



THE INFLUENCE OF HYPNOTEACHING STRATEGY AND READING MOTIVATION TOWARD STUDENTS' READING ABILITY

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Accepted :

05 January 2022

Published :

10 July 2022

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ABSTRACT

This study concerned with the influence of hypnoteaching strategy and reading motivation towards students' reading ability. This study applied 2x2 (two by two) factorial design method. The sample was 60 students that divided into two groups. There were 30 students as experimental group and 30 students as control group. The data were collected by using a questionnaire and written test with multiple choice questions that analyzed by using t-test and two-ways Anova. The findings showed that (1) there was significant different in reading ability between the students who had high reading motivation and low reading motivation taught by using hypnoteaching strategy and no experimental treatment (2) there are interaction effects of hypnoteaching strategy and no experimental treatment, and (3) hypnoteaching strategy can be utilized to promote and contributes the reading ability of the students. It could be concluded that hypnoteaching strategy and reading motivation showed significant role to improve students' reading ability on narrative text.

Keywords: *Hypnoteaching Strategy, Reading Motivation and Ability.*

INTRODUCTION

Various languages are spoken by humans as tools to communicate with other people. One of the languages is English. English has become international language for unite all the varieties. Moreover, according to (Richards,2001:2) quotes that English is the language of globalization, international communication, commerce and trade, the media and pop culture, different motivation for learning it come into play. This is the reason English is taught as a foreign language in Indonesia.

As we know, there are four skills in English: speaking, listening, reading, and writing. One of them is reading as passive or receptive skill. According to (Johnson,2008:3) states that Reading is the practice of using text to create meaning. If there is no meaning being created, there is

no reading taking place." It means, the point of reading is to understand the content of written text and we will have difficulties to know what the meaning of something without reading. Therefore, one of the most important skill in English is reading which students are required to master if they want to learn something.

Teaching reading is not an easy task to do because the students do not only read the words, sentences, paragraphs, and texts but also should understand of what they have read. The students think that reading is a difficult task and uninteresting skill for them.

Based on (Salami,2017:36) says that Hypnoteaching is a combination of two words, namely hypnosis which means suggesting and "teaching" which means teaching. So, it can be interpreted that

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hypnoteaching is "hypnotizing/suggesting" students to be smart and make all children become stars. Hypnoteaching is a teaching strategy that increases student motivation and learning quality.

It means, hypnoteaching strategy is one of teaching method that boosts students' enthusiasm and students' learning quality. The student's have motivation to learn will make them excited to know about the knowledge.

LITERATURE REVIEW**Concept of Hypnoteaching Strategy**

Hypnoteaching is one of the creative strategy that the teacher provides suggestions to the students so that they can easily get the knowledge and increase their knowledge in learning process.

Concept of Motivation

The concept of reading motivation to understand why individual choice to do reading activity or not to do. Then, by having motivation, they will have a strong encouragement while they are reading, because motivation is one of the important key in reading.

Concept of Reading Ability

Reading ability is an activity to get informations and knowledge as important as other skills in language through the written text.

Concept of Narrative Text

Narrative text is a text to tell about the kinds of texts that could make the students entertain and it can improve their skill through the text.

RESEARCH PROCEDURE

In this research, the writer used 2 x 2 (two by two) factorial design because there were two factors (hypnoteaching strategy and reading motivation) and two levels (low and high motivation). In addition, Creswell (2012:311) claims that The purpose of this design is to study the independent and simultaneous effects of two or more independent treatment variables on an outcome. The design of this study is as followed by:

TABLE 2.1**2X2 FACTORIAL DESIGN**

Experimental Group	R O1 X Y1 O2
Control Group	R O3 C Y1 O4
Experimental Group	R O5 X Y2 O6
Control Group	R O7 C Y2 O8

Source: (Fraenkel, et al (2012, p.277))

In which:

- R refers to random all samples of groups encompassing experimental group and control group are selected at random.
- X refers to teaching treatment experimental group using hypnoteaching strategy.
- C refers to teaching without treatment.
- O refers to observed variables (O1, O3, O5, O7, and O2, O4, O6, O8).
- O1 and O3 refers to pre test for experimental group and control group in high reading motivation.
- O2 and O4 refers to post test for experimental group and control group in high reading motivation.

