

# Impact of Using Hypnoteaching Methods on Increased Learning Interest of Participant in English Language Courses

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**Abstract**—In the era of globalization, Indonesian people are required to have the skills or skills to work. One skill that must be possessed is in terms of English language skills. Many people are pessimistic about themselves about their English proficiency, because English is not a mother tongue that is not commonly used in everyday life. To increase community confidence, a breakthrough in the use of strategies in learning is needed. ENTER Jatinangor is one of the English language courses that seeks to help increase confidence through the Hypnoteaching method. The Hypnoteaching method aims to attract public interest in taking an English Language Course. The purpose of this study was to: 1) analyze the process of using the Hypnoteaching method, 2) analyze the increasing interest of participants in learning English courses. The method used in this study is descriptive method with a qualitative approach. Participants from this study were twenty-six people, consisting of managers, trainers, tutors and participants. The research location is the ENTER Jatinangor course institution. Data collection techniques used were interviews, documentation studies and questionnaires as supporting data collectors. The findings of this study are: 1) The process of using the Hypnoteaching method consists of: the first stage relating to planning, which relates to: formulating goals to build self-confidence, eliminating fear and dislike of English, arousing participants' interest in learning language English. Next determine the material related to the emotional aspects and learning interests of participants. Then the determination of the time allocation for ninety minutes, as well as the media to be used in the form of: speakers, sound systems, laptops and projectors. At the implementation stage is a uniform suggestion made by the tutor to the participants based on the stages of pre-talk, test of suggestibility, induction, deepening, suggestion, and termination. 2) Interest in the course participants increases with sufficient categories, namely with indicators of feeling of pleasure, involvement interest and attention.

**Keywords**—*hypnoteaching method; learning interest; impact of learning*

## I. INTRODUCTION

In the era of globalization, Indonesian people are required to have the skills or skills to work. In this era also known as the industrial era 4.0 is considered as the fourth industrial

revolution which presents a major challenge for the industry in terms of technology implementation and human resource development especially related to the provision of skills [1]. One skill that must be possessed is in terms of English language skills. Many people are pessimistic about themselves about their English proficiency, because English is not a mother tongue that is not commonly used in everyday life. To increase community confidence, a breakthrough is needed by education providers, especially through courses. Referring to the National Education System Law No. 20 of 2003 article 26 (Undang-Undang No 20 Tahun 2003) courses are held for the community that require knowledge, skills, life skills and attitudes to develop themselves, develop profess, work and independent business, and / or continue education to a higher level [2]. In reality today many English language courses compete to offer English language teaching services to help the community. Various ways are carried out by many course institutions to attract the interest of participants to want to take an English course at their place. The methods are very diverse, ranging from discounted prices, free for a week, bringing in native speakers from abroad, installing banners with words for registration to be returned if you don't understand in three weeks.

Hypnoteaching is a development of neurohypnosis, and the term neurohypnosis was first suggested in the mid1800s by James Braid, an English surgeon, based on his belief that a state of hypnosis was related to sleep. Thus, he based the term on the Greek hypnos (sleep). As he further studied hypnotic phenomena, Braid developed the view that hypnosis involved a subject's focus on a single idea [3]. Hypnosis exists since the beginning of humanity and is an integral part of our daily life. Hypnosis affects the subconscious, which is the center of emotions, habits and automatisms [4]. Hypnotherapy is a procedure by virtue of which the professional proposes to patients suggestions resulting in changes at both physical and psychological levels. It can eventually have desirable changes at the following levels: motivation, self-image, habits, style of living, health, perception, way of thinking, behavior, in addition to a modification of physical sensations [5,6].

Hypnosis or hypnotherapy which was initially used in the medical field or medical, then developed and expanded into the

world of education through the concept of hypno-teaching. One way to maintain community interest in learning English is by applying interesting learning methods and giving positive energy to participants, namely the use of hypnoteaching methods. The hypnoteaching method is carried out by means of imagination and suggestion to participants by emphasizing subconscious communication that can be done in the classroom or outside the classroom. The learning process during learning activities feels more fun, educators can overcome the problems experienced by students such as difficulties in receiving the subject matter delivered, more relaxed during learning and easy to capture and receive material delivered by educators. Hypnoteaching method is one method that began to be widely used by educators to overcome the problems experienced by students in the learning process.

