

THE EFFECTIVENESS OF USING HYPNOTEACHING IN TEACHING LISTENING SKILLS

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Abstract

This study delves into the efficacy of hypnoteaching in enhancing students' listening skills, specifically focusing on seventh-grade students at SMPN 4 Kota Serang. The primary objectives of this research are to assess the impact of hypnoteaching on the listening skills of seventh-grade students at SMPN 4 Kota Serang and to investigate the practical implementation of hypnoteaching as a method for teaching listening skills. Employing an experimental approach, this study divided participants into two groups: an experimental class and a control class, with pre-test and post-test evaluations. The research encompassed 35 students in each group. The result of this research shows that the score of t-test $t_0: t_t = 4,59 > 2,00$ in the degree of significance 5% and $t_0: t_t = 4,59 > 2,65$ in the degree of significance 1% so that H_a (Alternative Hypothesis) of the result is accepted and H_0 (Null Hypothesis) is rejected. It means that using hypnoteaching has significance in teaching listening skills.

Keywords: *Hypnoteaching, Listening skill, Experimental*

Abstrak

Penelitian ini menggali efektivitas hypnoteaching dalam meningkatkan keterampilan mendengarkan siswa, dengan fokus khusus pada siswa kelas tujuh di SMPN 4 Kota Serang. Tujuan utama dari penelitian ini adalah untuk menilai dampak hypnoteaching pada keterampilan mendengarkan siswa kelas tujuh di SMPN 4 Kota Serang dan menyelidiki implementasi praktis hypnoteaching sebagai metode pengajaran keterampilan mendengarkan. Dengan pendekatan eksperimental, studi ini membagi peserta menjadi dua kelompok: kelas eksperimen dan kelas kontrol, dengan evaluasi pre-test dan post-test. Penelitian ini melibatkan 35 siswa dalam setiap kelompok. Hasil dari penelitian ini menunjukkan bahwa skor uji $t, t_0: t_t = 4,59 > 2,00$ pada tingkat signifikansi 5% dan $t_0: t_t = 4,59 > 2,65$ pada tingkat signifikansi 1%, sehingga H_a (Hipotesis Alternatif) diterima dan H_0 (Hipotesis Nol) ditolak. Ini berarti bahwa penggunaan hypnoteaching memiliki signifikansi dalam pengajaran keterampilan mendengarkan.

Keywords: *Hypnoteaching, Listening skill, Experimental*

INTRODUCTION

Language serves as a universal tool for human communication (Liszkowski et al., 2012), enabling us not only to interact with one another but also to express ideas, disseminate information, and convey emotions through both spoken and written forms (Harmer, 2001). In the modern era of globalization, English holds a pivotal role (Sofyan, 2021), permeating various aspects of our daily lives, from product packaging to signposts. Consequently, it is a subject of study in nearly every nation, either as a foreign or second language. As Jeremy posits, "English appears to be one of the primary languages for international communication."

Within this framework, it is essential to emphasize that English proficiency encompasses four fundamental skills (Rose et al., 2020): speaking, listening, writing, and reading. Among these, the development of listening skills in English as a foreign language holds particular significance, as it underpins effective communication in today's world (Richard, R, 2002). Despite its critical role, listening skills are often overlooked in many educational settings, leading to a dearth of focus, motivation, and relevant content for students (Maley, 1998).

Effective listening skills are an essential component of language acquisition and communication. In today's globalized world, where English plays a pivotal role as a lingua franca, the ability to understand spoken language is of paramount importance. However, teaching and improving listening skills can be a challenging endeavor, often marked by various obstacles, including student engagement, concentration, and the availability of engaging content.