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- O5 and O7 refers to pre test for experimental group and control group in low reading motivation.
- O6 and O8 refers to post test for experimental group and control group in low reading motivation.
- Y1 refers to students with high reading motivation.
- Y2 refers to students with low reading motivation.

This design is a design of the study where the sample is taken randomly (R). After selecting the sample of the study, the writer gives a test called pre test (O1). Before giving Post test (O2), the writer gives treatment (X) for experimental group. moderator variables are students' high reading motivation and low reading motivation. Meanwhile, the control group is taught with no experimental treatment (C). The design related to the study is called 2 x 2 designs and it can be illustrated below:

In descriptive statistic, the students's pre-test and post-test scores is analyzed to know the spreading scores of the students' pre-test, post-test, and questionnaire scored in experimental and control group including the score of median, mode, standard error of means, standard deviation, minimum and maximum score.

Normality Test

The normality test is used to find out whether or not samples taken from the same population is normal. According to (McCormick and Jesus, 2015:350) claims that Normality is the degree to which the values match the normal distribution. In analyzing the normality test, the data is obtained from students' motivation questionnaire and the students's reading achievement test. Then, the writer used SPSS 20 to test the normality of data distribution. Kolmogorov-Smirnov is used to know whether the data is normally distributed or not. The data is normally distributed if the

value is higher than significannce level $\alpha = 0.05$.

Homogeneity Test

Homogeneity test is to find out the sample in same variances. To determine whether the students' score is homogenous or not.

Independent Sample t-test

In this study, the writer uses independent sample t-test for the analyzing the data. According to (Field,2009:325) quotes that Independent-means t-test: This test is used when there are two experimental conditions and different participants were assigned to each condition (this is sometimes called the independent-measures or independent-samples t-test). Therefore, the writer compared the result of the students' post test score in the experimental and control groups.

Dependent Sample t-test

Paired sample t-test sometimes called dependent sample t-test. It is supported by (Field,2009:325) states that Dependent-means t-test: This test is used when there are two experimental conditions and the same participants took part in both conditions of the experiment (this test is sometimes referred to as the matched-pairs or paired-samples t-test). It means, the paired sample t-test used to find that there was significance differences between the students' achievement in the pre – test and post – test and this experiment only 1 class or same participants.

METHOD**Questionnaire**

According to (McMillan and Schumacher, 2010:195) claims that Questionnaire is relatively economical, has the same questions for all subjects, and can ensure anonymity. In collect the data, the

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writer use questionnaire to acquire information about high and low motivation in reading. Moreover, the writer will categorize students reading motivation in intrinsic motivation and extrinsic motivation.

Test

In this study, the writer used written test in the form of multiple choice questions to the students (experimental group and control group). It is supported by (Richard and Scamhardt, 2010:591) quotes that Test is any procedure for measuring ability, knowledge, of an instrument to reach the objective.

The writer gave two tests to the students were pre-test and post test. Pre-test is administered for experimental group and control group before treatment, post-test will give to the students after treatment in order to know the result of treatment given. Before the test administered, the validity and reliability of the test items are first.

RESULTS AND DISCUSSION

First, the calculation of the t-test analysis showed that there is significant difference in reading ability between students with high reading motivation who were taught by using hypnoteaching strategy with those who were taught with no experimental treatment. There are several factors that influence different students' reading ability who had high reading motivation in experimental group and control group, such as curiosity and challenge factors. From the result of questionnaire, the student's who had high reading motivation in experimental group was curious about new word or vocabulary. It can make the students know about the meaning of new vocabulary what they have read, meanwhile the control group was opposite. Beside that, challenge component. The students who had high reading motivation in experimental group was

pleasure to do things well and promote their competence in a field of the study, meanwhile the control group was opposite. Moreover, the result of the calculation same as previous related study (Zuhri and Sukarnianti, 2015) entitled "Using Hypnoteaching Strategy to Improve the Students' Writing Ability". The result of their study is the calculation showed the students' ability after applying hypnoteaching strategy is significantly improve.

