The Implementation and Development of Hypno-Teaching Method to Enhance Students' Motivation In Learning English

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Abstract: *This study is aimed at investigating and describing how hypno-teaching is best implemented to enhance students' motivation in learning English. This study employs qualitative approach which is designed to be carried out through a classroom action research method. The data were collected using observation and interview. Observation is done to the implementation of hypno-teaching method in the classroom, while interview is done towards the students to gain data about their motivation improvement. This study was conducted at XI Science 4 class at SMA Negeri 3 Kotabumi, North Lampung and the subjects were all the students in that class. The research has found two major aspects. Firstly, it has been found the very suitable hypno-teaching method to improve students' motivation in learning English at the XI Science 4 class. Secondly, concerning the aspect of improvement of motivation in learning English, it is found that the students' motivation has improved with four indicators as follows, i.e. first, the students demonstrated behaviors of readiness since the beginning of class; second, they focused either to the materials explanation or to the others students' performances; third, they enjoyed doing the learning tasks given by the teacher; and fourth, they are more confident in presenting their own works or having performances before the others.*

Keywords: *hypno-teaching, motivation, English learning, classroom action research*

I.   Introduction

Motivation becomes the key to success in learning. Teaching and learning English as a foreign language (EFL) in schools will be successful if the students are highly motivated to learn. Motivation developed the primary factor to affect the students on English learning (Gardner, 1985). It covers goal orientation and the combination of effort, desire to achieve the language learning goal and favorable attitudes toward learning the language. If language teaching is supposed to be the body, then learner's motivation is the heart, which pumps the learner's energy to be involved in all the learning activities. According to Suparman (2010), motivation influences language learning success. It belongs to personality that affects language learning. Hence, English teachers need to prepare effective teaching methods and techniques in order to enhance and maintain students' motivation.

Having experienced for ten years teaching English in a senior high school, the writer found there are observable markers implying that students are experiencing high learning motivation during English teaching and learning process in a classroom; some of which are: paying enthusiastic attention to the materials explanation; enthusiastically engaging in learning activities; and eagerly completing assignments given. Those indicators can also denote whether or not a learning activity in a classroom is motivating.

In fact, on the other hands, not all students undergo adequate motivation in learning English; even they come to class merely to fulfill requirements of compulsory formal education that they ought to pass. Based on the preliminary observation, the researcher found that most of the students still have low English communicative competence. Some students asserted that they did not know how they should learn it, as well as what on English would contribute to their future career. Hence they were not motivated; and unfortunately they attended English class without a clear view of its importance for their own selves in the future. In this case, again, students' motivation to learn English is significant factor which seems to be the major problem. Meanwhile Keller in Keller (2008) mentioned in order to have motivated students, their curiosity must be aroused and sustained; the instruction must be perceived to be relevant to personal values or instrumental to accomplishing desired goals; they must have the personal conviction that they will be able to succeed; and the consequences of the learning experience must be consistent with the personal incentives of the learner.

A number of problems on students' motivation certainly existed not only recognized along daily teaching practices, several problems were also identified through the preliminary investigation. The investigation was done through the researcher's participatory observation, as the researcher was the English teacher of the class. Observation was done towards the students' activities, including their attitude and behavior

during learning English in the class. The first problem covers inappropriate students view about English. Most of the students feel that English is a difficult subject that needs very hard effort to understand it. They did not recognize that English is skill, which is actually the same as Indonesian and their mother tongues. Thus they are not confident that they actually have capability to master English just like they master languages they have mastered currently. By this wrong view about language, they have developed on their mind a wrong paradigm; it causes them not motivated to learn English because they feel that they will just fail. Next problem related to motivation is that the students have no clear pictures about English use in their daily life. They cannot imagine the context of some of the materials by their own selves. As a result, to them learning English seems insignificant matter.

English classroom problems also arise from the teachers. The teaching media have not been regularly used and the classroom management related to seating arrangement has made the classroom ineffective. The teacher has not designed specific English materials which suit the students' characteristics. Because of the complexity of materials designed in the given textbook which is inappropriate with the students' English proficiency level, it seems that English is very hard. This makes the students frustrated as they found it hard to have autonomous English learning at home.

One more significant problem is related to teaching method. Teaching method influences students' learning motivation. Here is suitably conforming quotation from Brophy (20014):

Learning is fun and exciting, at least when the curriculum is well matched to students' interests and abilities and the teacher emphasizes hands-on activities. When you teach the right things the right way, motivation takes care of itself. If students aren't enjoying learning, something is wrong with your curriculum and instruction—you have somehow turned an inherently enjoyable activity into drudgery.

However, through an objective self-reflective enquiry, the teacher in fact is still poor in creativity concerning teaching method. In teaching, the teacher and still employs monotonous methods, they are, warming up at the beginning of lesson, checking the students' attendance, explaining the materials, giving examples, boosting up the students' understanding and ability with exercises, practices, and assignments, evaluating the students' works, and finally giving feedbacks on students' errors.

