The Implementation of Hypnoteaching Method in Improving Students Reading Comprehension

Afif Zuhdy Idham*[1], Fiptar Abdi Alam[2], Usman[3]

[1]*English Education Department Muhammadiyah University of Barru, Sulawesi Selatan 9076, Indonesia,*
[2]*Counseling Guidance Department Muhammadiyah University of Barru, Sulawesi Selatan 9076, Indonesia,*
[3]*Primary School Teacher Education Department State University of Makassar, Sulawesi Selatan 91122*

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	This study aims to determine the effectiveness of the Hypnoteaching method in improving the reading comprehension of second-grade students at SMA Modern IMMIM Putra Makassar, and identify which level of reading comprehension is most affected by this method, including literal, inferential, and critical comprehension. A quasi-experimental design was applied in this research. The participants were second-grade students of SMA IMMIM Putra Makassar, divided into two groups: an experimental group and a control group, each consisting of 30 students. Data were collected through reading comprehension tests. The results revealed that the mean posttest score of the experimental group 66.04 was higher than that of the control group 53.16. All three levels of reading comprehension improved significantly, as evidenced by the comparison of pretest and posttest mean scores. The largest improvement was observed in literal comprehension 87.66 > 44.00, followed by critical comprehension 59.66 > 54.00 and inferential comprehension 58.00 > 56.33. Based on these findings, it is concluded that the Hypnoteaching method is more effective than conventional teaching methods in improving the reading comprehension of second-grade students at SMA IMMIM Putra Makassar.

1. Introduction

One of the essential parts in English is reading skill. Teaching reading is an integral part of teaching English. It is one of the skills that must be learn and consider as the most important one because it can influence other language skills (listening, speaking, and writing). Reading is a complex process which involves not only to read the text but also to comprehend it. Through reading, students will obtain new experiences exploring beyond space and time. Reading will also give comforting benefits for students to grow and develop in their society without losing any chance to enjoy the pleasure of reading itself (Fitroh et al., 2024).

In teaching and learning process, the comprehension towards the reading material is the main goal, but the fact shows that the majority of the students are not

competent. Based on the researcher's preliminary observation in SMA IMMIM Putra Makassar, it was found that most of students encounter problems in comprehending an English text (Isnaini et al., 2024). The researcher then conducted unstructured interview toward some students and teachers. The researcher found that student's find difficulties in comprehending paragraphs, for examples, to identify the main idea of the paragraph that they have read (Jubhari et al., 2024). This problem probably appears because they lack of vocabulary and they have low mastery in grammar. In other words, the problems will influence them to understand the content of the reading material (Alam, 2020). As the result the students feel bored or are lack of interest when they are asking to reading something, particularly reading materials.

Besides, the teachers are mainly still using the old paradigm where the teachers give knowledge to students passively. The conventional method slowly moves into learner-centered method, the teacher is facilitator (Dalmia & Alam, 2021). Besides that, teacher also has the roles as motivator, controller, organizer, assessor, prompter, participant, resource, tutor, observer and inspiration. The teacher has role as motivator. Therefore, teachers should motivate the students when they are teaching in the classroom (Hamra & Syatriana, 2012). In the classroom, the students have different ability so, the teachers must make classroom flexible. The teachers have to motivate the students who do not have encouragement to study English. Djamarah (2018) says that the success of teacher in teaching is the teacher who is clever to encourage the students in learning.

In the case of the teaching methods which are dominantly used by the teachers in SMA IMMIM Putra Makassar, the teachers teach with conventional methods namely lecture method and direct method which are considered to expect students to sit, be quiet, listen, record and memorize. gives a term to this learning method as "Banking Concept of Education". The implementation of education is merely considered as transfer of knowledge by the educators and the students are as passively receiver of knowledge (Freire, 2020). Thus, teaching and learning activities become monotonous and lack of student's interest. These conditions will not improve the students' skills in understanding the English subject.

Besides that, the students are difficult to focus and to understand to the lesson, so they tend to be a truant. How could it happen? Answering honestly and sentimentally that learning activity and other things related to studying are boring case, sickening and other negative terms. The students are afraid of facing the lesson considered as ghost or boring case, how terrible it is. And the most dangerous thing is the students are lazy to study (Peker, 2023). Laziness in learning is a part effect of uncomfortable teaching learning activity. Finally, we need multi-dimension solution to get out from this problem that learning is not only transfer of knowledge, but also learning must entertain, encourage students' motivation, interesting and not boring (Rehamita et al., 2024). We have to revitalize the meaning of "Learning", in order to have meaning where it can stimulate students' positive think and get a good perceive value (Idham et al., 2024).