Second, the calculation of t-test analysis found that there is significant difference in reading ability between students with low reading motivation who were taught by using hypnoteaching strategy with those who were taught with no experimental treatment. There is a factor that influence different students' reading ability who had low reading motivation in experimental group and control group. It is self-efficacy. From the result of questionnaire, the students' self-efficacy who had low reading motivation in experimental group is better than control group. It is caused by hypnoteaching strategy made them motivated and active in learning. Meanwhile conventional technique made them have less motivate in learning. Moreover, the result of the calculation same as previous related study (Abuhaer, et al, 2020) entitled "Using Hypnoteaching Method to Improve Learning Motivation and Speaking Skill of the Students of SMAN 3 Pangkajene." The result of their study is hypnoteaching method can improves students' motivation in learning.

Third, the calculation of t-test analysis found that there is significant difference in reading ability between students with high reading motivation and those with low reading motivation who were taught by using hypnoteaching strategy. There are several factors that influence different students' reading ability who had high and low reading motivation in experimental group such as curiosity and challenge

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factors. From the result of questionnaire, the students who had high reading motivation in experimental group was curious about the meaning of new vocabulary. It can improve their skill to comprehend the text, meanwhile the students who had low reading motivation in experimental group is less curious to know about the meaning of the text. Beside that, challenge factor. The students who had high reading motivation in experimental group is more active and motivate to learn than the students who had low reading motivation to promote their skill. Moreover, the result of the calculation same as previous related study (Lismalinda & Moriyanti, 2019), entitled "The Influence of Hypnoteaching Method on Student's Reading Motivation and Achievement in Secondary". The result of their study is there was significant influence of hypnoteaching method on students' reading motivation.

Fourth, the calculation of the t-test analysis found that there is significant difference in reading ability between students with high reading motivation and those with low reading motivation who were taught with no experimental treatment. There is a factor that influence different students' reading ability who had high and low reading motivation in control group. It is challenge factor. It caused by intrinsic motivate of the students' who had high reading motivation in control group is better than the students' who had low reading motivation in control group.

Fifth, the calculation of analysis by using two-way ANOVA showed that there is the interaction effects between hypnoteaching strategy and students' reading motivation. The writer found that hypnoteaching strategy is effective and appropriate for one certain group (the students who had high reading motivation group). In conclusion, students' reading ability was not only caused by hypnoteaching strategy but it was also caused by the students' reading motivation.

CONCLUSION AND SUGGESTION**Conclusion**

1. There is significant difference in reading ability between students with high reading motivation who were taught by using hypnoteaching strategy with those who were taught with no experimental treatment toward seventh grade students at MTs Al-Amalul Khair Palembang.
2. There is significant difference in reading ability between students with low reading motivation who were taught by using hypnoteaching strategy with those who were taught with no experimental treatment toward seventh grade students at MTs Al-Amalul Khair Palembang.
3. There is significant difference in reading ability between students with high reading motivation and those with low reading motivation who were taught by using hypnoteaching strategy toward seventh grade students at MTs Al-Amalul Khair Palembang.
4. There is significant difference in reading ability between students with high reading motivation and those with low reading motivation who were taught with no experimental treatment toward seventh grade students at MTs Al-Amalul Khair Palembang.
5. There is the interaction effects between hypnoteaching strategy and students' reading motivation toward seventh grade students' reading ability at MTs Al-Amalul Khair Palembang.

Suggestions

1. To The Teacher of English
 - The teachers of English can apply the strategy for reading ability because the strategy can help the students produce their ideas, ask and answer the questions directly. In order to make the students are

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active, enthusiastic, and enjoyable during the lesson.

- Hypnoteaching strategy can be used when the students feel bored in the classroom. The use of hypnoteaching strategy is an appropriate strategy to solve the problem. Moreover, it can create the active class and active students during the lesson and reach the students' reading ability.

2. To The Students

- The students should involve when the lesson begins because the use of hypnoteaching strategy will create the active students. It can improve the students' ability, curiosity, and enthusiasm in learning process.
- The students should read a lot in English texts because it will increase their prior knowledge. While the use of hypnoteaching strategy will help them to answer the questions.

3. To Other Researchers

- The writer hopes that the other researchers could get more the knowledge deeper about how to use, teach, and do research in reading narrative texts by using hypnoteaching strategy.
- The writer hopes this hypnoteaching strategy can be a reference for researchers to find interesting ways in learning process especially in reading.

4. To the Institution

- The seventh grade students of MTs Al-Amalul Khair Palembang should use hypnoteaching strategy in learning process to make them active, interested, and increase the knowledge

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