Those conventional teaching practice surely needs improvement. The teacher needs a new paradigm on teaching practice which can not only transfer knowledge and train the students, but also boost the students' intrinsic motivation to learn English as students' learning motivation, again, is the heart of teaching which will result in learning success. To find solution to problems above, there has been developed one innovation in teaching method with regard to emerging students' learning motivation. It is called "hypno-teaching", which is actually not a new strategy; however, it is still rarely implemented by English teachers in Indonesia.

Noer (2010) stated that hypno-teaching is a "new" strategy in education, particularly in the teaching and learning process with the science of hypnosis which is more focused on providing positive suggestions from teacher to student and student to themselves. This positive suggestion will promote or order the subconscious mind in order to optimize the ability of the students had at the time in the classroom. Hypno-teaching is a way to form the students at the beginning of learning so that they are ready and motivated to learn. According to Yustisia (2012), hypno-teaching is a teaching method, in which the teacher uses words which can grow up interest of students in delivering material. Similar with Hajar (2012) said that hypno-teaching is an art of communication by giving hypnotic words to the students during the learning process.

Through hypno-teaching, there are several benefits that can be reached in the classroom learning as follows. (1) Learning becomes more fun. (2) Helping students to overcome difficulties. (3) Awakening spirit of learning. (4) Exploring the potential of students. (5) Helping to solve students' problems (Wati and Kusuma, 2016). Hajar (2012) stated that using hypno-teaching method in the classroom give several advantages such us: well-being interaction between the teacher and the students, developing students' interest and talent, varies learning process, motivating students in studying, active learning process, students being more imaginative and concentrate.

Hypno-teaching suggests a variety of teaching strategies by which the students' affective factors—such as self esteem, interest, and motivation—are well prepared before going on to the main learning stage. Then the readiness is maintained all the way through the teaching and learning process. Arousing and maintaining students' motivation through hypno-teaching are done through pleasurable techniques.
Teachers need simple steps in applying hypno-teaching method. Yustisia(2012) mentions several steps in hypno-teaching as follows:
1) Building a Strong Self Intention
Big intention will improve self motivation and commitment. Students' mind-set and willpower are both the keys to success in learning. In addition, in achieving a successful hypno-teaching, the teacher must also has a strong self intention by which he ignores any destructive feeling which would only hinder.

2)   Pacing

It means making the same position, body movement, language and brainwave with the students. There are some principles to apply pacing. Firstly, teachers imagine their self as young as the students. Secondly, teachers use language which has same style with students' daily language. Then teachers can perform their body movements and mimics appropriate with the topic of teaching in the classroom. The last, teacher can relate the topic with favourite topic which is usually discussed by students.

3)   Leading

After students enjoy the teaching and learning atmosphere through pacing stage, teacher can lead students to do what teacher asks verbally. In this condition, students will indeed follow the teacher's instruction with pleasure. Thus, students' attitude, behavior, and achievement can be improved.

4)   Using Positive Words

The use of positive words is appropriate with the work of the subconscious mind which refuses negative words. The positive words can be an invitation or convinced.

5)   Giving Commendation

In learning process, teachers can apply reward and punishment. Commendation is one kind of reward in increasing self-esteem. The implementation of reward and punishment is effective for students. By giving reward, students can do something better than before. Besides, punishment will make students avoid doing bad habits.

6)   Modeling

It is a process in giving examples of good protocols through consistent utterance and behavior. It becomes the key of success or fail of hypno-teaching method.

Risyad (2010) also suggests some more specific techniques which can be implemented in hypno-teaching as follows.

1)   Focusing

This technique is intended to focus students' attention, especially in such a condition when the class is very noisy or crowded. By this technique, the students are expected to concentrate more in the learning activities.

2)   Pacing-leading

It means harmonizing the position, body movements, language, and the brain wave with other people or students. After pacing, leading refers to giving orders to the students or make agreement with the students.

3)   Suggestion

In hypnosis, it means verbally stimulating others' mind. By the power of suggestive expressions or words, someone can influence other people's mind or thoughts and even behaviours, hence they will follow the suggestion.

4)   Affirmation; this technique is meant for increasing students' motivation, either consciously or unconsciously. It can be using visionary verbal words or sentences/expressions, cues, or pictures.

5)   Relaxation

It is done through a deep breathing treatment. The students are led to manage their breathing until they relieve loads in their brain; hence they feel condition of a deep relaxedness.

There have been several studies on learning motivation conducted in English as a Foregn Language (EFL) context in Indonesia. An experimental research using hypno-teaching conducted by Latif (2013) found two findings: first, that hypnoteaching and CTL influence the students' communicative skill improvement; and second, first, that hypnoteaching and CTL influence the students' analytic skill improvement. A study written by Lucas et al (2010), published in Philippine ESL Journal edition of February 2010, about the intrinsic motivation factors in second language learning has found that students were intrinsically motivated to learn only two of the four skills (i.e. speaking and reading) and that they were intrinsically motivated via knowledge and accomplishment.

