The Effectiveness of Hypnoteaching Method toward Students’ Speaking Anxiety

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Abstract: The purpose of this study was to evaluate how well hypnoteaching for students in the eleventh grade at SMA Al-Asmaniyyah reduced their speaking fear. One class served as the experimental class for the pre-experimental procedure that the researchers used. The researcher used the hypnoteaching method in the experimental class. The population of participants in this study were class X from SMA students consisted 62 students from the participant sample in Al-Asmaniyyah. Purposive sampling was used to choose the sample for this study, and only 20 members of the X IPS experimental class were selected. The researcher conducted interviews and distributed questionnaires to gather data. Before and after the course of treatment, questionnaires were given out. To gather information on psychological research, questionnaires were employed. To evaluate the survey's outcomes, researchers employed a Likert scale. Before and after treatment, the questionnaire's mean score varied. Prior to treatment, the mean score was 94.25; following treatment, it was 51.45. This demonstrates that students' speaking anxiety was declining. The responses provided by the pupils to the survey showed this. 60% of students reported having mild anxiety, 35% reported having moderate anxiety, and 5% reported having extreme anxiety. The outcomes demonstrated that there were variations in the pre- and post-questionnaire scores. The score before the questionnaire was greater than the score following it. The anxiety level increased with higher scores, whereas anxiety levels decrease with lower scores. Although this study was successful in lowering students’ speaking anxiety, the level of students’ anxiety in speaking was still very high.

INTRODUCTION

Speaking, writing, reading, and listening are the four language skills in English. Learning a second language requires a lot of speaking. Success in school and future success in every aspect of life are both influenced by a learner's ability to communicate clearly and effectively in a second language. As a result, it is crucial that language instructors give speaking lessons a lot of attention. It would be preferable to create a rich environment where meaningful conversation takes place for pupils rather than focusing solely on memorizing (Kayi 2006). Based on the aforementioned issues and results of a preliminary study done on December 10, 2021 at Al-Asmaniyyah SMA's tenth grade, the researcher discovered that the majority of the students struggled in foreign language lessons, particularly in speaking classes. When speaking in front of the teacher and their peers, students experience anxiety
and embarrassment. Students also lack vocabulary and self-assurance. In light of the above perspective, the researcher seeks to offer a remedy, particularly in lowering students' speaking anxiety, to help students become more adept at speaking.

Based on these data, the researcher makes the assumption that if the issues students are having are not addressed right away, they will not be able to grasp the language. By adopting the hypnoteaching method, the researcher intends to help students who are having difficulties, especially with anxiety. Hypnoteaching is a style of teaching that involves hypnotizing students to learn through the hypnotist's suggestions rather than studying while dozing off (Roswendi & Sunarsi 2020). Hypnoteaching is the practice of imparting knowledge while students are relaxed and comfortable, accessing their subconscious. Students will readily accept ideas in this situation even though they are not aware of what is going on because the situation is not subconscious.

In this study, the researcher will examine the usage of hypnotism of teaching in the classroom with the intention that doing so will help students become more comfortable speaking in front of others and more secure in their ability to express themselves.

THEORETICAL SUPPORT

Speaking

Speaking is a productive skill that may be directly and experimentally examined; yet, the accuracy and efficacy of a test-listening taker's capacity usually taints such observations, undermining the validity and reliability of an oral production exam (Brown).

There are five fundamental forms of speech, according to (Brown): The first is a imitative which is the capacity to mimic words, phrases, or even entire sentences constitutes this style of speaking performance. (For instance, "Excuse me" or "Can you assist me?") for precision and clarity. The second type of speaking is intensive, in which the speaker is conversant in the linguistics of the language but unable to communicate with the listener. The third type is receptive; it contains a knowledge of contacts and testing, but it also involves brief stories and common greetings, direct requests, and uncomplicated observations. Two ways that interactive engagement can be conveyed are through transactional language, which attempts to transmit precise information, and interpersonal interaction, which aims to maintain social connections. And last, among the many oral production duties, long (monologue) speeches, oral presentations, and storytelling are only a few. Conversely, opportunities for verbal contact between listeners are very limited or nonexistent.

The aurosal autonomic nerve system's aurosal autonomic experience of tension, anxiety, tension, and anxiety is known as anxiety (Horwitz 2006). According to Ozlem Yalcun and Volcan Incay, anxious of students in foreign languages discovered that speaking the target language was the most difficult skill to master. Additionally, they claimed that when they had to perform a role-play or deliver a speech, they became anxious and began to shake. Because of the expectation that learners of foreign languages should be fluent speakers, speaking anxiety is one of the most common issues that arises when pupils are learning a new language. However, this belief is incorrect because it merely increases their anxiousness.

