of the research is to figure out how Hypnoteaching technique empowering students' courage in speaking skill, and to know the teacher and students' perception towards Hypnoteaching technique. The scope of the research is limited in teaching about Cause and Effect. In this term, the researcher merely focuses on the empowering the student's courage in speaking skill at the eleventh grade of Islamic Senior High Schools in Ciamis the academic year of 2019/2020.

Hypnoteaching

Hypnoteaching is a unique and something new in education field, mainly in teaching and learning process. But it is not really new because some teachers and lecturers have been already implemented even though it is unnoticed. Board (1989) stated that Hypnoteaching is a blend of two words "Hypnosis" which shall mean suggesting and "Teaching" which shall mean teaching. Hypnosis greatly impact in motivating and empowering performance. In the process of teaching and learning activity, hypnosis is also good to motivate students, improve concentration, empower courage, confidence, discipline, and so on. In line with Board, Hajar (2011) also explains that Hypnoteaching as art of communication by way of suggestion in order that students become more intelligent. Suggestion makes the students expected to be aware that they have intense potential to be optimized in their learning.

According to Noer (2010, p 86) in implementing Hypnoteaching there are several techniques or steps that need to be done by the teacher. The teacher must have intention and inner motivation first. The success person depends on their intention to always hard work in achieving goals and results. Good intentions and strong determination will foster motivation and high commitment in the field being occupied. The next step is to build a good relationships with students called Pacing. McFarland, Kim, & Vizzini (1999) state that Pacing is a process of making unconscious connections. This is the process of entering into the behavior of the person you want to relate to. This is also a way to make contact, and direct to the conditions that the teacher want to them in.

After build the relationship, the teacher can lead the students to feel comfortable in the learning activities. Nirmala (2010) said that leading is a way to guiding the students after we conduct pacing process. When they feel enjoy and comfortable whatever is said or instructed by the teacher, they will do it voluntarily and happily. The students concentration affects the learning process. Without concentration conditioning, students can feel bored, sleepy and converse with other students in the class. To restore student concentration, the teacher needs to do yelling. Yelling is used to do something out loud together (Jaya, 2010, pp. 77-78). For example: Teacher said "Are you ready class?" The students respond "Go ...".

One of the important things that must be remembered by the teacher is giving praising or appreciation. Praise is a form of appreciation given to students who successfully done the tasks given to them and to those who are not. The purpose of giving praise is to make students feel appreciated and courageous (Nirmala, 2010). By praising, the students will be encouraged to do even better. The students are stimulated to achieve their confidence more than before. In giving praise, the teacher must avoid negative conjunctions such as 'but', 'no', 'but', etc. The last one is modeling. Modeling is a way to show good models through utterance and attitude. This is very important and this is one of the main points of Hypnoteaching. When students feel comfortable and relaxed with us, we can lead and guide them to our desired goals with positive sentences (Nirmala, 2010). The teacher can leave the class by giving wise and motivational words. This is important because it will make students believe that the teacher is a trusted figure and good model by showing their good utterance and attitude.

Speaking Skill

Burns & Joyce (1997) defined speaking as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking. Tarigan (2008) stated that there is some technique to improve students speaking skill. Speaking can be improved by using pictures to find information gap, using photographs, sing a song, geussing game, educational drama, role play, simulation, etc. Speaking is a process to send and receive information with more than one component to create a context between two or more person. It is about what we say to what we see, feel and think. When we feel something, we want someone can hear us. So, in this process we can call it is an interaction between two people or more.

METHOD

The researcher conducted a Qualitative research design by using Case study. A Case study is an exploration of a "bounded system" or a case (or multiple cases) over time through detailed, in-depth data collection involving multiple sources of information rich in context (Creswell, 2007 p. 73). The reason of the researcher using Qualitative research Case study because, the researcher intends to observe a phenomenon about how the teacher in that Senior High School implemented Hypnoteaching as their technique in teaching and learning process, and also the students

and teacher's perceptions about the use of Hypnoteaching in their English learning. The research started by preparing the instrument, Observation, Questionnaire and Interview. The researcher observed how the teacher teaches Speaking by using Hypnoteaching as teaching technique, first. The observation was taken and started on March 16, 2020.

The participant in this study consists of twenty-eight students of eleventh grade from IIK (*Ilmu-Ilmu Keagamaan*) class and an English teacher. The questionnaire was administered to gather data about students' respons towards learning by using Hypnoteaching. The questionnaire consisted of 10 Questions five-point Likert – Scale type that was adapted and modified from Amaliah (2017). Each item of the question scale from (1) Strongly agree, (2) Agree, (3) Neutral, (4) Disagree, (5) Strongly disagree. Last, the researcher conducted an interview with the teacher. The interview was administered to gather teacher's perceptions towards Hypnoteaching as a teaching technique. The interview consisted of 6 questions that were adapted and modified from Muslim (2015).