The other study concerning hypno-teaching in language learning was conducted by Hamid, B La Ode M., I. (2016) and Natalia Tri Astuti (2014). The results proved that the students' vocabulary mastery can be improved by using hypno-teaching. Zuhri Dj., M. & Sukarnianti (2015) revealed that the implementation of hypno-teaching strategy is really helpful to increase the students' writing ability since there was a significant students' writing outcome after the treatment was conducted. In addition, a quasi experimental design research conducted by Amaliah, R. (2017) showed that the use of hypno-teaching of the research can reduce students' speaking anxiety. A different research conducted by Lismalinda & Moriyanti (2019) revealed that hypno-teaching method affected the students reading achievement.

Inspired by this latest innovation in teaching method, having investigated some field problems at SMA Negeri 3 Kotabumi, North Lampung, and having reviewed several previous researches related to hypno-teaching method, it seemed necessary to carry out a thorough research focusing on how hypno-teaching can be

properly implemented to enhance students' motivation in learning English; specifically to develop the most appropriate hypno-teaching model which is applicable in the class and relevant with the students' characteristics. Besides, it seemed hypno-teaching method so far has not much been investigated within EFL teaching context. Therefore, the research questions of this study are:

a.   How is hypno-teaching method best implemented to enhance students' motivation in learning English at XI Science 4 class at SMA Negeri 3 Kotabumi, North Lampung?

b.   How is the students' motivation in learning English after the implementation of hypno-teaching method?

II.   Methods

This study used action research method. The steps applied Kemmis and McTaggart 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. There are three cycles to implement hypno-teaching method to improve students' motivation.

The subject of research is 34 students of XI Science 4 class at SMA Negeri 3 Kotabumi, North Lampung, Indonesia and also the English teacher, who is the researcher herself. To collect the data, the researcher employed two types of qualitative-based instruments as the major tools for collecting the data, those are: observation and interview. The data collected are in the form of qualitative data. It means that the data are the description of the reality happening during the research.

The primary data were collected by conducting observations towards the English teaching and learning process. It was done by the researcher's collaborator. Both the teacher and students were observed; the teacher's teaching techniques during the action implementation were observed in terms of its consistency with the lesson plan; while the students' learning activities were observed whether the indicators related to their enthusiasm and motivation during joining the classroom activities were successfully reached or not. In-depth interview was conducted towards the students after each cycle using an open-ended interview guideline.

In this study, coding was used to label concepts from the data. This process helped the researcher to compile data into categories. Besides, it was used to identify broader categories and connections. For the data analysis, first of all, the researcher collected all the data and any ongoing reflections. The research questions, then, were reviewed. After that, data was checked and looked for broad patterns, ideas or trends that seem to answer the research questions. Based on the broad picture which had been developed, the data sources were identified and coded qualitatively. The categories or patterns were compared across the other types of data (e.g. interviews compared with observation) to see whether they were consistent or whether they were contradictory. After that, tables, charts or sets of quotes were needed to be developed based on the coding analysis and then they were displayed in a concise form so that it is easy to read. The next steps were posing questions, identifying connections, and developing explanations about what the research means at the broadest level of the researcher's understanding of it. Finally, the researcher refines personal judgment about the meanings of the research. The last step is reporting the outcomes. It covers thinking about how the research can be presented and telling what have been found to others.

To ensure the data reliability, the researcher can show the genuine interview transcripts and field notes. To get the trustworthiness, the researcher uses the triangulation technique that is, employing several related instruments to collect the data.

In this classroom action research, the indicators of its success are described as follows. This classroom action research ends by cycle III as the two conditions below have been achieved.

a)   There has been developed the suitable hypno-teaching method which can be applied effectively to enhance students' motivation in learning English at XI Science 4 class;

b)   The subjects (i.e. the students) have been motivated to engage in the English teaching and learning process actively.

III.   Result

In presenting the results of data analysis, the researcher divided this section into two data presentation segments based on the research questions, i.e. data of the actions implementation and data of the students' motivation improvement.

3.1 Data of the Actions Implementation
3.1.1   Data of the Preliminary Observation

A preliminary observation was conducted through observing the class teaching and learning process and interviewing the students to get specific and detailed data about the real condition of the study field. The findings of preliminary observation are described as follows:

In the beginning of the class, most of the students behaved unpleasant and did not show that they were ready to learn the subject. During learning activities, the students looked lazy to engage in the activities and most of the students had no awareness about learning English. Concerning the teaching manners, then checking the students attendance, introducing and explaining the materials, then giving activities to complete by the students, checking the students' works, giving them scores and feedback, and finally giving homework and then closing the lesson. The indication of the students' low motivation in learning English found in the preliminary data were used as basis for carrying out major study from which plan, implementation, observation, and reflection for the first cycle were determined.