The English Center or better known as ENTER is the first English Language Course Institute in Indonesia that applies the hypnoteaching method in learning. ENTER answers the challenges and problems that people feel in facing the challenges of globalization.

ENTER Education, the Jatinangor branch is an English language education and training institution present as a Digital Technology-Based Learning Revolution. ENTER Jatinangor is a branch of ENTER center in Banten which was established on January 6, 2016. To find out more about the application of the Hypnoteaching method, the formulation of the problem is How to apply the Hypnoteaching Method in improving Learning Interests in English Language Course Participants?

The novelty of this research is to elaborate the hypnotic conception in the field of education which is usually used in medicine or health. His hopes were able to increase the learning interest of the course participants and enjoy the process of learning English courses.

## II. LITERATURE REVIEW

### A. Hypnoteaching

Hypnoteaching is a combination of two words from hypnos and teaching. Hypnos means suggestion, and teaching means teaching. Hypnos or hypnosis is the art of communication between hypnosis and the subject that aims to bring the subject into the subconscious foundation [7]. According to Lucy states that hypnosis is an art, method or technique of communication (verbal and nonverbal) that is persuasive and suggestive with the aim that something that becomes our intention can be understood easily by the interlocutor [8]. Hajar suggested that hypnosis is an art of communication to explore the subconscious, so that the state of consciousness increases, even though the subconscious takes over [9]. He also continued that, hypnosis is a state of focus, calm and relax so that it can digest information or suggestions that go into the mind. The conclusion is that hypnosis is an art in communicating by suggesting someone by bringing it to the subconscious.

Susanto explained that teaching or teaching is a complex activity carried out by the teacher to create an environment so that students want to do the learning process [10]. Based on the description of the word hypnosis and teaching that has been put forward, according to Hajar hypnoteaching is the art of

communicating by giving suggestions, so that students become smarter [9]. Through the session, students are expected to get awareness and enlightenment that there is actually an incredible potential that they can optimize in learning. According to Miftah, hypnoteaching can be said as a skill to enter messages into the subconscious of students, so that the students concerned are motivated to carry out the message [11]. The message in question is a suggestion containing a series of verbal sentences spoken by the teacher to students with goals that lead to the achievement of learning goals.

In emphasizing communication with the subconscious of students, educators can provide suggestions and imagination to students. Suggestions can be interpreted as conveying sentences in a way and in certain situations that can affect the subconscious mind. According to Hajar suggestion is a psychological process, in this case someone guides the thoughts, feelings or behavior of others through words [9]. While imagination is the process of doing something previously imagined first. Suggestions and imaginations given must be directed to positive goals, so as to create positive impressions that enter the subconscious of students.

According to Hajar, hypnoteaching also emphasizes the strength of vibration, metaphor and edification [9]. Vibration power is something that is radiated based on the power of the mind that is built, for example paying attention to the goodness of students. The power of metaphor is an extraordinary desire to achieve goals and be expressed to others. The strength of edification is the power that comes from positive stories. In the implementation of hypnoteaching, students are attempted to be hypnotized before learning, so that participants are advised to take lessons seriously and with full concentration [9]. When awakened from hypnotic sleep, they will truly concentrate on taking lessons as suggested.

The stages of hypnoteaching use suggestion techniques and an ideodynamic approach (interactive patterns), as stated by Miftah [11]:

1) *Pre-talk or pre-interview*: Educators explain the benefits of hypnoteaching and eliminate students' negative misconceptions about hypnoteaching. Counselors must guide students in the lightest relaxation conditions. Pre-talk stages or pre-interviews in hypnoteaching are known as the stages of creating a trance before persuasion.