Another learning method being improved now is Hypnoteaching. Hypnoteaching is a combination of two words, hypnosis and teaching. Hypnosis means giving suggestion and teaching means transferring knowledge (Syahas, 2019). Therefore, Hypnoteaching can be comprehended as suggesting the students to be smart. Teaching by hypnosis method is the up-to-date method applied in teaching learning activity whether informal or formal learning (Willmarth, 2020). Hypnoteaching involves conscious and unconscious mind. Hypnoteaching learning method is a learning method of 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 is a combination of five teaching learning methods; they are quantum Learning, accelerated Learning, powerful teaching, neuro-Linguistic Programming (NLP) and Hypnosis (Chaudhary, 2022).

In practically, a teacher must take (hypnotize) the students into relax condition, unconscious mind. Shortly the Hypnoteaching is considered to, how teachers use languages can make relax and comfortable for the learners. These are concerning about teacher speaking skill. Besides that, a good improvisation technique, a well-ordered intonation, more persuasive, quality of vocal and selection of words are important in Hypnoteaching process (Asmalinda et al., 2023). When the learners are in alpha state, the result will be faster and keep it in long memory because the students do not teacher gives positive suggestion into students' unconscious mind. There are some advantages of Hypnoteaching such as emerging teaching learning process more dynamic and there is a good interaction between teachers and learners (Kadir, 2016). The learners can obtain improvement according to their talent and interest. It gives many skills and its learning process is multiple diverse. The learners are able to dominate materials easily because they are motivated to study. The learners are able to imagine and think creatively. The students will study cheerfully and its memorize. The students' attention will be fully focused to the materials (Thoriquttyas et al., 2022).

Based on the information, the researcher is interested to conduct research about a new method called Hypnoteaching in improving students reading achievement which under the title "The Implementation of Hypnoteaching Method in Improving Students Reading Comprehension".

2. Methodology

This research employs quasi experimental research with two groups' pretest and posttest design. The design is written can be seen in Table 1.

Table 1. Design of the Research

Group	Pretest	Treatment	Posttest
EG	O_1	X_1	O_1
CG	O_2	X_2	O_2

Wahyuningsih (2020)

With Explanation:

    EG: Experimental Group
    CG: Control Group
    O1: Pretest
    O2: Posttest
    X1: Experimental Class (was treated by using Hypnoteaching Method)
    X2: Control Class (was treated by using Direct Method)

Independent variable of this research is Hypnoteaching method and dependent variable is the student's reading comprehension. Population, the population of this research was the second-grade students of SMA IMMIM Putra Makassar. The population consist of 278 students in 3 classes. The sample was taken by using cluster random sampling technique. As the total of population is big, two classes were taken randomly. The sample consists of 30 students of experimental class and 30 students of control class. The experimental class was treated by using Hypnoteaching method, while control class was treated by using conventional method (Direct method).

Instrument of the research is reading comprehension test, the test consists of two kinds of test: pretest and posttest. The instrument was intended measured the students' reading achievement. Reading Comprehension test was intended for testing students to find out their achievement on reading comprehension. The type of reading comprehension test is objective test that is multiple choices. The total number of the test 30 and consist of three levels of comprehension. Test in pretest and posttest, both reliability and validity are important in assessment, therefore the validity and reliability test on instrument is going to be conduct before it uses in the research. The researcher made a test blue print before making the test instrument and giving the instrument to the students, he made a blue print of the multiple-choice test for reading, which consists of 40 numbers of questions (literal, inferential, and critical). Based on the blue print the researcher constructs a test to be use in validity and reliability.

The data was analyzed after observation and the test conducted. The data was computed by using the procedure as follow: Analyzing the raw data of pretest and posttest. Each of the students correct answer get 1 and the wrong answer get 0, Converting the score of the students into values, Classifying the score of the students, Calculating the mean score, standard deviation, frequency table, t-test and ANOVA between reading comprehension of the experimental group and control group by using SPSS program. To determine the classification of the students' score in reading comprehension, researcher used scoring system can be seen in Table 2.

Table 2. The conversion of the students' score in each level of comprehension (Literal, Inferential, and Critical reading comprehension)

No	Correct Answer	Score
1	10	100
2	9	90
3	8	80

4	7	70
5	6	60
6	5	50
7	4	40
8	3	30
9	2	20
10	1	10

$$Score = \frac{the\ total\ of\ the\ students'correct\ answer}{the\ total\ of\ items} x100$$

To explore the means, score of improving the students' reading comprehension, the researcher used percentage technique. In determining of percentage classification, the means score is classified into seven levels can be seen in Table 3.