Symptoms and cause of anxiety

Anxiety is a typical symptom that can have several causes, including past mistakes, worry of making the wrong decisions as a citizen, fear of looking foolish, or lack of confidence. This can discourage learners from speaking in or out of class. The following symptoms, according to Ochs in Sardian, may appear singly or in combination:

1) Too slow, too quick, repetitive, and lacking in emphasis are voices that vibrate.
2) Stuttering stops, awkward pauses, foraging in the woods, and disruptions in conversation are verbal impacts and symptoms.
3) Mouth and throat discomfort is repeatedly accepted while breathing heavily.
4) Eye contact, eye rolling, tensed facial muscles, a scowl, cramping, and a flat facial expression are not signs and symptoms of facial expressions.
5) Arms and hands may be rigid or tense, restless, wavering, stiff, immobile, etc.
6) Complete body movement, indications of shaking, a step, and shuffled feet.

**Level of anxiety**

There are four types of anxiety, according to Towsend in Sardian: low anxiety, moderate anxiety, extreme anxiety, and panic.

**Hypnoteaching**

According to Prajoko (2010), hypnoteaching is a technique for lowering learners’ brain wave frequencies so that they are more at ease and receptive to learning valuable lessons.

In hypnosis, the key mental barrier of the conscious mind is crossed, allowing for the introduction of specific ideas that can be accepted. If an idea survives the critical stage of the conscious mind and does not contradict with the unconscious mind's ideals, it will be accepted by the subconscious mind (Roswendi & Sunarsi). For instance, instruct students to visualize themselves studying English in a park where the wind is blowing and the environment is like heaven. Additionally, one can speak and move in accordance with the hypnotizer's instructions.

**Kinds of hypnosis**

In his e-book, Hypnosis for Dummies, Nurindra (2008) there are four kinds of hypnosis, those are:

1) People with mental illnesses like phobias and trauma can benefit from hypnosis.
2) Hypnosis uses a technique called anodyne awareness, which is used to naturally lessen discomfort during labor.
3) Stage hypnosis, or hypnosis used for entertainment, aims to amuse.
4) Forensic hypnosis, a subset of hypnosis utilized by legal professionals in investigation and research.

Based on the information provided above, which was learned by the researcher from some references, the researcher has come to the conclusion that hypnosis can be used for a variety of purposes, including hypnosis for entertainment (Stage hypnosis), hypnosis for therapy (Hypnotherapy), business hypnoses (hypnosis for selling), hypnosis for beginners, self hypnosis, hypnosis for childbirth, and hypnoteaching (hypnosis for teaching).

**Application of Hypnoteaching in the Learning Process**

In order to use the hypnoteaching approach, Roswendi & Sunarsi state that the following fundamental actions must be taken:

a) Intention and internal motivation
   The teacher must instill a strong goal when using this method since a strong aim will result in great motivation and a strong commitment.

b) Pacing
   Pacing is the process of adjusting one's posture, gestures, words, and brain waves to that of another, in this example, the learner. The methods for doing this pacing are as follows: a) pretend that the teacher and students are the same age; b) use language that
students frequently use; c) make facial expressions and body movements that correspond to the theme of the discussion; d) link the theme discussions with themes that are popular among students; and e) always have up-to-date knowledge about the topic of discussion.

c) Leading
To guide or direct something is to do so. After pacing, this process is completed. The teacher must blend leading and teaching when teaching. These two methods working together will foster a productive learning environment.

d) Speak kindly to others (use positive words)
Utilizing language or good words is the next stage in providing support. Positive statements are preferred by the subconscious mind's working system, which rejects unfavorable suggestions.

e) Give compliments
A reward for raising one's self-esteem is praise. One technique to develop one's own concept is through praise. Give your kids real praise as a result, especially when he was able to do something. No matter how minor the accomplishment, still express your appreciation. Keep praising him even when he accomplished something good in and of itself, even though it might still fall short of what his buddies would consider acceptable. One will be inspired to go above and beyond with praise.

f) Modeling
Setting an example through speech and consistent behavior is known as modeling. It is crucial and one of the foundational elements of hypnotherapy. You may direct what you want with positive capitalization after the pupils feel at ease around you. The need for students to have faith in you is furthered by your constant actions in line with your teachings. so that people would always trust you.