3.1.2   Description of the Actions Performance
a.   Cycle I
   The teacher prepared the learning material, teaching strategy, and learning activities in form of lesson plans. At the beginning of each session the teacher had started with pacing (build closeness and warm atmosphere with the students) which is intended to harmonize brain waves between with the students (Risyad, 2010). Pacing is done by asking the students' condition more personally; for example, "How are your families at home? Already met your parents this weekend?" (asked to the students who lived in boarding houses). First contract was created when doing activities in the language lab; and it was applied only in the language lab. It needs to be made again for activities in the classroom. Contract was part of the leading techniques (Yustisia, 2012).

   On the first session, the teacher asked the students to stand up and provided focusing activities aimed at increasing their concentrations (Risyad, 2010). It was done by a series of brain dexterity movement. On the second session, the students looked tired and less energetic. Then, the teacher provided focusing technique. However, focusing technique using "Touch your nose, oops!" expression seemed less optimum, it could not maximally focus the students at any time when they were very crowded/ noisy. This focusing technique was rather a concentration exercise, not as an attention grabber. However, the focusing model, greeting "Hello" and "Hi", was considered more effective. Proven when the students were very crowded and unfocused, then the teacher called by "Hello", the students immediately directed their attention to teacher and spontaneously responded with the converse expression, i.e. "Hi".
Relaxation technique in this cycle was applied to improve the students focus.

   However, it took too long time. As for the focusing, it should be simpler, more practical, and easier techniques; hence students' focus could be achieved quicker within a short time. The teacher had applied giving commendation with positive choices of words, "I'm proud of you today. You're good! You have showed the spirit of learning; to even you scramble in getting opportunities. I would be happier if next time you would be as vigorous as today." Throughout the sessions, the teacher had familiarized himself with positive words. In effect, the student who was advised with such a positive words immediately obey the teacher, although he must be still repeatedly reprimanded. The teacher had shown positive attitudes during the class—smiling, showing eagerness, friendly, patient, responding to any question and complaints from the students, and so forth.

   Affirmation technique has been carried out by yells and the students performed it vigorously. However, it just seemed that the teacher still spontaneously (less preparation). It would be better if the words would had been prepared and arranged in advance so that the spirit would feel greater when uttered by the students. At this session, the students had been looked happy to follow the sessions. When their focus decreased, the teacher increased it again by focusing technique. When the students weakened their motivation, the teacher cheered them with words of affirmation. The students paid more attention and more respect to the teacher due to the teacher's good speeches and behaviors.

   At the last session, it was concluded that there was less balanced between the actions of hypno-teaching techniques and learning activities. The techniques of hypno-teaching spent much more time compared to delivery of subject matters and learning activities. The techniques should be redesigned to be more effective and efficient. In general, the techniques applied had matched with the plan. However, in order to increase their effectiveness, it was necessary to systematically format the techniques into a fixed method with an exact order/procedure. As a result, it could be more easily applicable and performed consistently, even in different subjects and context later.

b.   Cycle II
   In this cycle, the researcher re-planned the actions with some modification on the hypno-teaching techniques. Hypnoteaching techniques which had been successfully implemented in cycle I were be used again in the cycle II. During this cycle, at the beginning of each class the teacher had consistently done pacing and leading. By talking friendly first with the students, asking more personal news about the students, and reminding contract which had been agreed before. So there was a matched view between students and teacher on the desired class atmosphere to be. Techniques to build students' self-intention had been done at the end of the

second cycle. It was done with prayer. This was very good because the aspect of religion had to be considered in the application of hypno-teaching. Literatures on hypno-teaching also mentioned that the first phase which should be done is building a strong intention.

Results of relaxation techniques and suggestion indeed depend on the condition of the students. In cycle II, when relaxation and suggestion was practiced, the physical condition of the students was mostly not fit; they were exhausted. Hence the results of this technique were not optimal. As a result, the students still felt tired even after following the relaxation session from beginning to end. Due to the exhaustion happening with the students, they found themselves difficult to concentrate and receive the suggestion words. So the suggestion gave no optimal outcome. Therefore, it was necessary to make reorganization in the hypno-teaching method again. The results of the relaxation and suggestion session were also less maximum due to the inadequate quality of the active speaker used; it was less a qualified speakers. Hence the hypno-teaching suggestion voice from the audio CD, though it had been heard by the students, but it was less clear until the back row. Also, the effect of the instrumental music was less clear because of the noise outside the classroom. While music like this is believed to give hypnotic effect to the students (listeners of the audio CD). In addition, relaxation and suggestion session in the second cycle is too long. Recorded the audio CD played spent about 25 minutes. It should be shortened for the next application.

At this session, the focusing technique with brain gym model had been proven able to make the students and also the teacher was both more fresh and energetic. In addition, this technique also had build warm relationship between teacher and students. As a result, the learning atmosphere became warmer, closer, and relaxed for both the teacher and the students. On the other hand, the technique of affirmation which was spoken aloud could make the students more vigorous and could maintain their self-confidence. This technique had facilitated the atmosphere of passion for the speaking activities (at session six) maintained.