2) *Suggestibility test*: The suggestibility test stage is used to find out students, whether they are in the lightest relaxation condition or not. This is very important to know to ensure that students are ready to be hypnoteaching. This stage is known as the rapport (proximity) stage.

3) *Induction or induction*: Induction is a technique used by educators to guide students towards hypnoteaching trance conditions.

4) *Deepening*: The purpose of the deepening stage is to make students enter the hypnoteaching trance condition further and deeper to improve the ability of the subconscious mind to capture the suggestions given. Hypnoteaching trance levels are simply divided into 3 stages, namely: light trance

hypnoteaching, medium hypnoteaching, and deep trance hypnoteaching.

5) *Suggestion*: This stage is the provision of suggestions given to students in accordance with the learning objectives. This thought will be kept in the subconscious of students, which in turn will affect the attitudes and behavior of students in the classroom. In giving suggestions to students must be careful in saying the sentence. This is so that there is no mistake in suggesting, because all kinds of suggestions that have been stored in the subconscious mind can affect the attitudes and behavior of students.

6) *Termination*: This stage is a stage to awaken students from hypnoteaching trance conditions starting from deep trance hypnoteaching, hypnoteaching medium trance, to light trance hypnoteaching.

#### B. Learning Interest

According to Wartini, stating that interest is a drive from within someone who is able to make someone want to feel things that are fun [12]. Someone who has an interest in what is learned can remember it in the long run and reuse it as a basis for learning in the future.

Susanto asserts that interest is an inner drive or a factor that creates interest in attention effectively, which causes the selection of an object or activity that is beneficial [10]. Besides that, he further explained that interest is a permanent tendency to pay attention to several activities. Interest is a feeling of preference and a sense of interest in something or activity without someone telling.

According to Slameto, indicators of students' interest in learning are feelings of pleasure, interest, acceptance, and student involvement [13].

1) *Feeling happy*: A student who has a feeling of pleasure towards a lesson, does not feel forced to learn. When he is taking lessons, there is no feeling of boredom that appears in the students, and he will be present during the lesson.

2) *Involvement of students*: If someone feels interested in something, the person will feel happy and interested in being actively involved in learning such as *discussion, asking questions, answering questions*.

3) *Interest*: Interest arises because there is a feeling of pleasure towards something. Interest in learning will arise because the lesson is interesting for students.

4) *Attention of students*: The attention of students is related to the concentration of observation and understanding, so as to foster attention to a person.

### III. METHOD

The approach used in this study mixed method. Mixed methods research is an approach in research that combines or combines quantitative methods and qualitative methods to be used together in a research activity, so that more comprehensive, valid, reliable and objective data can be obtained. Research design: 1). Planning Phase (Pre Field), 2). Stage of Research Implementation, and 3). Reporting Phase.

Participants in this research as many as 26 people. Research subjects, namely an ENTER Course Institute manager, a trainer and a tutor. The research site is located at the English Language Institute (ENTER).

Data collection technique: 1). Interview, 2). Observation and 3). Documentation.

In this study using a phased qualitative-quantitative data analysis. The analysis was carried out on qualitative data and then followed by quantitative data analysis. The groups that have been identified are then compared with available quantitative data or with data collected through qualitative analysis

### IV. FINDINGS AND DISCUSSION

#### A. The Process of Using Hypnoteaching Methods

The hypnoteaching method applied in the ENTER English language course in the planning stage includes aspects of goals, material, time allocation, and media used. The purpose of the application of the hypnoteaching method is to build self-confidence, eliminate fear and dislike of English, as well as arouse participants' interest in learning English which is related to feeling good about English, a sense of interest, and focus on learning English in ENTER course institute. This is in line with the opinion of Hajar who argued that hypnosis is the art of communication to explore the subconscious, so that the state of consciousness increases, even though the subconscious takes over [9]. He also continued that, hypnosis is a state of focus, calm and relax so that it can digest information or suggestions that enter the mind. The conclusion is that hypnosis is an art in communicating by suggesting someone by taking him to the subconscious so that he feels comfortable, happy and not burdened by something frightening.