The Advantages and Disadvantages of Hypnoteaching
As a method, hypnoteaching for students has both advantages and advantages, with the advantages being as follows:

1) Learners can progress based on their potential and areas of interest,
2) Teachers can design engaging learning activities to keep students interested,
3) A varied learning method that keeps students interested,
4) Encouraged effective communication between instructors and students,
5) The information can keep students’ attention,
6) Learners will be more motivated to learn if the material is simple to master,
7) Learning involves developing a variety of skills.

Meanwhile the disadvantages of hypnoteaching method as follows:

1) Due to the large number of students in a class, it is challenging for teachers to focus on each student individually,
2) In order to use the hypnoteaching method, teachers must acquire knowledge and practice,
3) Although it remains a component of the new methodology, Indonesian teachers have not yet adopted hypnoteaching extensively,
4) The lack of infrastructure and facilities in schools that may facilitate the use of the hypnotizing approach.

METHOD

This study only uses one class, the experimental class, and it employs pre-experimental research. Additionally, the hypnoteaching approach is used to teach this experimental class. One group was pretested (O), exposed to a treatment (X), and then was retested (O) in the one-groups pretest-posttest design (Gay. L R).

This research used two variables. They are independent variable and dependent variable: speaking anxiety is the dependent variable, and the independent variable is the hypnoteaching method, which is a teaching strategy to lessen students' nervousness in speaking class. The impact of the independent variable on the dependent variable. This study demonstrates how hypnotherapy can help students who are nervous about speaking. At SMA AL-ASMANIYAH Tangerang, the researchers conducted their research. The English teacher and the principal of SMA AL-ASMANIYAH have given the researcher permission to do study on the hypnoteaching method of speaking anxiety. However, the researchers' study period was from December to February 2022.

There are 62 students overall, all of them are in one class. Due to the fact that the research was pre-experimental, 20 samples were also taken. In order to learn more about how hypnotizing students influences their interest in learning, researchers make observations, use questionnaires, provide treatments, and conduct interviews. Data were first gathered by the researchers through questionnaires and interviews, and then the data were quantitatively evaluated by evaluating the outcome data.

Data obtained through pre-test and post-test. Researchers used the following procedure:

1) Calculating the average score of the students' responses using SPSS.
2) Learning the students’ scores
3) Using SPSS, the data were measured and the standard deviation was calculated.
4) Using SPSS, the formula was applied to calculate the variation between students' scores on the Pre-test and Post-test.

RESULT AND DISCUSSION

The outcomes of the data analysis form the basis of the conclusions. Data were obtained through data analysis. Before beginning the treatment session, the researchers provided students a questionnaire to gauge their degree of anxiety. They then distributed a post-questionnaire to gauge how much less anxious the students were about speaking in front of others.

Describe how the results of the pre-questionnaire scores for the students revealed that, out of the 20 students, the majority had very high levels of anxiety (about 85%), while 3 of the 20 had moderate levels of anxiety (about 15%). Additionally, the results of the pre- and post-questionnaires were different. According to the data above, students' anxiety levels have dropped. The researcher came to the conclusion that from 85% students with high level anxiety to 5% students with level anxiety according to the level of anxiety, which shows that there are over 60% students with low level anxiety, 40% with moderate level anxiety, and 5% students with high level anxiety.

There was a considerable decline in the pre- and post-test mean values. The pre-mean test's score of 94.25 suggests a high level of anxiousness in the student. However, the post-mean test's score of 51.45 indicates that student anxiety is not very high. Therefore, the hypnoteaching method can lower students' anxiety levels from a mean value of 94.25 to 51.45 when learning speaking.
The "paired sample test" table contains a t-test analysis. To determine whether employing hypnoteaching had a substantial impact on students' speaking anxiety, the researcher used the t-table value. The decision is based on the hypothesis that (1) hypnoteaching has a significant impact on students' speaking anxiety if Sig (2 tailed) < 0.05. (2) There is no significant impact of using hypnoteaching on students' speaking anxiety if Sig (2 tailed) > 0.05. Therefore according to the results, utilizing hypnoteaching has a substantial impact on students' speaking anxiety (Sig. 0.00 < 0.05).

According to the results of the interviews, hypnotherapy helps students feel less stressed, more confident, and more at ease during the learning process. Consequently, the students weren't alarmed. The students’ favorite techniques included yelling, positive reinforcement, and relaxing music.

CONCLUSION

The conversation made it evident that hypnotizing students can help them overcome their fear of public speaking. The pre-test revealed that the student's score was low, but the results of the treatment class revealed that the student's score had increased compared to the pre-test questionnaire. This is a noteworthy accomplishment. Students learn more effectively and feel more at ease in speaking class when hypnotism is used in the learning process. Students' fear about speaking can be decreased by this. Students’ motivation and self-confidence can rise as a result.

REFERENCES


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