This research delves into the intriguing realm of enhancing listening skills through a novel teaching method known as "Hypnoteaching." The hypnoteaching method is an effective and enjoyable way of learning (Islamy & Istiani, 2019) to assess its effectiveness, this study focuses on a group of seventh-grade students at SMPN 4 Kota Serang. The primary objective is to explore whether Hypnoteaching can significantly impact students' listening skills (Baroroh & Amrulloh, 2019). This method offers a unique approach to captivate students' interest and create a relaxed and enjoyable learning atmosphere while emphasizing listening as a vital skill in language acquisition. By investigating the effectiveness of Hypnoteaching, this research aims to shed light on a promising avenue for improving students' listening skills, potentially revolutionizing language education. In an era where effective communication is more crucial than ever, this study holds the promise of contributing to the advancement of language instruction, offering insights and strategies that can benefit both educators and learners alike.

Listening, in particular, is seldom adequately taught, particularly at the junior high school level, in comparison to other language skills such as reading and writing. This disparity may stem from the belief that listening is a challenging skill to acquire, requiring motivation, concentration, and engaging content. It is important to note that effective language acquisition begins with listening and exposure to the language, as demonstrated in the childhood development of our native tongue.

In the realm of English language education, the conventional lecture method tends to dominate, potentially leaving students feeling disengaged and underprepared for practical language use. To address these issues, teachers must incorporate listening strategies, promote information discrimination, and cultivate tolerance for imperfect comprehension. In light of these considerations, it becomes evident that many students struggle with listening comprehension in English, leading to a lack of comprehensive language skills. This issue is exacerbated by teachers who may not initiate English lessons effectively, causing students to become disinterested, unprepared, and apprehensive about the learning process. The success of education, in general, hinges significantly on effective management of the learning process, which should be interactive, inspiring, enjoyable, and stimulating, encouraging students to take an active role in their education.

Consequently, it is imperative to address the challenges faced by first-grade students at SMPN 4 Kota Serang in improving their English listening skills. Various factors may contribute to the difficulties they encounter, including teaching techniques, available resources, motivation, and the learning environment. As such,

The researcher endeavors to rectify these issues. Many students grapple with listening skills due to the absence of dedicated listening facilities in their schools, relying primarily on personal devices for music. This limited exposure to the language, coupled with a lack of interaction with native speakers, hinders effective listening skill development. The researcher seeks to bridge this gap through the implementation of hypnoteaching, a method that employs language suggestive of interest, creating a more enjoyable and relaxed learning environment (Mansur HR, 2015).

Given the aforementioned challenges, the researcher aims to apply hypnoteaching as a method that can support and enhance the listening abilities of students. Hypnoteaching, as described by Yustisia, involves delivering instructional materials with language designed to captivate learners' interest and create a more enjoyable and relaxed learning atmosphere. The researcher's project focuses on improving students' listening skills using hypnoteaching in a quasi-experimental, quantitative research study titled, "The Effectiveness of Using Hypnoteaching in Teaching Listening Skills." This research endeavors to address the shortcomings in current English language education and pave the way for more effective and engaging learning experiences. Based on the background of the study above, The researcher identified the research questions of this study can be stated How is student listening skill in first grade of SMPN 4 Kota Serang How is the effectiveness of hypnoteaching on students' listening skill?

METHODS

The researcher elaborates on various types of experiments and their distinguishing characteristics. First, the researcher uses the quasi-experiment in this research the pre-experiment, which commonly involves both pre and post-treatment measurements but lacks a control group. Second, the quasi-experiment encompasses both pre and post-tests and includes both experimental and control groups, but it does not involve the random assignment of subjects (Nunan, 1992). Finally, the true experiment comprises both pre and post-tests, along with both experimental and control groups, and it incorporates the random assignment of subjects. In this research, The researcher employs the second type, the quasi-experiment, which includes pre and post-tests as the researcher has both experimental and control groups but does not involve the random assignment of subjects. Place of the Study, the location in SMPN 4 Kota Serang Jl. Juhdi No.20 Cimuncang Kota Serang.

