



## Using Hypnoteaching Technique to Improve the Students' Vocabulary Mastery -Action Research at Second Grade of SMAN 5 Kendari-

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### ARTICLE INFO

ISSN: 2502-6909  
Vol. 1, No. 1, March 2016  
URL: <http://usnsj.com/index.php/JEE/article/view/JEE003>

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### Abstract

The objective of this research was to improve the students' vocabulary mastery through hypnoteaching. It was a mixed research with action research method in SMAN 5 Kendari. The research data were taken in the first semester of SMAN 5 Kendari with 28 students and analyzed qualitatively and quantitatively. The data were collected through observation and vocabulary test. The data analysis and interpretation indicated that there is an improvement in students' vocabulary mastery. Quantitatively, it was found that the students' vocabulary mastery increased significantly from the first until second cycles. Therefore, it concluded that the students' vocabulary mastery can be improved by using hypnoteaching. The finding leads to the recommendation for the teachers to use hypnoteaching as an alternative technique in teaching vocabulary. It also recommended to other researchers to continue research.

**Keywords:** improving students' vocabulary, vocabulary mastery, hypnoteaching, action research, SMAN 5 Kendari

### A. Introduction

Basically, English language has four main language skills: reading, listening, speaking and writing skills. Speaking and writing are productive skills while listening and reading are receptive skills. These skills should be thought interestingly in order to enable students to express and get ideas, through speaking and writing and even absorb science and technologies through reading and listening.

In the second and foreign language teaching, speaking is considered to be the most important element which is involved in the language skills is vocabulary. Vocabulary is integrative skill, The students can communicate to others if they have enough vocabulary. It is accepted that vocabulary would be more important than grammar, without grammar very little can be conveyed but without vocabulary nothing can be conveyed. The quality of our language skills clearly depend on the quality and quantity of vocabulary one possesses. The more vocabulary one has the greater possibility of language skills can be.

It is clear that the knowledge of vocabulary can positively facilitate the students to use English effectively in their communication. Based on interview between the researcher and the

English teacher of SMAN 5 Kendari shows that the students of SMAN 5 Kendari still lack of in vocabulary they felt annoy when the teacher asked them for memorizing some vocabulary, it might happen because the teacher did not apply some methods for teaching vocabulary especially and added the limiting time when learning and teaching process. So, the teacher should have a good preparation and technique that can be applied in vocabulary. One of method in teaching vocabulary that made the teacher was interest is by hypnoteaching. In teaching English vocabulary, the teacher has many ways and techniques. In this way, the teacher applied hypnoteaching.

Braid (1860) stated that the advantage of learning hypnoteaching teaching-learning is that process is more dynamic and there is good interaction between educators and learners. Learners can develop according to their talents and interests. The process of granting a lot of skills is in order here. The learning process is more diverse. Learners can easily master the material, because more motivated to learn. Learning was active. Monitoring of learners was more intensive. Learners more were imaginative and creative thinking. Learners made learning a pleasure. Power absorbed faster and more lasting, because students do not memorize. Attention of learners was successful of material.

Soedijarto (1993) stated that the quality of teaching and learning process is determined partly by the approach or teaching method used by teachers. In the past - perhaps still - teachers often use the lecture method when teaching; active teachers speak to the class while the learners listen to what is conveyed by the teacher while, if necessary, took notes. The method did not make clear so learners learn optimally. Recently, introduced a variety of approaches or methods of teaching that can empower learners and one of them with use Hypnoteaching.

Braid (1860) stated that usually, hypnotic questioning serves to elicit the information more readily than can be done in the waking state, but the entire process depends on the development of a good student-teacher relationship rather than upon hypnotic technique, and the hypnosis is essentially a means by which the client can give the information in a comfortable manner. Hypnotherapy generates effective learning that would not be possible except by prolonged effort in non-hypnotic therapies. Successful hypnotherapy should be systematically directed to a re-education of students, and the stimulation of their strongest desires to reorganize themselves to the realities of life and their ability to cope with the problems confronting them.

In other word, Board (1993) state that hypnoteaching is a blend of two words "hypnosis" which shall mean suggesting and "teaching" which shall mean teaching. Same with board, Novian (2010) also explain hypnoteaching is a blend of teaching that involves the conscious mind and subconscious mind. So, hypnosis greatly impact in motivating and improving performance. In the process of teaching and learning, hypnosis is also good to motivate students, improve concentration, confidence, discipline, and organizational. Skills can be improved with certainty through hypnosis therapy.

Hypnosis in daily activities, very often we actually experienced. However, we often do not realize that what we have experienced is a series of activities in a conscious state of hypnosis and the following simple events actually a hypnotic. Like when we watch a movie or soap operas on television, sometimes our emotions are too carried away, sometimes crying or sometimes angry about a certain character. Though, we consciously know that it is man-made and not merely apparent. This often happens in the classroom when the teacher asked all students to be quiet and all the students and then silence, the class was silent. That's when the students have been hypnotized by her professor. Similarly, when the lecturer gives the students a joke and laugh, in truth they have been hypnotized by her professor.

Conscious Mind and Subconscious Maclean (1974) stated that the quantum learning, named the three components of the brain is the organ with the name of the triune brain or brain three-in-one. He mentioned that because in one human brain there is three sections, each of which develop at different times throughout human evolutionary history. Each section also has specific neural structures to organize the tasks to be done.

## **B. Methodology**

This study is an action research. Emzir (2013) describes the action research is an informal research, qualitative, formative, subjective, interpretive, reflective, and a model of research experience, where individuals were included in the study as participants who know and support.

