THE EFFECTIVENESS OF HYPNOTEACHING METHOD TOWARD STUDENTS' SPEAKING ANXIETY

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Abstract: The purpose of this study was to measure the effectiveness of hypnoteaching method reducing speaking anxiety in eleventh graders at SMA Al-Asmaniyah. The research question of this study is "How is the effectiveness of hypnoteaching method in reducing students' speaking anxiety for eleventh graders in middle school Al-Asmaniyah and the purpose of this study was "To measure the effectiveness of hypnoteaching method in reducing students' speaking anxiety ".

Researchers used Pre-Experimental method and involved one class, as research the experimental class. In the experimental class, the researcher applied the hypnoteaching method. The population in this study were students of class X SMA Al-Asmaniyah, participant sample 62 students. The sample of this research was taken using purposive sampling technique, which only took 20 of X IPS as the experimental class. To obtain data, researcher distributed questionnaires and interviews. Questionnaires were distributed before and after treatment. Questionnaires were used to obtain data about psychological research. Researchers used a Likert Scale to measure the results of the questionnaire. The questionnaire used by the researcher was adopted from by Horwitz at al (1986). The use of hypnoteaching in this study can reduce students' speaking anxiety.

The mean score of the questionnaire before and after treatment was different. The mean score before treatment was 94.25 and the mean score after treatment was 51.45. This shows that there is a decrease in students' speaking anxiety. This can be seen from the students' answers in the questionnaire. There are 60% students with low anxiety levels, 35% students with moderate anxiety levels, and 5% students with high anxiety levels. The results showed that there were differences in scores between the pre and post questionnaires. The pre-questionnaire score was higher than after the questionnaire. The higher the score, the higher the anxiety level and the lower the score, the lower the anxiety level. This study succeeded in reducing students' anxiety in speaking, but students' anxiety was still high.

INTRODUCTION

English has four skills: speaking, writing, reading, and listening. Speaking is a very important part of learning a second language. The ability to communicate in a second language clearly and efficiently contributes to a learner's success in school and subsequent success in every phase of life. Therefore, it is very important for language teachers to pay great attention to teaching speaking. Rather than directing students to pure memorization, providing a rich environment in which meaningful communication

occurs is desirable(Kayi 2006). Based on the problems above and a preliminary study conducted on December 10, 2021 at the tenth grade of Al-Asmaniyah SMA, the researcher found that most of the students had problems in foreign language classes, especially in speaking classes. Students feel anxious and embarrassed to convey their ideas in front of the teacher and their friends. In addition, students lack confidence and lack of vocabulary. Considering the previous point of view, the researcher wants to provide a solution, especially in reducing students' anxiety in speaking, so that students will be better at speaking.

Based on these facts, the researcher assumes that mastery of English will not develop when the problems faced by students are not immediately addressed. By doing this research, the researcher hopes that this research can overcome students' difficulties, especially in anxiety by using the hypnoteaching method. Hypnoteaching doesn't mean study while sleeping, but hypnoteaching is a method learning that is carried out by hypnotizing the students through the suggestions given by the hypnotist(Roswendi & Sunarsi 2020). Hypnoteaching is teaching by creating a comfortable and relaxing situation, and bringing students to the subconscious. In this condition students will easily accept suggestions even though the situation is not with the subconscious meaning that students are not aware of the situation that is happening.

Through this research, the researcher will analyze the use of hypnoteaching and hope that by using this method, students will be more confident and easier to say what to say when students speak and confident to stand in front of other students.

THEORETICAL SUPPORT
Speaking

Speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effective ness of a test-taker's listening skill, which necessarily compromises the reliability and validity of an oral production test(brown).

Based on (Brown) there are five basic types of speaking : The first is Imitative This type of speaking show is the ability to imitate words, phrases, or even sentences. (Example: "Excuse me" or "Can you help me?") For clarity and accuracy.The second is Intensive This is a type of speech in which the speaker does not have the ability to interact with the interlocutor, but the speaker is familiar with the linguistics of the language. The third is Responsive This type includes an understanding of interactions and tests, but with a very short level of conversation, standard greetings and small stories, simple requests and comments. The next is Interactive Interaction can take two forms: transactional language which aims to exchange certain information, or interpersonal interaction which aims to maintain social relations. And The last is Extensive (monologue) Extensive oral production duties include speeches, oral presentations, and storytelling. Meanwhile, verbal communication opportunities from listeners are very limited or excluded altogether.

Anxiety is the subjective sensation of tension, anxiety, tension, and anxiety associated with the aurosal autonomic nervous system(Horwitz 2006).
Based on Ozlem Yalcun And Volcan Inccay they said that anxious foreign language students realized that speaking the target language was the most daunting skill. They also reported that they were stressed and started to freeze when they had to role-play or give a speech. Therefore, speaking anxiety is one of the classic problems faced by students in learning foreign languages, believing that students should be perfect speakers in foreign languages and speak when their speaking skills are well established. On the other hand, this assumption is wrong because it only adds to their anxiety.