The population encompasses all research subjects and, from Nunan's perspective, "population refers to all cases, situations, or individuals who share one or more characteristics." In the context of this research, the population comprises seventh-grade students at SMPN 4 Kota Serang, specifically in five classes: VII A, VII B, VII C, VII D, and VII E, with each class containing 35 students. The total population consists of 175 students in the first grade of SMPN 4 Kota Serang. A sample, on the other hand, represents a portion of the research population and is referred to as a sample in research when the researcher intends to generalize the results obtained from it (Nunan, 1992). In essence, The researcher characterizes the research as a valid study of the population. The researcher employed the hypnoteaching technique to select a sample from the seventh-grade students of SMPN 4 Kota Serang during the academic year 2023. Two classes the researchers chose: were class VII B, with 35 students as the control group, and class VII D, with 35 students as the experimental

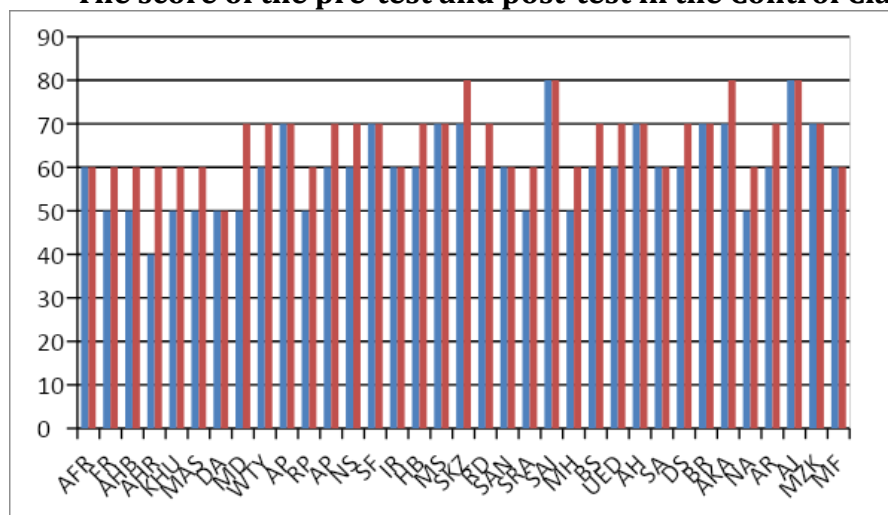
group. The sample size for this research constituted 20% of the student population, which equates to 35 students and was determined through non-random sampling. As (Arikunto, 2006) suggests, "if the total population is less than 100, it is preferable to include all of them in the research. Hothe researcher, if it exceeds 100, a sample size of 10-15% or 20-25% or more can be considered."

To gather data, the researcher used a listening cloze test, comprising a pre-test and a post-test. The pre-test assessed students' initial listening abilities, while the post-test measured their abilities after the treatment (Singh, 2006). The research spanned six meetings over three researchers, with a frequency of two meetings per researcher. In the first meeting, both experimental and control groups took the pre-test, which involved listening to a text and filling in the blank words. This test lasted 40 minutes, and students provided feedback after completing it. During the second to fifth meetings, the experimental group engaged in the Hypnoteaching method, where they listened to the teacher before their main English lesson. They practiced peer work to complete sentences related to popular topics, honing their listening skills. This step involved three repetitions of listening. In the final meeting, both groups undertook the post-test, similar in format to the pre-test but with different content. This post-test also lasted 40 minutes, and the researcher compared the pre-test and post-test scores. After greeting the data from the pre-test and post-test, the writer analyzes it by using the calculation of the t-test