Table 3. Classifying the students' score into seven levels

No	Classification	Score
1	Excellent	96 – 100
2	Very Good	86 – 95
3	Good	76 – 85
4	Fairly Good	66 – 75
5	Fair	56 – 65
6	Poor	36 – 55
7	Very Poor	0 – 35

Wahyuningsih (2020)

3.   Results and Discussion

Steps of Hypnoteaching
Magical Opening, the aim of this point is to connect directly to human's unconscious mind. Therefore, an interesting opening is very important as a prerequisite, so material delivered later on can be saved in unconscious mind. To open mental block, it is an innate of human being if our mind always wants to analyze something especially if it is about new thing for him. Our mind will compare what we find and what we have known before. Therefore, by magical opening, the teacher can easily pass this mental block or mind resistant. To make perception, Sholekah et al. (2024) says that "Our mind influences our perception, this perception influences the action, and this action influences the success." According to the cycle, we have to change students' mind to change their perception. And finally, the changing of that perception will change to follow what we want (Ermawati et al., 2024).

Positive Words, we should begin our material by using positive words, namely our sentences delivered should lead the students into our mind that we want. The positive words will stimulate our mind to work relax and comfortable. That happens in human's mind, he doesn't accept negative words. If there is negative word, our mind only gets words after the negative word and this negative word will be neglected. For example, "don't be noise", so the students will be noise

because their mind only gets 'noise' word after the negative word 'don't'. In this case, we should find the synonym in positive form. For example, the word "don't be noise" can be changed into "Keep Silent", "Be Calm, please", etc.

Matching the modality, most people use one dominant modality to express themselves in conversation. The three basic modalities are visual, auditory and kinesthetic. The key here is to speak to them in the modalities they offer us. On the other hand, we should adjust the predicate we use with the predicate used by our interlocutors to be so much closer For instance: Visual : everything seems so clear to me, Auditory : that idea has a nice ring to it, Kinesthetic : you seem like a warm caring person (Munif et al., 2024).

Matching posture and movements (physical). for instance, if someone has one hand in his pocket, you put your hand in yours. If he makes a gesture with his hand, after a moment and without being obvious, you casually make the same gesture, there are some samples in matching movements to the students; "My students, look at on the right side!" "My students, all of you look at forward and smile like this!" "My students, all of you get focus to this dot in this circle!" Raise our right hand and ask, "who ate breakfast this morning?" So, we will raise hand together with students who have had breakfast. Then, while keep raising our hand, we ask again, "who did not eat breakfast this morning?" So, we also have had similarity to the students who did not eat breakfast yet. "Who did not raise his hand just now? Raise your hand!" So, we have raised our hand together with all of our students (Hidayat & Puspita, 2024).

Hidayat & Puspita (2024) says that when delivering the main message or material, there are three points that we must give attention in order to get an interesting presentation. They are Visual, Vocal, and Verbal. visual or body movement gives influence 50%. It is about facial expressions, hand gestures and movements, eye contact and eye blinking and other body languages, vocal or quality of the voice gives influence 35%. It is about the tone, tempo, timbre (quality of the voice), intonation, and the volume of voice, verbal or material gives influences 15%. It is about material of the lesson delivered, an overview of the students doing a test after giving Hypnosis in teaching or Hypnoteaching can be seen in Figure 1.

Figure 1. The students doing a test after giving Hypnosis in teaching

In teaching learning process, these students' ability to concentrate are different. The student can be bored, drowsy, and talking to other students. Hence, it will infect to others and it will cause uncontrolled class. Therefore, we need to call in the students' previous concentration named Yelling. Yelling is used to get back the students' concentration by yelling something together. The way in yelling should have been approved since the beginning of the lesson (Aulia, 2024).

The students Improvement in Reading Comprehension, the tabulation data for the students' improvement in Reading Comprehension can be seen in Table 4.

Table 4. The Students' Improvement result in Pretest and Posttest

	Respondent	Mean Score		Standard Deviation		Improvement
		Pretest	Posttest	Pretest	Posttest	
Experiment	30	29.63	66.04	10.21	10.35	36.41
Control	30	54.50	53.16	7.74	10.02	-1.34

Based on the table above, it shows that the total number student in experimental group was 30 students and control group was 30 students. And the mean score and standard deviation shows there are difference in pretest and posttest to both of the groups. The data is based on the computation using SPSS. Independent sample t-test uses the n-gain analysis from both groups because the comparing score in pre-test were not same. This is the following table of the group's improvement by calculating their gain score can be in Table 5.

Table 5. The students Gain score of control and experimental group

Group	N	Mean	Standard Deviation
Experiment	30	0.52	0.11
Control	30	0.01	0.10

Based on the table above, it shows that the mean score in both of groups are differences. The mean score of students' improvement on posttest in the control group was 0.01 while the mean score of the students' improvement on posttest in the experiment group was 0.52. This result shows that the value in the experimental group was 0.51 points higher than the value in the control group. However, by seeing the SD between the control group and the experimental group shows that the SD in the control group 0.10 is less than in the experimental group 0.11.