Symptoms and cause of anxiety

Anxiety is a common symptom that may be rooted in previous failures, fear of wrong ankles as a citizen, fear of losing face, or losing face, or self-confidence. This can prevent students from speaking inside or outside the classroom. According to Ochs in Sardian, the following symptoms can occur separately or in combination:

a. Voices, vibrating voices, too slow, too fast, monotonous and devoid of emphasis.
b. Verbal effects and symptoms are stuttering stops, awkward pauses, forest hunting, and conversational interruptions.
c. Mouth and throat symptoms are tolerated repeatedly and breathing hard.
d. Facial expressions and symptoms are not eye contact, eye rolls, facial muscle tension, frowning, cramping, and a flat facial expression.
e. Arms and hands, can occur as stiff or tense, restless, wave and stiff, not moving, stiff, etc.
f. Whole body movement, shaking symptoms, step, and foot shuffle.

Level of anxiety

According to Towsend in Sardian , there are four levels of anxiety: low anxiety, moderate anxiety, high anxiety, and panic.

Hypnoteaching

According to Prajoko(2010), Hypnoteaching can simply be understood as a way to reduce the frequency of students' brain waves so that they are more relaxed and suggestive in getting positive values from a teaching process.

Hypnosis is the passing of the critical factor of the conscious mind, which is followed by the entry of certain ideas that can accepted. Ideas that make it past the critical factor of the mind conscious will be accepted by the subconscious mind, if it does not conflict with the values stored in the mind unconscious (Roswendi & Sunarsi). For example, have students imagine that they are learning English in a park and the wind blows and the place students imagine is like heaven. In addition, one can speak and move according to the wishes of the hypnotizing person.

Kinds of hypnosis

Nurindra(2008) in his E-book titled Hypnosis for Dummies.

1) Hypnosis is applied to help people with mental disorders such as phobias and trauma.
2) Anodyne Awareness is a part of hypnosis and is applied naturally to reduce pain during childbirth.
3) Stage hypnosis, hypnosis for entertainment wants to entertain people.
4) Forensic hypnosis, part of hypnosis used in research and research and carried out by legal advocates.

Based on explanation above that the researcher has learned from some references, the researcher can conclude that hypnosis can be divided into some application are hypnosis for Entertainment (Stage hypnosis), hypnosis for therapy (hypnotherapy), hypnosis for selling, hypnosis for dummies, self hypnosis, hypnosis for birthing, hypnoteaching (hypnosis for teaching).

Application of Hypnoteaching in the Learning Process

According to Roswendi & Sunarsi some basic steps need to be done in implementing the method hypnoteaching:

a) Intention and self-motivation

In implementing this method, a teacher must: instill a strong intention, because this intention will give rise to high motivation and strong commitment.

b) Pacing

Pacing is equalizing position, gestures, language, and brain waves with other people or in this case is student. The techniques for doing this pacing are: a) imagine the age of the teacher is equal to that of the student; b) use language which students often use c) do the movements and facial expressions according to the theme of the discussion d) link the theme discussions with themes that are trending among students e) always up to date knowledge related to the topic of discussion.

c) Leading

Leading means to lead or direct something. Process this is done after pacing. Learning, the teacher must combine peacing and leading. The combination of these two techniques will create conducive and effective atmosphere in learning.

d) Use positive words

The next supporting step is to use the language or positive words. Positive words according to subconscious mind working system that does not accept negative suggestion.

e) Give compliments

Praise is a reward for increasing one's self-esteem. Praise is one way to form a concept one's self. So give sincere praise to your students. Especially when he managed to do or achieve achievement. No matter how small the form of achievement, still give praise. Including when he managed to do positive change in itself, although it may still be is below the standard of his friends, keep giving praise. With praise, one will be encouraged to do more than before.

f) Modelling

Modeling is the process of setting an example through speech and consistent behavior. It is very necessary and becomes one of the keys to hypnoteaching. After students become comfortable with you, then you can direct accordingly what you want, with positive capital sentences.Then it is also necessary to trust students in you strengthened by your consistent behavior with your words and teachings. So that you are always a figure trusted.

