HYPNOLEARNING AS A WAY FOR FIRST-YEAR STUDENTS IN VOCATIONAL HIGH-SCHOOL TO LEARN ENGLISH GRAMMAR

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Abstrak
Penelitian ini bertujuan untuk mengeksplorasi efektivitas dari hypnolearning dalam belajar grammar dan motivasi siswa selama proses pembelajaran tersebut. Penelitian ini adalah penelitian eksperimental yang melibatkan satu kelas siswa X di SMK 8 Makassar dengan menggunakan uji-t dependen (berpasangan). Instrumen yang digunakan untuk mengumpulkan data adalah tes grammar dan kuesioner untuk data motivasi. Berdasarkan hasil penelitian, ditemukan bahwa ada perbedaan yang signifikan antara rata-rata pengetahuan tata bahasa siswa sebelum dan sesudah perlakuan yang dimana p-value 0,00 lebih kecil dari tingkat signifikan 0,05 (5%). Ini berarti bahwa hypnolearning efektif bagi siswa untuk belajar tata bahasa Inggris. Selain itu, motivasi siswa dalam belajar tata bahasa selama implementasi hypnolearning umumnya kuat. Hal ini disebabkan oleh beberapa faktor yaitu kepribadian dosen, penggunaan cerpen, visualisasi dan penyegaran.
Kata Kunci : Hipnolearning, Motivasi, Tata Bahasa

Abstract
This study aims to investigate how well hypnolearning works for teaching English grammar and how well it motivates students to study grammar. This investigation is an experimental study employing the dependent (paired) sample t-test with a single section of first-year students in SMK 8 Makassar. Grammar exams and motivational surveys were utilized as data collection tools. According to the findings, there were statistically significant variations in students' mean understanding of grammar before and after treatment, with a p-value of 0.00 representing a significance level of 5% lower than expected. This indicates that the kids successfully acquired English grammar through hypnolearning. The pupils also generally had high motivation to study grammar during the hypnolearning implementation. The lecturer's personality, the use of short stories, the ability to visualize the material, and the need for a break could all play a role.
Keywords: Hypnolearning, Motivation, Grammar

INTRODUCTION

Students or learners of English are expected to attain three different types of competence throughout the course of their education and learning of the language. These three types of competence are cognitive, emotional, and skills (psychomotor competence). Consequently, educators work hard to ensure that subjects of learning successfully achieve the aforementioned three capabilities. The learning process can be carried out in one of two ways: either from the perspective of the student or the instructor. The role of the teacher is limited to that of a motivator in the student-centered approach. They instill confidence in the learner so that he can deliver the lesson effectively in the classroom. Due to the reality that students come with varying IQ, EQ, and SQ. levels, lessons are intentionally designed to be as flexible as possible. Students who are less motivated to learn, particularly English, have their teachers to thank for rekindling their interest in the subject.

According to Yustisia (2012) the term "hypnolearning" or "hypnoteaching" is derived from the combination of two words: "hypnosis" and "teaching." The use of Hypnosis in the classroom is an attempt to hypnotize pupils into performing at a higher level. In hypnoteaching, an effort is made to lower the frequency of students' brain waves to make them feel more relaxed and suggest that they take in more positive values. Based on this statement, it is possible to conclude that hypnolearning increases the amount of brain energy used during the learning process, which increases the amount of relaxation experienced by the learner.

Knippner (1966) says that hypnolearning is a way to teach information to students through an unconscious process that can get them interested in learning again. From this, you can figure out that hypnoteaching is a trick or way to show learning materials so that students are interested in learning and don't even realize they are doing it. Jaya (2010) on the other hand, says that hypnoteaching

includes both the conscious and unconscious minds. Hypnoteaching is a way to teach that is artistic and imaginative. Before learning was put into place, students were already trained to learn.