The mean score of experimental group and control groups was difference before treatment, where pretest in experimental group was 29.63 and pretest in control group was 54.50. However, after treatment, the posttest score both of the group shows a difference score of mean score. In posttest experimental group was 66.04 and control group was 53.16. And the students' improvement in posttest in control group was -1.34%, while the students' improvement in experimental group after applying Hypnoteaching method was 36.41% can be seen in Table 6.

Table 6. The percentage students' improvement results in pretest.

Classifications	Range of Score	Experimental Group		Control Group	
		F	%	F	%
Excellent	96 -100	0	0	0	0
Very Good	86 - 95	0	0	0	0
Good	76 - 85	0	0	0	0
Fairly Good	66 - 75	0	0	3	10
Fair	56 - 65	0	0	13	43
Poor	36 - 55	11	36	13	43
Very Poor	0 - 35	19	63	1	3
Total		30	100%	30	100%

The table 6 shows that before giving treatment in experimental group there are 19 students or 63% get very poor classification, and 11 students or 36% get poor classification. In control group, there is 1 student or 3% gets very poor, 13 students or 43% get Poor classification, 13 students or 43% get fair classification, and 3 students or 10% get fairly good can be seen in Table 7.

Table 7. The percentage students' improvement results in posttest.

Classifications	Range of Score	Experimental Group		Control Group	
		F	%	F	%
Excellent	96 -100	0	0	0	0
Very Good	86 - 95	0	0	0	0
Good	76 - 85	8	26	0	0
Fairly Good	66 - 75	8	26	0	0
Fair	56 - 65	10	33	17	56
Poor	36 - 55	4	13	13	43
Very Poor	0 - 35	0	0	0	0
Total		30	100%	30	100%

Based on the table above indicates that after treatment in experimental group improve, there are 4 students or 4% get poor, 10 students or 33% get fair classification, 8 students or 26% get fairly good, and 8 students or 26% get good classification. In control group, there are 13 students or 43% which get poor classification, and 17 students or 56% get fair classification. It means that there is a significant difference of the students in comprehending the reading text between the students who were taught by applying Hypnoteaching method in experimental group than the students who were taught by applying direct method (conventional method) in control group.

Discussion

In this discussion section the researcher presented the interpretation of students' reading improvement of both pretest and posttest result. The discussion dealt with Hypnoteaching method and direct method (Conventional method) in the process of teaching reading comprehension in the classroom. The application of Hypnoteaching in teaching reading comprehension could improve the students' achievement significantly. It was proved by the result of students' score of pretest

and posttest of each group. The means score and standard deviations were analyzed in this case.

After giving treatment, the students reading comprehension at experimental class improved significantly with the significant improvement of mean score and standard deviation of pretest and posttest. The mean score of pretests was 29.63 and it significantly improved to 66.04 in posttest. Besides that, the standard deviation of pretest was 10.21 and it improved to 10.35. This improvement was affected by many factors, such as: unconscious languages and positive suggestion in Hypnoteaching method that made the students more receptive and stimulate in learning.

The result of this research showed that the range of mean score for pretest between control and experimental group has quiet significant difference in the interval score, where the experimental group was 29.63 then control group was 54.16. Principally, in quantitative approach, the range of mean score for pretest of both groups should not be quite different or should get equal interval score, it means that this result was contradictive or inconsistent with quantitative approach. Therefore, it can be conducted that this result become the limitation of this research. Meanwhile, in the control group, the result of the student's reading comprehension was contradicted with the experimental class, in pretest, the mean score was 54.50 and standard deviation was 10.21. While the mean score was 53.16 and the standard deviation were 7.74 in posttest. This result showed that the student's reading comprehension was not improved but it discards.

Besides that, the result of t-test the p-value of both groups in posttest was 0.000 which was smaller than alpha 0.05 or 0.000 < 0.05. It can be concluded that, the implementation of Hypnoteaching in teaching reading comprehension was effective than direct method. Therefore, this rescue in this study is congruent with the previous study that was conducted by Syukur (2017). This result described that there was a significant difference of reading comprehension between students who were taught by using Hypnoteaching method and using direct method.

4.   Conclusion

Based on the research findings and discussion, the researcher concluded that the use of the Hypnoteaching method significantly affects students' reading comprehension at SMA IMMIM Putra Makassar. The method improved students' performance across three levels of reading comprehension: literal, inferential, and critical. Among these, the most notable improvement was observed in the literal comprehension level. Additionally, there was a clear difference in performance between the experimental and control groups, with the experimental group showing greater progress after the treatment. These results indicate that the Hypnoteaching method is an effective approach for enhancing students' reading comprehension skills.

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