Throughout the second cycle, the hypno-teaching method which had been planned was not consistently implemented due to the availability of time. Among the techniques which could not always be performed were: relaxation-and-suggestion and affirmation. It was because the time available for each meeting (i.e. 2 x 40 minutes) would have never been balanced for both learning activities and hypno-teaching techniques when all were done; thus resulting in an elimination of a particular technique.

It was recommended for the following applications, the series of the hypno-teacing method must be given a better reorganization again, so it would be more effective and efficient without losing the essential elements or techniques. Among the essential elements was relaxation-and-suggestion technique. Given that this technique is actually the typical element of hypnosis approach in many areas; for example: in hypnotherapy, relaxation and suggestion are applied to get serenity or a trance state during the healing process (Risyad, 2010). Environmental condition also affected the results of relaxation-and-suggestion technique. Noise and interference from other students of another class outside could break the students' concentration and disturbed clarity of the induction sentences from the audio CD.

Through this cycle, there had been found accomplishments but also remaining drawbacks at the end of this cycle. Those remaining problems in the application of hypno-teaching method surely still needed further improvements; therefore, this study had to be continued to cycle III.

c.   Cycle III

Reorganization or reformation in procedure of the stages within hypno-teaching method from cycle II to cycle III have given better results. One aspect of the reorganization is by placing the focusing, which before was applied only incidentally at times the students did not focus, has become bound part of the pacing phase, which must be carried out before performing relaxation-and-suggestion. It has yielded significant results, that is, the students could be more concentrated in a relaxation-and-suggestion phase.

As a whole, the results of the final format of techniques within the hypno-teaching method found at the end of cycle III are categorized into four major segments:

1.   In the beginning of class;

It consists of pacing which intend to harmonize brainwave between teacher and students and leading which intend to create and uphold class contracts consistently. At pacing segment, there are initial-focusing (to build the students' concentration), rekaxation-and-suggestion (to reach the students' alpha brainwave) and opening prayer (to build the students' strong intention to learn)

2.   During the ongoing learning activities

It consists of ongoing-focusing (to maintain the students' attention) and affirmation (to maintain the students' motivation).

3.   In the end of class

It consists of closing prayer which intends to maintain the students' strong intention to keep learning.

4.   All the way through the class

It consists of modeling which intends to give the students model of good speeches, attitudes, and behaviors (It is performed all the way through the learning process)

The initial activity, that is phase of pacing and leading, in which it is integrated the initial-focusing, relaxation-and-suggestion, and building students' strong intention, has been proven to be more effective/maximum to improve the students' focus/concentration, mental readiness, and their intention of learning. In addition, the allocation of learning time has become more efficient by the integration of the five techniques into one phase.

By the end of the third cycle, it is finally concluded that the greeting the students and shaking hands with them, asking them about their personal update, and checking their attendance at the beginning of class should not be the specific parts of pacing phase, but rather as parts of ethics of social relation between teachers and students which are highly required to do in every meeting, even not only in hypno-teaching method area.

In the middle of the learning activities, it was also applied the techniques of focusing, affirmation, and leading. These techniques were performed by means of various models all of which were proven to be effective and efficient. They do not spend much time; better than those implemented in the earlier cycles. Among the techniques proven to be more effective and efficient is the focusing model with 'mysterious picture with hidden objects within'. In just a short time it was able to attract the students' attention. So was the case with the 'brain gym'. In addition to its capability to increase the students' focus, it can also improve the students and the teacher's fitness during the learning activities.

At the end of class, the students were again given an intention strengthening, that is called "maintaining the students' strong intention" performed by a closing prayer which is led verbally by the teacher. It is spoken in Indonesian because the students were heterogeneous in religion.

In all the learning activities from beginning to end, the teacher has done the modeling well. In the implementation of this study, it is found that modeling is not a separate stand-alone technique within the area of hyno-teaching method. However, modeling is integrated into the other techniques in the series of hypno-teaching method. For example, in performing pacing, the teacher must always use positive words, good attitudes, and gentle behaviors. So is in the middle of the learning activities; in doing focusing and affirmation, the teacher must still use positive language and good words choices.

Moreover, for facilitating relaxation-and-suggestion, the teacher must also use positive words and gentle sayings that will surely seep into the students' subconscious mind. Relaxation is important to be done by the teacher himself and also for students. The relaxed condition will make students fully concentrate on the instructor's direction, and the teacher will focus on providing the best direction and examples for students during learning (Ismuzaroh, 2013). Condition of the place/space surely determines the success of relaxation-and-suggestion technique. A quiet room will support the students' concentration. In this situation the students will find themselves fully concentrated, comfortable, and serene, so that the induction and suggestion are more easily accepted. By the end of the third cycle, such a required situation could be best fulfilled at the language laboratory.