In line with Emzir, Hopkins (2002) explains that the action research combines research procedures with substantive action, an action taken in the discipline inquiry or a business person to understand what is happening, while engaged in a process of improvement and change. In other words, action research means trying out ideas in practice as a means of improvement and increase understanding of the curriculum, methods and strategies of learning, a learning process which results in improvement over what happens in the implementation of the learning process, especially those that occur in class.

Besides of that, L.R. Gay (2011) also gives the sense that action research is a systematic investigation carried out by the teacher, principal, school counselor, or other stakeholder in the teaching and learning environment and also involves gathering information about the procedures for teachers and students in the learning process. So, that action research is a study in which all participants involved in the study.

In this research, researchers took the action research of Kemmis' model. Kemmis in Emzir (2013) a simple model of the nature cycle of action research process that each cycle has four phases: (1) planning; (2) the action; (3) observations; (4) reflection. The fourth concept in the study raised performed blend, gradually and systematically. The Kemmis when examined essentially in the form of devices or strands with a device consisting of four components: planning, action, observation and reflection, because in this model brings together the two components between acting and observing implementation because the two entities cannot be separated. In this case, both of these activities should be done in unison the same time, when the occurrence of an action then so is the observation must be implemented. This action research is a series of studies conducted in a cyclic manner, each cycle consisting of four main activities, namely producing the plan (plan), action (action), monitoring (observation) and reflection (reflection) in order to solve the problem until the problem was solved.

This research was conducted at SMAN 5 Kendari, Southeast Sulawesi from March to April. Data were obtained from students of first grade the number of students is 28 people. The data was then analyzed quantitatively by means of the results of any tests performed each end of the meeting in each cycle and also qualitatively by describing the results of observation. Vocabulary test was used at the end of each cycle.

The research instrument used was adapted based on Depdikbud (2006) scoring rubric with if true get score one and zero for false. Benchmark assessment of students according Depdikbud as follow:

**Table 1. Scoring Rubric for Vocabulary Test**

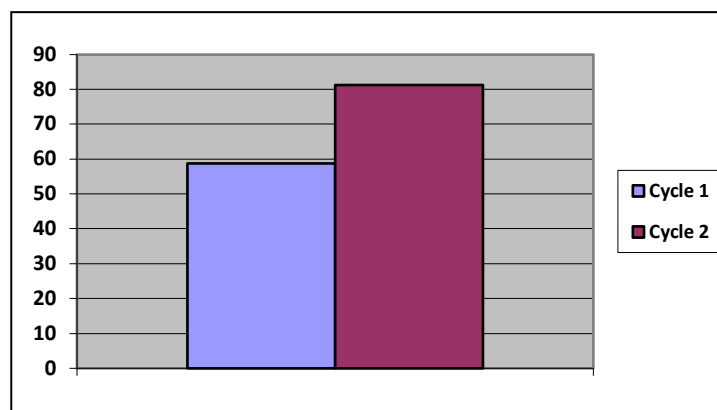
No	Uraian	Score
1	True	1
2	False	0

Based on the criteria of success, process and product whether the cycle continue or not the next of the action. Process meant in this study were all the activities did by the students in teaching and learning process, in this case whether the process success or not based on she result analyzing the data obtained from the observation sheet. Product meant in this study was the students' vocabulary product from vocabulary test done by the students, in this case whether the product success or not based on analytic scoring rubric. The success of these measures can be seen from the improvement or advancement of the learning process is the result of an increase in students' vocabulary mastery.

### C. Finding and Discussion

#### 1. Findings

The result of this research also shows that hypnoteaching can improve students' ability in vocabulary mastery at first grade of SMAN 5 Kendari. It can be seen from the average score of the improvement through hypnoteaching before cycle one, 25% or 21 students could not reach score higher than 75, score increased in the second cycle, 82% or 21 of the students got the score greater than equal to 75.



**Figure 1. Improvement of Students' Score in Each Cycle**

Based on the figure 1 it can describe that teaching vocabulary by using hypnoteaching can improve the students' achievement that the average score of first cycle was 58.75%, it improve 25% or 81.28% in second cycle.

## 2. Discussion

The analysis of the teaching and learning process in the first cycle trough hypnoteaching did not yet satisfactory result on the improving the students' ability in hypnoteaching. Therefore, the implementation of the action still needs be improved so that it could achieve the criteria of success of this study.

The researcher and the observer did reflection toward the implementation of the technique in teaching and learning process. The students' were not active fully in the teaching and learning process. In addition, the students' were not well motivated and enthusiastic to study hypnoteaching. So, the improvement was needed on same aspects of the teaching and learning process. Therefore, this section was continued to the second cycle.

The analysis at the second cycle can be conclude that teaching vocabulary through hypnoteaching could improve the students ability in hypnoteaching, it can be examined from the criteria of the success defined in this study. The researcher and the students had been more active in the teaching and learning process, as seen on the result of the score of vocabulary that all activities were implemented appropriately.

Finally, the average score of the students' ability in vocabulary achievement obtained the first cycle was there were 58.75% or 7 students' it become improve be 25% or 81.28% or 25 students' got the score greater than or equal to 75. Therefore, the action research was complete accordingly.

## D. Conclusion

Based on discussion before, it can be conclude that the teaching vocabulary through hypnoteaching can improve the students' vocabulary mastery at the first grade of SMAN 5 Kendari. It can be seen on the result of students' average score were 58.78% or 7 from 28 students got score more than 75, it increased to be 25% in the second cycle, 81.28% or 25 students goy success from 28 students in the second cycle. On the other words, the students' were actively involved in the teaching and learning process. From the score of the students' the researcher can take the conclusion that all of the students' categorized in improving vocabulary mastery. It can also describe that teaching vocabulary by using hypnoteaching can improve the students' achievement in learning vocabulary.

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