The key to successfully achieving learning objectives is motivation. Strongly motivated students are more likely to succeed in their academic endeavors. One of the components of emotional intelligence is motivation. To boost learning motivation, numerous initiatives have been made by multiple parties, ranging from the supply of engaging learning resources to cutting-edge techniques. Fowler (1961) suggests the following elements that makeup hypnoteaching:

a. Teacher appearance; physical aspect is the first step a teacher must take to succeed in the teaching process. The teacher must always appear orderly, as a good appearance will boost their confidence. The attractiveness of a pupil will attract their attention.

b. Teachers must elicit high levels of empathy from their students. This can be accomplished if instructors treat students with respect. Even though he is a naughty pupil, he respects the teacher, who has also shown him appreciation.

c. Empathy and sympathy teachers must have empathy and sympathy for their students. Through compassion, instructors will always attempt to assist students experiencing difficulty. A teacher with a strong sense of empathy for his students will not remain mute if he observes a disturbance in the classroom or students acting strangely.

Hypnolearning, often known as hypnoteaching, is one of the most recent approaches to teaching or learning English grammar. Based on the terms employed, hypnoteaching is an effort to teach students using the hypnotic process to facilitate student improvement. In hypnoteaching, an effort is made to lessen the frequency of brain waves so that students become relaxed and more suggestive in capturing positive values. This is done with the goal of improving learning.

Acha (2019) stated that there are several perks to using hypnolearning methods:

a. Both teachers and students have fun when they learn.
   Teachers can use a wide range of creative games to get students interested in learning.

b. Teachers learn how to handle their feelings better.

c. Learn how to help teachers and students get along well with each other.

d. Teachers can help students who have trouble learning by getting to know them as people.

e. Using hypnoteaching games can get students more interested in learning.

f. Teachers can help their kids get rid of bad habits.

Based on the preceding context, this study focuses on two issues: first, whether the implementation of hypnolearning is effective for learning grammar, and second, whether students are highly motivated to learn grammar through hypnoteaching.

METHOD

This research was conducted for first-year students in SMK 8 Makassar. There were 32 students in total. The research design is pre-experimental, namely, configuration-dependent samples t-test, which includes a pretest, treatment, and post-test (Mills and Gay 2019). Two kinds of instruments are used in collecting data: 1. an English grammar test and (2) a questionnaire to capture motivation data to learn grammar. The teaching procedure used in the treatment is as follows:

1. Preparatory level
   The teacher tells students to chant together to concentrate students' minds on the subject matter that will be introduced by the teacher, especially when starting learning. The activity made the teacher coordinate the students when holding yelling. When the teacher sees that the student's concentration begins to be disturbed, the teacher can use techniques to restore the student's concentration.

2. Content level
   At this level, the teacher seeks to regulate emotions. At its core, everyone has feelings that can change at any time, including students in class. They also have differences in emotions. Therefore, there must be a way to manage emotions at a certain time. The emotion clock serves to train students to control their emotions. The emotion clock can be divided into three or four parts. Students are told to calm down and pay attention because the teacher will give them some very important questions to solve.

   a. Students are encouraged to talk about the problem that was just brought up.

   b. Students are encouraged to let their feelings out. Students can laugh, talk to a friend briefly, and take a breather for a certain amount of time. One important thing to remember is that teachers can control how students act so they don't bother other students.

c. When students learn actively, they can deal with their feelings. The teacher can talk to the class head about it and work out a plan. So, it is also up to the class leader to make sure that friends keep these hours.
d. Praise kids when they do something right.
e. This way can help students see, hear, say, and do things because the material they rotate helps them understand what they just learned.
f. Give questions and answers that can help students do better while they are learning. Students are getting more and more interested in learning. The teacher's questions are like magic spells that can get students excited and motivated to answer them.

FINDINGS AND DISCUSSION

The findings of statistical calculations performed with SPSS and using the statistical formula-dependent (paired) sample t-test revealed that the mean from before and after treatment witnessed an increase in the standard after hypnoteaching treatment, which increased from 29.7 to 60.5. This was demonstrated by the results showing that the increase occurred after hypnoteaching treatment.

Paired sample correlations provide a coefficient correlation value between two variables and a significance level value for the two-tailed test that will test the hypothesis that the coefficient correlation is comparable to zero. In other words, paired sample correlations provide both a coefficient correlation value and a significance level value. The study of these data has also revealed that the correlation value is 0.15, and the P value for two tails is 0.43. Both of these findings can be taken from the analysis. There was no significant relationship between the before and after tests.