Based on the reflections at the end of cycle III, there has been found the very suitable method of hypno-teaching which can be efficiently and effectively applied at the XI Science 4 class in order to increase the students' motivation in learning English. Hence, the result of study has answered the first research question, that is, *"How is hypnoteaching method best implemented to enhance students' motivation in learning English at XI Science 4 class at SMA Negeri 3 Kotabumi Lampung?"* and also responded to the first Research Success Indicator, i.e. that this action research will end if the three indicators have been achieved; one of which is:
"There has been developed the appropriate hypno-teaching method which can be applied effectively to enhance students' motivation in learning English at XI Science 4 class."

In conclusion, according to the first accomplishment indicator, this classroom action research can be ended by cycle III. Regarding its finding—the newly developed hypno-teaching method—the researcher has made it into a simple chart which hopefully can give a clear illustration about how hypno-teaching method has been and, moreover, can be implemented more widely in the future.

3.2 Data of the Students' Motivation Improvement

This data presentation answers the second research question, that is *"How is the students' motivation in learning English after the implementation of hypno-teaching method?"*
To solve those problems, there had been established five ideal conditions to conduct. By the end of this study, those conditions have been achieved. There will be presented the observation data and also interview data below to prove that. The interviews were done at the end of each cycle (i.e. cycle I, II, and III). The following is description of the conditions that have been achieved by the students.
a.   *Condition 1.* The students have demonstrated behaviors of readiness since the beginning of class.
This condition can be proven by reviewing the reflection at the end cycle III as follows.

"The initial activity, that is phase of pacing and leading, in which it is integrated the initial-focusing, relaxation-and-suggestion, and building students' strong intention has been proven to be more effective/maximum to improve the students' focus/concentration, mental readiness, and their intention of learning. In addition, the allocation of learning time has become more efficient by the integration of the five techniques into one phase."

Secondly, the result of interview below strengthens that finding. Here is one chunk taken from interview 3.1.

C   :   *Oke. Mulai saja dari kegiatan di awal kelas. Hari ini dan pertemuan sebelumnya bagaimana perasaan kalian di awasl kelas. Sudah lebih siap belajar atau masih memikirkan hal-hal di luar pelajaran Bahasa Inggris? Sekarang saya mau Cici dulu yang menjawab.*

(Okay. Just start with the beginning of class activities. Today and the previous meeting, how do you feel in the beginning of class. Had you been more ready to learn or were still thinking of things outside the English lesson? Now I want Cici answer first.)

S3   :   *Mm... sudah sih bu.* (Um ... Yes, I had been, Ma'am).

C   :   *Adakah faktor khusus yang membuat kamu mudah siap diawal pelajaran; yang dilakukan oleh guru? (*Are there any special factors that made you easy to be ready at the beginning of the lesson; conducted by the teacher?

S3   :   *Iya ada bu. Yang baru, terus beda di pelajaran itu doa dulu sebelum mulai pelajaran. Biasanya kan doa di jam pertama waktu masuk aja.* (Yes, there was, Ma'am. The new one, it was difference in the lesson. It begin with the prayer before starting the lesson. Usually prayer is done at the first hour of the school time.)

C   :   *Ada pengaruhnya doa itu yang kamu rasakan?* (Is there any influence of the prayer that you felt?)

S3   :   *Ada bu.* (Yes, there was, Ma'am.)

C   :   *Apa pengaruhnya yang paling kamu rasakan?* (What is the effect you felt?)

S3   :   *Jadi lebih memperhatikan. Biasanya kan kalau ganti pelajaran kita ngobrol dulu. Tapi ini guru masuk terus ngajak kita kayak atur nafas gitu, konsentrasi terus dikasih sugesti. Kan gak jadi ngobrolnya. Udah doa ya terus dilanjutin pelajaran.* (I became more attentive. Usually during the session shift, we talk to each other first. But this time when the teachercame to class then invited us to manage our breathing, and then made us concentrating and gave us further suggestion. Hence we could not chat anymore. After the prayer then it continued to the lesson.)

b.   *Condition 2.* They have focused/concentrated either to the materials explanation or to the others students' performances.

Among the techniques proven to be more effective and efficient is the focusing model with 'mysterious picture with hidden objects within'. In just a short time it was able to attract the students' attention. So was the case with the 'brain gym'. In addition to its capability to increase the students' focus, it can also improve the students and the teacher's fitness during the learning activities."

The following chunk of interview supports the reflection above.

C   :   *Nah, kalian fokus tidak ketika mendengarkan audio listeningnya. Okta?*

(Well, did you focus when listening to audio listeningnya. Okta?)

S1   :   *Fokus bu.* (Focus, Ma'am.)

C   :   *Cucu*? (Cucu?)

S2   :   *Fokus bu.* (Focus, Ma'am).

C   :   *Cici (*Cici*)*

S3   :   *Fokus banget. Tapi tetap kesulitan. Udah konsen banget dengerin e gak nemuin jawabannya.* (Very focus. But it remains difficult. I had already concentrated in listening, but still did not find the answers.)

c.   *Condition 3.* They have enjoyed doing the learning tasks given by the teacher.