RESULTS AND DISCUSSION

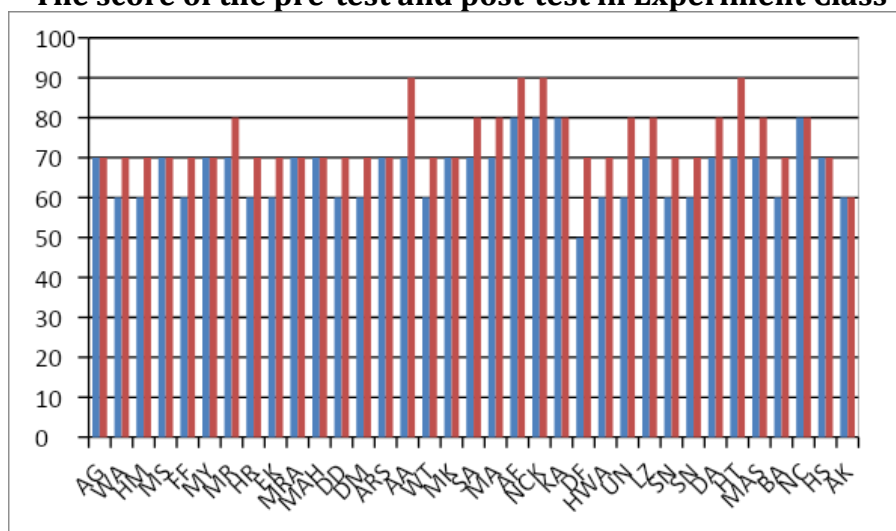
The researcher presents the data derived from SMPN 4 Kota Serang, focusing solely on first-grade students. The sample comprises 70 students selected from a total of 175 students across five classes, divided into two groups: 35 students in class VII B (control) and 35 students in class VII D (experimental). The research was conducted during two teaching sessions. In the experimental class, the researcher implemented hypnoteaching as a teaching method to assess its effectiveness in enhancing listening skills, while the control class did not receive this treatment. To measure the effectiveness of hypnoteaching, the researcher employed pre-tests and post-tests to evaluate students' listening abilities before and after the hypnoteaching treatment. The pre-test assessed their initial listening skills, while the post-test gauged their abilities after the treatment.

Graphic 1
The score of the pre-test and post-test in the Control Class



Based on the graphic above The control class pre-test and post-test results indicate a cumulative assessment score of 2100. The average pre-test score is 60. Following the teaching, the cumulative assessment score for the post-test is 2330, with an average post-test score of 66.5. From the calculation of the determined mean, the researcher knew that the average of pre-test and post-tests in the control class increased the amount of 6.5 points.

Graphic 2
The score of the pre-test and post-test in Experiment Class



The graphic above displaying the pre-test and post-test results for the experimental class reveals a cumulative assessment score of 2330 before the implementation of hypnoteaching. The average pre-test score is 66.5. Following the teaching sessions, the cumulative assessment score for the post-test was 2610, with an average post-test score of 74.5. From the calculation of the determined mean above, we know that the average of the pre-test and post-test in the control class increased in amount of 8 points.

After getting the data, the researcher analyzed it by using statistical calculations of the determined data. Analysis was done to determine the difference between the post-test result of the experiment class and the control class and to find out how effective is hypnoteaching on teaching listening skills. Generally, the score of the post-test in the experiment class was better than the post-test score in the control class. It can be seen from the total amount of the score of post-test in the experiment class was 2610 and pre-test was 2330, and the average of post-test was 66,5 and pre-test was 74,5. In the control class, the score post-test was 2100 the pre-test was 2330, and the average of the post-test was 60 and the pre-test was 66,5. Based on the result of the statistic calculation it is obtained score of t_0 is = 4,59 of freedom is 5 %. The value of 68 is mentioned in the T-T-Table about 2,00 (as the degree of significance). To prove the significant effect of hypnoteaching, the data obtained from the experiment class is calculated by using the t-test formula with the assumption as follows: If $t_{\text{observation}} > T\text{-Table}$ the effect of hypnoteaching is accepted. This means there is a significant effectiveness of using hypnoteaching in teaching listening skills. If $t_{\text{observation}} < T\text{-Table}$ the effect of hypnoteaching is rejected. This means there is no significant effectiveness of using hypnoteaching in teaching listening skills.