The material presented during the hypnoteaching process is material in terms of emotional and learning interest of participants. The material presented has a reference from the center in the form of modules and script given to tutors and those who have the authority in determining the material, namely the central manager. Students are not involved in determining the material because everything is already the authority of the center. This is in accordance with what was stated by Wartini who stated that interest is a drive from within someone who is able to make someone want to feel things that are fun [12]. Someone who has an interest in what is learned can remember it in the long run and reuse it as a basis for learning in the future. Material content that is set and delivered to English Language course participants is expected to be able to remember it permanently and apply it to the practice of learning and everyday life.

ENTER conducts a needs analysis by analyzing the times and needs needed by the participants, as well as analyzing the problems that occur in the community, especially about English which then ENTER present provides solutions to these problems, in accordance with what was disclosed by Sudjana that in practice, ENTER has conducted techniques to identify needs in learning, sources of knowledge and must understand the obstacles in learning and anticipating them properly and correctly [14]. So after ENTER, know the potential and needs

of the course participants. An instructor is specifically required to identify the learning needs of their students (English course participants) before implementing a learning contract, with the aim to be able to know the expectations and desires of students towards the material / teaching material to be taught, the methods to be used and the assessment to be carried out. This is important so that between instructors and course participants can make rules in the learning process that will be carried out.

The time allocation used in the application of the hypnoteaching method is 90 minutes, and this is considered sufficient. The media used in the application of the hypnoteaching method are speakers and sound systems that are used to play music. Other tools used are laptops and projectors. This indicates that facility input (instrumental input) has a vital role in supporting learning through hypnoteaching methods, as stated by Sudjana that means of input (instrumental input) includes the entire source and facilities that allow for a person or group to do learning activities, including program objectives, curriculum, educators (tutors, trainers, and facilitators), other education personnel, program managers, learning resources, media, cost facilities and program management [15].

During the implementation phase of hypnoteaching at the ENTER course, several stages were taken, namely: pre-talk, test of suggestibility, induction, deepening, suggestion and termination. The pre-talk stage is the initial stage carried out by participants by being given an understanding of hypnoteaching related to understanding, function and benefits and rectifying negative assumptions about hypnoteaching. This is in accordance with his opinion Miftah which revealed that the stages of hypnoteaching use suggestion techniques as well as ideodynamic approaches (interactive patterns) [11]. This can be interpreted that the learning that is built must be able to create a conducive, educative and interactive learning environment between learning resources (instructors) and students (course participants), course participants with course participants and with learning resources to support the achievement of learning goals [11].

For more details about the stages of implementing hypnoteaching can be explained as follows:

The suggestibility test stage is a stage to find out which participants fall into the category in the science of hypnosis.

The induction phase is a stage to condition participants to enter their subconscious. Participants are instructed to relax then the tutor will give suggestions to guide participants from entering their subconscious with soft music accompaniment. The condition of the participants at this stage is relaxed, comfortable, and participants will close their eyes as if they are asleep, and there are even participants who get sleepy.

The deepening stage is the deepening of the induction stage to deeper into the subconscious. The technique is by means of a tutor calculating the numbers 10 to 1 slowly and at the count of 1 participant, it was really suggested to be in his subconscious. The condition of the participants at this stage will be more relaxed, comfortable, and pesetas will close their eyes as if they are asleep, and the sleepy ones will be sleepier and even sleep.

The suggestion phase is the core suggestion stage conducted at ENTER by giving positive sentences according to the purpose of ENTER which is giving confidence, arousing interest in learning English, eliminating feelings of fear, hatred towards English. When the suggestion is given according to the purpose of ENTER, the suggestion is also inserted into the participants as if meeting with Caucasians and chatting with the Caucasians. The reaction of the participants varied, those who were in a state of sleep seemed to be smiling when they imagined meeting and chatting with a foreigner.