This condition happens within the ongoing learning activity. It was observed that the students enjoyed completing the learning task. This can be proven by quoting a part of the fieldnote as follows.

G memantau aktifitas SS seperti biasa, ia mendatangi SS dari meja ke meja. SS antusias menanyakan kata-kata sulit kepada SS. G pun dengan ramah dan sabar membantu kesulitan-kesulitan SS. G memberikan apresiasi, "Good..., Great..."

("The teacher monitored the students' activities, as usual he approached the students more closely from table to table. The students enthusiastically asked some difficult words they found to the teacher. The teacher kindly and patiently helped them solve the difficulties. The teacher gave appreciation to their dilligence, "Good ..., Great ...")

The achievement of condition 3 can also be proven by this chunk of interview taken from interview:

C : *Betul, tepatnya Expression of asking for and giving suggestion. Terus, kalian senang dengan kegiatan mendengarkan?* (Yes, exactly 'Expression of asking for and giving suggestion'. Go on, are you happy with the listening activities?)

S1,2,3 : *Seneng bu. (Yes, we do, Ma'am).*

S1 : *Apalagi dikasih selingan game.* (Especially when given the game.)

C : *Selain game apa yang dikasih sama guru?* (In addition to games, what's provided by the teacher?)

S3 : *Ini... gambar. Yang aneh. Di dalamnya bisa ada gambar orang tua, bisa jadi juga gambar orang yang lagi gitar.* (It's... picture. The strange one. Within it there are pictures of old men, it could be also seen as an image of a man playing a guitar.)

S1,2 : Iya. (*Yes.*)

C : *Menarik tidak gambar itu?* (Is it interesting?)

S2 : *Ya bu. Kita semua merhatiin.* (Yes Ma'am. We all paid attention to it.)

d. *Condition 4.* They have been more confident in presenting their works or having performances before the others.

The fourth condition also has successfully been achieved, even within cycle II. The students' confidence could be noticed through their eagerness to get the opportunity to practice speaking in front of the class. Here is vignette of the students' eagerness taken from fieldnote.

G mengajak SS lain untuk memberikan tepuk tangan sebagai apresiasi. Kepada pasangan SS pertama tadi, G mengucapkan, "Great! Terima kasih pasangan pertama sudah berani tampil memulai paling awal." G lalu memberikan memberikan kesempatan kepada pasangan SS pertama tadi untuk menunjuk pasangan SS yang harus maju berikutnya. Saat itu beberapa SS sudah tunjuk tangan. Tapi G tetap memberikan kepada pasangan SS pertama tadi untuk memilihnya. Akhirnya terpilih pasangan SS berikutnya.

(The teacher invited others to give applause for appreciation. To the first pair, The teacher said, "Great! Thank you for the first couple had dared to start the earliest." The teacher then gave them the opportunity to appoint the next pair to have the next opportunity. At that time some of the students already pointed their hand. But the teacher still gave the first pair to select one of them. Finally they elected one next couple.)

The students' high confidence can also be proven by this chunk of interview.

R : *Bagaimana dengan Hambali. Waktu di depan bisa ingat semua skrip percakapannya yang sudah dibuat sendiri?* (What about you, Hambali. When you were before your friend, could you remember all the conversation scripts that you had made?)

C1 : *Ingat bu. Lupa-lupa dikit,* (Remember Ma'am. Forget just a little)

R : *Baiklah. Tapi kalian PD ya di depan kelas.* (Okay. But you were confident when standing before your friend, weren't you?)

C1,2 : *PD dong bu.* (Of course, confident, Ma'am.)

By having all the four conditions above achieved, finally it can be concluded that the second research question and the second research success indicator both have been answered and accomplished. In other words, through implementing hypno-teaching method at XI Science 4 class, SMA Negeri 3 Kotabumi, North Lampung, the students' motivation in learning English has been improved.

IV. Discussion

Discussion on the research results is divided into two broad segments, the first, discussion of its relation with other research studies' findings, and second, its relation to the existing theories on hypno-teaching and motivation.

In relation to existing the other studies' findings, the researcher has found one study having similar concern on hypno-teaching application. This study is entitled "*Pengaruh Metode Hypno-teaching dalam Contextual Teaching and Learning (CTL) terhadap Kemampuan Komunikasi dan Analisis Kritis Siswa Kelas XI IPA di SMA Negeri 5 Yogyakarta*" carried out by Latif (2013). This is experimental study aimed at finding the influence of hypno-teaching which is integrated in CTL towards students' improvement in their communicative skill and analytic skill. This found two findings: first, that hypno-teaching and CTL influence the students' communicative skill improvement; and second, first, that hypno-teaching and CTL influence the students' analytic skill improvement.