The Advantages and Disadvantages of Hypnoteaching

As a method, hypnoteaching also inseparable from its own advantages and disadvantages, while the advantages are as follows:

1) Learners can develop in accordance with the interests and potentials,
2) Teachers can create diverse learning process so it is not boring for the learners,
3) Diverse learning process so it is not boring for the learners,
4) Created a good interaction between teachers and learners,
5) The material presented is able to focus learners,
6) Material easily mastered learners so that they are more motivated to learn,
7) There are many skills during the process of learning,

The Disadvantages of Hypnoteaching Method as follows:
1) The number of learners who are in a class lead teachers find it difficult to give attention to individual learners,
2) Teachers need to learn and practice to implement the hypnoteaching method,
3) Hypnoteaching method is still part of the new method and has not been widely used by teachers in Indonesia,
4) Lack of facilities and infrastructure in schools that could support the implementation of the hypnoteaching method

METHOD

This study uses pre-experimental research, this study consists of using only one class, namely the experimental class. And this experimental class is treated using the hypnoteaching method. The one-groups pretest-posttest design involves a single groups that was pretested (O), exposed to a treatment (X), and posttested (O).(Gay. L R)

There were two variables of this experiment research. They are Independent variable and dependent variable: the independent variable is hypnoteaching method, which is the teaching method to reduce students' anxiety in speaking class, and dependent variable is speaking anxiety. Dependent variable is affected by independent variable. This research shows that using hypnoteaching reduce the students' speaking anxiety.Researchers conducted research at SMA AL-ASMANIAH Tangerang. The researcher has obtained permission from the English teacher and the Principal of SMA AL-ASMANIYAH to conduct research related to the Hypnoteaching Method of Speaking Anxiety. While the research time that the researchers did was from December to February 2022.

The total population is 62 students, consisting of one class. And 20 samples were taken, the sample was determined because the research was pre-experimental. The way researchers collect data is by making observations, using questionnaires, giving treatment and interviews containing questions about the effect of hypnoteaching in increasing student interest in learning. After the researchers collected data through questionnaires and interviews, then the data were interpreted quantitatively by interpreting the result data.

Data obtained through pre-test and post-test. Researchers used the following procedure:
1. Finding out the means score of the students' answer were measured using SPSS.
2. Finding out score of the students
3. Finding out the standard deviation by applying this formula were measured using SPSS.
4. The formula was used in finding out the difference between students' score in Pre-test and Post-test were measured using SPSS.

RESULT AND DISCUSSION

The findings are based on the results of data analysis. Data analysis was used to obtain data. To determine the level of student anxiety, the researcher gave a student questionnaire as a pre-questionnaire before doing the treatment class, and distributed a post-questionnaire to determine the level of student anxiety, whether hypnoteaching reduces students' speaking anxiety or not.

Describe that the result of score students in pre- Questionnaires showed that from 20 students, most of students are very high level of anxiety about 85% and others obtain 3 among of 20 students were moderate level of anxiety or about 15%. And there was different result between pre- questionnaires and post-questionnaires. The data above indicated that students' have decreased their anxiety. It can be seen that above 60% students with low level of anxiety, 40% with moderate level anxiety and 5% students with high level of anxiety, from the table above, the researcher concluded that form 85% students with high level of anxiety become 5% students with level of anxiety.

The mean values of pre-test and post-test experienced a significant decrease. The mean value on the pre-test is 94.25 which indicates that the student's level of anxiety is high. while the mean value on the post-test is 51.45 which shows the level of student anxiety is low. Therefore, the use of the hypnoteaching method in learning speaking can reduce students' anxiety levels from the mean value of 94.25 to 51.45.

And analyzes the t-test is contained in the "paired sample test" table. The researcher analyzed the t-table value to find out whether there was a significant effect of using hypnoteaching on students' speaking anxiety. The basis for making the decision is if Sig (2 tailed) < 0.05 then there is a significant effect of using hypnoteaching on students' speaking anxiety. if Sig (2 tailed) > 0.05 then there is no significant effect of using hypnoteaching on students' speaking anxiety. States that Sig. 0.00 < 0.05 which means that there is a significant effect of using hypnoteaching on students' speaking anxiety.

And Based on the interviewed result, that hypnoteaching decrease their stress, increase their confidence, and also comfortable in learning process.hence the students did not feel anxious. Music relaxation, positive words and yelling was the students' most favorite steps.

CONCLUSION

From the discussion, it is clear that the use of the hypnoteaching method can reduce students' speaking anxiety. The student's score was low based on the pre-test, while after the treatment class it showed that the student's score was higher than the pre-test questionnaire. This represents a distinctive achievement. Using hypnoteaching in the learning process makes students more enjoy and relax in speaking class. This can reduce students' speaking anxiety. This can increase student motivation and increase students' self-confidence.

SUGGESTION

Based on the conclusions above, the researchers put forward the following suggestions:

1. The use of hypnoteaching in reducing students' speaking anxiety for tenth grade
2. The use of effective technique in applying hypnoteaching
3. The applying of hypnoteaching should be more enjoy for students
4. Furthere research of using hypnoteaching in for skill speaking, writing, reading, and listening.

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