FINDINGS AND DISCUSSION

In this section, the researcher highlights the finding of the study. The finding is based on two research questions. The first research question is "How does the teacher implement Hypnoteaching technique to empower students' courage in speaking skill?", and the second research question is "What are the students and teacher's perceptions towards the use of Hypnoteaching technique to empowering students' courage in speaking skill?". The researcher conducted an observation to answer the first research question. The first result of the study is answering the first research question: "How does the teacher implement Hypnoteaching technique to empower students' courage in speaking skill?" The researcher got the data from observation which twenty-eight students and an English teacher was observed on March 16, 2020. From the observation, the researcher found that the teacher implemented Hypnoteaching technique in the teaching activities. It can seen that the teacher building understanding and relationship with the students to make unconscious conntection. This step is called pacing. It is relevant with theory stated by McFarland, Kim, &Vizzini (1999) stated that pacing is a process of stepping into the behavior of the person that you want to rapport with. It is also a way to make contact and lead the other person into the condition that you want them in. Then, the teacher used suggestion to build the students' understanding that make students be motivated to enjoy the teaching and learning

activity. It is involved with theory stated by Jaya (2010, p 24) that suggestion can make students ready and maintain the condition of their heart and emotions, because learning is not only use our body but, the soul and spirit of learning also have contribute as well. The teacher do reflection before the material begin. Also this study has relevance with theory from (Pritchard & Woollard, 2010).

In this case, the researcher linked Hypnoteaching technique with Constructivism learning model in psychology for classroom. In teaching and learning process the teacher give an ice breaking to the students first so, the students can relax and enjoy the classroom atsmosphere. After that the teacher telling a story about reason issue related with Couse and Effect. Then, the teacher explain about purpose and benefit from the material. It shows that Hypnoteaching in accordance with Constructivism theory. The teacher using Constructivism to build students' knowledge and understanding. Next, after they getting sense about what they will learn, the teacher start to explain about the material, started from playing ice breaking and telling the story about Cause and Effect base on the situation. This steps the teacher leads the students into the Alpha state. Porter, Bobbi, Mark & Nourie (2001) stated that students in Alpha state have well concentration. The students in Alpha state can learn comfortable in better understanding. Then, teacher explains about the material for that day.

After explaining by the example, the teacher moves to make groups discussion. The teacher gave each group a dialogue and ask the students to discuss it with their classmates. Then, the teacher motivated and praised the students in order to raise their courageous and make the students are ready to shows their skill in speaking English in front of the teacher and classmates. It is relevance with Nirmala (2010) which states The aim of this praise is makes students more confidence and improves their courage and confident. Therefore, with the several technique or steps explained proved that the teacher has implemented Hypnoteaching technique in the speaking class. The technique is effective and gave good impact in empowering students' courage mainly in speaking skill. It is in line with Irwandy (2013) who stated that Hypnoteaching has proven to be effective in optimizing teaching and learning activities in the schools.

Besides that, to answer the second research question: "What are the students and teacher's perceptions towards the use of Hypnoteaching technique to empowering students' courage in speaking skill?" The researcher analysed the students' perceptions by giving the close-ended questionnaire that consists of 10 questions with five-point Likert – Scale type in the next meeting. The questionnaires had been shared to 28 students participated in the classroom. The questionnaires had been shared to 28 students participated in the classroom. The results showed a various answer in each questions. Based on the results, the researcher concluded that the implementation Hypnoteaching technique in classroom makes the students easier and enjoyable to learn English because the implementation of Hypnoteaching in classroom motivated and empowers their courage in speaking English. The students responded that Hypnoteaching makes them easy and enjoy to learning speaking in the classroom because learning speaking by using Hypnoteaching is more fun, relax and confident. The students didn't felt nervous when their name was called to speak, and they can control themselves when speaking in front of the teacher and classmates.

Therefore, the students think that Hypnoteaching is good technique to help them in learning speaking. In this case, the researcher concluded that the students gave positive respons about the implementation of Hypnoteaching technique in teaching speaking. It is in line with Braid (2016) who states that the advantages of learning by using Hypnoteaching are more dynamic and have good interaction between teacher and students. The students can develop their skill and interest. The students easily to accept the material because the learning process is fun and motivated.

Another result is from interview, the researcher analyzed the teachers' perceptions by doing the interview that consists of 6 questions. The interview had been done to an English teacher participated in this research. The result showed a significant answers in each question. Based on the result, the researcher concluded that the teacher enjoy teaching by using Hypnoteaching technique. The teacher said that the teachnique is easy and effective to implement in teaching and learning process because, the technique makes the students stimulated to express their ideas and arguments in learning activity. It is appropriate with the 2013 curriculum learning concept which students are require to be more active and creative in the learning process particulary in the classroom.

CONCLUSIONS

The result of this research confirmed some previous studies. A large number of the sample may cause a different and various finding of this present study with some previous studies. The conclusions of this research can be concluded as follows: first, the observation shows there were some technique or steps that needed done by teacher to implement Hypnoteaching as a teaching and learning technique, they were Intention and motivation, pacing, leading, yelling, praising and modeling. That technique is able to done well and organized by the teacher so that the use of Hypnoteaching technique can be effective and succesfull. Second, the questionnaire shows that the students gave positive respons about the implementation of Hypnoteaching technique in teaching speaking. Mostly students enjoy in learning English, more confident and courageous especially in speaking class. Third, the result from the interview added that the teacher enjoys teaching by using Hypnoteaching technique, because this technique is easy and effective. It can make the students communicate directly with the teacher, and they can express their ideas and arguments about the material in that teaching and learning activity.

The researcher suggests for further researchers to conduct a study with similar field of this present research. To figure out or analyze in higher grade, with more participants to make data richer and this Hypnoteaching technique becomes more advanced mainly in education field.

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