Comparing to that study, the findings of this action research study has actually made further contribution to the development of hypno-teaching. Latif's study concerns on applying and testing the existing hypno-teaching method which actually, to the researcher's opinion, is still blur since there is no clear procedure of the hypno-teaching application found by the researcher in its literature. The literatures just provide list of techniques which can be used during teaching using the approach of hypnosis. So hypno-teaching in the existing literatures is more likely to be positioned as an approach, not already a method. Meanwhile, this study has finally found a new method of hypno-teaching complete with its techniques integrated within. Hypno-teaching, then, can be called as a method now because of the finding of this research.

The second segment discusses the results of this research in relation to the existing theory on motivation. Regarding literatures on motivation, the researcher takes one most suitable theory which can support the findings of this action research. It is Dornyei's framework of motivational teaching practice in the L2 classroom. Dornyei has coined a systematic and applicable framework of motivational teaching practice in the L2 classroom.

Concisely, the following description represents *the newly developed hypno-teaching method* resulted by this action research. There are two steps namely pacing and leading in the beginning of class. The aim of pacing is to harmonize brainwave between teacher and students. It consists of initial-focusing (to build the students' concentration), relaxation-and-suggestion (to reach the students' alpha brainwave) and opening prayer (to build the students' strong intention to learn). The second step is leading, aimed at creating and upholding class contracts consistently. Two steps consisted of ongoing-focusing to maintain the students' attention and affirmation to maintain the students' motivation are conducted during the ongoing learning activities. In the end of class, there is closing prayer to maintain the students' strong intention to keep learning. And, modeling is performed to give the students' model of good speeches, attitudes, and behaviors at all the way through the learning process.

By reviewing Dornyei's Framework of Motivational Teaching Practice in the L2 Classroom above, in general it can be revealed that actually hypno-teaching method is in line with Dornyei's theory. The following table compares the newly developed hypno-teaching method with Dornyei's theory.

Tabel 1

Comparison between the Newly Developed Hypno-teaching Method and Dornyei's Framework of Motivational Teaching Practice in the L2 Classroom

Hypnoteaching Method	Dornyei's Theory
A. In the beginning of class 1. Pacing: to harmonize brainwave between teacher and students a. Initial-focusing: to build the students' concentration b. Relaxation-and-suggestion: to reach the students' alpha brainwave c. Opening prayer: to build the students' strong intention to learn 2. Leading: to create and uphold class contracts consistently	1. Enhancing the learners' L2 related values and attitudes 2. Increasing the learners' expectancy of success 3. Increasing the learners' goal-orientation 4. Creating realistic learner beliefs 5. Setting specific learner goals 6. Promoting self-motivating strategies 7. A cohesive learner group with appropriate group norms
B. During the ongoing learning activities 1. Ongoing-focusing: to maintain the students' attention. 2. Affirmation: to maintain the students' motivation	1. A pleasant and supportive atmosphere in the classroom 2. Making the teaching materials relevant for the learners 3. Making learning stimulating and enjoyable 4. Presenting tasks in a motivating way 5. Creating learners autonomy 6. Promoting cooperation among the learners 7. Offering rewards and grades in a motivational manner 8. Increasing learner satisfaction
C. In the end of class Closing prayer: to maintain the students' strong intention to keep learning	Providing motivational feedback
D. All the way through the class Modelling: to give the students model of good speeches, attitudes, and behaviours (It is performed all the way through the learning process)	1. Appropriate teacher behaviors 2. Protecting the learners' self-esteem and increasing their self-confidence 3. Allowing learners to maintain a positive social image 4. Promoting motivational attributions

By comparing the researcher's *new hypno-teaching method developed through this research* with the *Framework of Motivational Teaching Practice in the L2 Classroom* by Dornyei, it can be clearly viewed that the development of the new teaching method in this action research is scientifically acceptable.

V. Conclusion and Suggestion

Based on the results of data analysis and discussion in the previous chapter, there can be drawn some conclusions. Concerning the application and development of hypno-teaching method, it has been found the very suitable method of hypno-teaching applied in the English class in order to improve the students' motivation at the XI Science 4, SMA Negeri 3 Kotabumi. Regarding improvement of motivation in learning English, it was found that the students motivation has improved with four indicators as follows, i.e. first, the students have demonstrated behaviors of readiness since the beginning of class; second, they have focused either to the materials explanation or to the others students' performances; third, they have enjoyed doing the learning tasks given by the teacher; and fourth, they have been more confident in presenting their works or having performances before the others.

Some suggestions are directed toward the English teachers, headmasters, and other researchers. First, to improve and maintain the students' motivation, teachers can apply hypno-teaching method developed in this study. Second, to other researchers who are intended to conduct research in teaching method, this study hopefully can give contribution as an additional reference. In fact many senior high school students, particularly in villages or remote areas in Indonesia still have low motivation in learning English. Therefore, it is suggested that other researcher can conduct a further study on the application and development of hypno-teaching method which has more specific purposes and/or area of EFL learning. By doing so, it is hoped that the results of the study can enrich and update English teachers with newly innovative teaching methods.

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