The termination stage is the final stage of the hypnoteaching process, with the activity of awakening participants who had previously fallen asleep and being in the subconscious mind, were awakened and resuscitated. The technique of awakening participants from their subconscious by counting from numbers 1 to 10 slowly, and at the count of 10 participants really got up. The condition of the participants at this time there are some who experience dizziness and nausea. The condition of dizziness and nausea is because when in the middle of the hypnoteaching process participants try to get up.

At the end of the hypnoteaching activity, participants were evaluated. The evaluation carried out was informal, which was only limited to asking what participants felt after following the hypnoteaching process. The purpose of the evaluation is to find out what participants feel after following the hypnoteaching process. If participants feel that they are still not satisfied, feel unable to do it, not confident, in terms of their learning interests are still lacking, and do not feel focused in learning, then at the next meeting, the tutor will give deeper suggestions to the participants. The final results after the evaluation activities were carried out, the tutor knew which participants were not satisfied, felt unable to, had not been confident, and did not feel focused in learning, there was no change in the interest of learning. If this happens, the tutor will handle the participant by giving deeper suggestions when hypnoteaching at the next meeting. This is relevant to the opinion of G. Posselt, S. Böhme et al. that in the future, general training approaches may be transferred to further subjects [16]. This concept can be further developed by utilizing digitalization as a possibility to be more effective. One approach is that intelligent teaching and learning environments as described in this approach can be used to automate concepts, because the practice of practice-oriented case studies is an intensive resource for trainers.

#### *B. Increasing Interest in Learning Participants*

In the aspect of interest, it is examined based on four indicators of interest in learning, namely feeling of pleasure, involvement, interest, and attention.

- Based on the indicator of feeling of happiness, obtained data feeling happy before participating in hypnoteaching by 66% and after following hypnoteaching to 93%, the increase reached 26%.
- Based on the involvement indicators before participating in hypnoteaching by 67%, after participating in hypnoteaching involvement, it was 93%, the increase reached 26%.

- Based on indicators of interest before participating in hypnoteaching by 62%, after following hypnoteaching to 87%, the increase reached 25%.
- Based on the indicators of attention, before participating in hypnoteaching by 65%, after participating in participating in hypnoteaching 91%, the increase reached 26%.

This is in line with his opinion of Slameto which states that indicators of student interest in learning can be seen from feelings of pleasure, interest, acceptance, and student involvement [13]. When looking at the data above there is an increase in the indicator of feelings of pleasure, involvement, interest and attention, this can be interpreted that through this hypnoteaching method can increase the learning interest of English language course participants. The explanation of the four indicators is as follows:

1) *Feeling happy*: A student who has a feeling of pleasure towards a lesson, does not feel forced to learn. When he is taking lessons, there is no feeling of boredom that appears in the students, and he will be present during the lesson.

2) *Involvement of students*: If someone feels interested in something, the person will feel happy and interested in being actively involved in learning such as discussion, asking questions, answering questions.

3) *Interest*: Interest arises because there is a feeling of pleasure towards something. Interest in learning will arise because the lesson is interesting for students.

4) *Attention of students*: The attention of students is related to the concentration of observation and understanding, so as to foster attention to a person.

## V. CONCLUSION

The application of the hypnoteaching method in ENTER course institutions consists of several stages, namely planning, implementing, and evaluating. At the planning stage, ENTER formulates the objectives, then determines the material to be conveyed, the determination of time allocation and media usage. During the implementation phase of hypnoteaching in the ENTER course, several stages were followed: pre-talk, suggestibility test, induction, deepening, suggestion and termination, besides that there were several different techniques used by the tutor at each stage, but at the suggestion stage all the tutors delivered the same suggestion is in accordance with predetermined material. At the evaluation stage it was carried out informally, namely to find out the impact felt by participants after participating in hypnoteaching activities.

The results of the application of the hypnoteaching method conducted by the ENTER English Language course found that the learning interest of the course participants increased before

they took part in hypnoteaching and after they participated in hypnoteaching. From the values obtained, it can be said that an increase in learning interest in English Language course participants in ENTER course institutions is sufficiently value with an indicator of feelings of pleasure, involvement, interest and attention.

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