Before concluding the hypothesis, the researcher provides an interpretation using the following procedure: H_a : observation > T-Table, indicating the significant effectiveness of using hypnoteaching in teaching listening skills. H_o : observation < T-Table, indicating no significant effectiveness of using hypnoteaching in teaching listening skills. Based on the data, the t_o (observation) value exceeds the T-Table (T-Table), with $4.59 > 2.00$ (at the 5% significance level). Therefore, the null hypothesis (H_o) is rejected, and the hypothesis suggesting the effectiveness of hypnoteaching (H_a) is accepted.

From the result above, the researcher can conclude that using hypnoteaching can effectively develop teaching listening skills, which are evident from two classes, a control class with no treatment and experimental classes given treatment, from these result, the effect of hypnoteaching affect students' listening skills experiment the class. This method can be used by every teacher and lecturer to teach English.

DISCUSSION

In this section, the researcher presents data collected from SMPN 4 Kota Serang, specifically focusing on first-grade students. The sample consisted of 70 students selected from a total of 175 students distributed across five classes, which were then divided into two groups: 35 students in class VII B (control) and 35 students in class VII D (experimental). The research was conducted during two teaching sessions. Hypnoteaching was introduced as a teaching method in the experimental class to evaluate its impact on enhancing students' listening skills, while the control class did not receive this treatment. Pre-tests and post-tests were administered to assess students' listening abilities before and after the hypnoteaching intervention.

The control class's pre-test and post-test results indicated a cumulative assessment score of 2100, with an average pre-test score of 60. Following the teaching, the cumulative assessment score for the post-test was 2330, and the average post-test score was 66.5, representing an increase of 6.5 points from the pre-test to the post-test. In the experimental class, the pre-test and post-test results displayed a cumulative assessment score of 2330 before the implementation of hypnoteaching. The average pre-test score was 66.5, and the cumulative assessment score for the post-test after the teaching sessions was 2610, with an average post-test score of 74.5, indicating an increase of 8 points from pre-test to post-test.

Upon acquiring the data, the researcher conducted statistical analyses to determine the difference between the post-test results of the experimental and control classes and to assess the effectiveness of hypnoteaching in teaching listening skills (Nurpahmi, 2015). Overall, the post-test scores in the experimental class outperformed those in the control class. The statistical calculations, with a t_o value of 4.59 and a degree of significance of 5%, support the acceptance of the hypothesis, indicating the significant effectiveness of hypnoteaching in teaching listening skills. In conclusion, the results suggest that hypnoteaching effectively enhances students' listening skills. This conclusion is supported by the positive impact observed in the experimental class compared to the control class. Hypnoteaching can be a valuable method for teachers and lecturers to enhance English language instruction.

CONCLUSION

Based on the research problem about “ Teaching listening skill before using hypnoteaching and the effectiveness of hypnoteaching in teaching listening skill at the first grade of SMPN 4 Kota Serang, the researcher describes the conclusion as follows: In general, the real condition of student’s listening ability at the first grade of SMPN 4 Kota Serang, before students given treatment is low, it can be seen from the result of pre-test in experiment class, the lowest score is 40 and the highest score is 80. The results after the students were given treatment can be seen from the results of the post-test in the experiment class. The lowest score is 50 and the highest score is 90. There was a significant difference in students’ listening ability; the score of the post-test was higher than the score of the pre-test, it can be seen from the result of the hypothesis testing and the average score of the pre-test and post-test. The average score on the post-test is 74,5 which is higher than the average score on the pre-test which is 66,5. The result of the analysis of the research shows the value of observation is bigger than the T-Table. $t_{\text{observation}} = 4,59 > T\text{-Table} = 2.00$ (5%), on $t_{\text{observation}} = 4,59 > T\text{-Table} = 2,65$ (1%). It means that H_a (alternative hypothesis) of the result is accepted and H_0 (null hypothesis) is rejected. It means that there is a significant influence in using the hypnoteaching method in teaching listening skills at the seventh grade of SMPN 4 Kota Serang.

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