Calculating the difference between paired values, or in this case, the values of the before and after variables resulted in the statistical result referred to as the Paired Difference. A confidence interval of 95% is provided along with the mean, standard deviation, and standard error of the mean difference. The outcomes of the t-test are presented here as well, in the table. The result of the T-test was -12.08, and there were 27 degrees of freedom. The p-value with two tails of 0.00 is lower than the 5% or 1% significance limit.

As a result, the null hypothesis can be rejected at the level of 5%, which indicates a change in the typical output of first-year students who learn structure through hypnoteaching after enrolling in the program. Therefore, it is arguable that there is a considerable difference between the mean value of prates and post-tests, which indicates that H1 is accepted. At the same time, H0 is rejected as a viable alternative.

Data on student motivation in learning supplements the inferential approach presented above. Outstanding student motivation covers a variety of characteristics derived from students' qualities so that students are inspired to engage in English learning activities. These motivators include students' conviction in the existence of linguistic talent, attitudes toward English, desire for English mastery, attitudes toward English grammar lessons, and positive self-evaluation. Based on the 18 items in the motivation questionnaire, student grammar learning motivation is quite high in promoting learning achievement. One example is that students generally have a strong determination to excel in class, with 82.14% (23) choosing to strongly agree with the idea and 62.06% (18) having a positive attitude toward learning English. Namely, they are encouraged to face challenges in learning (persistence). They are unlikely to be disheartened because 55.17 (16) believe they have English language talent. More details can be seen in the following table:

Tabel 1. Data on student

No	Variable	Percentage
1	Achievement Determination	82,14% (23)
2	Persistence in learning	62,06 9% (18)
3	Self-evaluation in Language Talent	55,17 (16)

This experimental investigation with a single sample tracked the mean difference in English grammar test results before and after learning with a hypnoearing strategy. The test results were compared to each other. The fundamental concept of hypnolearning is how to construct a classroom setting and a pleasant learning environment for the purpose of making pupils feel at ease while they are learning, in particular when it comes to the English language. This relaxing environment is maintained by several elements, one of which is how professors instruct pupils to appear hypnotized

while maintaining their undivided concentration on learning.

Picture 1: Students are learning English through hypnolearning method

When students become bored with highly mechanical grammar material, instructors provide enjoyable activities, such as singing or fascinating stories, so the atmosphere becomes more fluid again (Budiarso 2016). Occasionally, instructors also instruct students to stand and exclaim to stretch their muscles and combat mental fatigue. This is crucial to the instructing and learning process, also known as an icebreaker. Such conditions can sustain students' interest in learning until the end of the lecture. Consequently, students who are acquiring English grammar can attain a higher level of proficiency. This is highly relevant to Stinson as claimed in Hamzah (2008) that hypnolearning has several advantages, namely (a) learning activities are more enjoyable for both students and lecturers; (b) learning activities attract students' attention through various creative games applied by lecturers; (c) lecturers can regulate their emotions; and (d) learning can foster harmonious relationships between lecturers and students.

The inclusion of humor in the tenses learning material makes grammar exercises more engaging. Since the learning environment generates familiarity or closeness between instructors and students, this hilarious material might evoke a happy interaction between students and lecturers. The lecturer facilitates students' comprehension of the humor material if they need help, allowing them to fully appreciate the humorous ambiance.

This is one aspect that contributes to the extremely encouraging patterns of student learning motivation. Students, in general, are very motivated to perform exceptionally well in their classes (Gardner and Lambert 1972). They have a constructive outlook on the learning process, do not allow themselves to become disheartened in the face of challenges associated with learning, and are generally assured of their linguistic ability. This idea is a significant asset for successful learning since those who hold it do not experience any sense of inadequacy when selecting study programs or majors. For pupils to experience internal and external incentives, the emphasis is on internal motivation. According to Uno (2008), these two varieties of motivation serve the functions of a driver to do something, a trigger in carrying out activities, and an activity manager.

CONCLUSION

Based on the data analysis, the following conclusion can be drawn:

1. Using hypnolearning or hypnoteaching is highly effective for teaching English grammar to students who find it tedious and mechanical.
2. Students are highly motivated to learn grammar through hypnolearning because they enjoy learning grammar through this method.

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