

THE INFLUENCE OF HYPNOSIS LEARNING STRATEGIES AND MOTIVATION ON READING COMPREHENSION OF FIFTH-GRADE STUDENTS

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Abstract: *The purposes of this research were to discover: (1) the difference in the ability of reading comprehension of the fifth students who received Hypnosis Learning and of the students who were no, (2) the difference reading comprehension of the students who have high and low motivation, (3) the interaction between the application of hypnosis learning students' motivation against their reading comprehension. This experimental research was carried out using simple random sampling. The subjects of research were grade 5 students of a state-run elementary school in Sidoarjo, Indonesia. in the school year of 2017/2018 consisting of five classes of 187 students. There were four classes as the research subjects; two classes as the experimental and two classes for the control groups. The total number was 147 students. The research hypothesis was tested using ANOVA. The results of this research indicated that: (1) there was a significant difference in reading comprehension of fifth-grade students who got Hypnosis Learning and those who did not ($F\text{-value} = 130.203$, $p = 0.000$). From the average score in the reading comprehension, the students who got Hypnosis Learning had an average score of 86.44 higher than students who did not (79.00), (2) there was a significant difference in reading comprehension of the students who had high motivation of learning and the students with low one ($F\text{-value} = 26.426$, $p = 0.000$), (3) there was an interaction between the application of hypnosis learning and motivation towards the students' reading comprehension, with $F\text{-value}$ of 4.011 and significance level of 0.047*

Keyword: *Hypnosis Learning, Motivation, Reading Comprehension.*

Abstrak: Tujuan dari penelitian ini adalah untuk menemukan: (1) perbedaan kemampuan membaca pemahaman siswa kelas V yang menggunakan Hypnosis Learning dan siswa yang tidak, (2) perbedaan kemampuan membaca pemahaman antara siswa yang memiliki motivasi tinggi dan rendah, (3) interaksi antara penerapan pembelajaran hypnosis dan motivasi belajar dan terhadap kemampuan membaca pemahaman. Penelitian eksperimental ini dilakukan dengan menggunakan sampling acak. Subjek penelitian adalah 147 siswa kelas 5 di dua sekolah dasar negeri di Kabupaten Sidoarjo tahun ajaran 2017/2018 yang terbagi dalam dua kelas sebagai kelompok eksperimen dan dua kelas untuk kelompok kontrol. Hipotesis penelitian diuji dengan ANOVA. Hasil penelitian ini menunjukkan bahwa: (1) terdapat perbedaan yang signifikan dalam kemampuan membaca pemahaman siswa kelas V yang mendapat Hypnosis Learning dan siswa yang tidak ($F\text{-value} = 130,203$, dengan sig. = 0,000). Dilihat dari skor rata-rata dalam kemampuan membaca pemahaman, siswa yang mendapat Hypnosis Learning memiliki skor rata-rata 86,4444 lebih tinggi daripada siswa yang tidak mendapatkannya sebesar 79,00, (2) terdapat perbedaan yang signifikan antara siswa yang memiliki motivasi tinggi dan siswa dengan motivasi belajar rendah terhadap kemampuan membaca pemahaman ($F\text{-value} = 26,426$, dengan sig. = 0,000), (3) terdapat interaksi antara penerapan pembelajaran hypnosis sebagai strategi pembelajaran dan motivasi terhadap pembelajaran kemampuan membaca, dengan nilai $F = 4,011$ tingkat signifikansi 0,047.

Kata Kunci: Pembelajaran Hipnosis, Motivasi Belajar, Pemahaman Bacaan.

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INTRODUCTION

English is the local content subject in elementary school. English is not liked by the students because it is very difficult to learn (Souriyavongsa & Rany, 2013). The students get bored if there is English lesson thus lowering motivation of students in learning. Teachers are also less creative in using teaching methods (Ahmed, 2015). It was experienced by the students of grade 5 of two state elementary schools in Sidoarjo, Indonesia, SDN Tropodo 2 and SDN Waru I.

Learning process must be enjoyable and as comfortable as possible so that students like to learn. Teacher must be creative in transforming the lesson that strategy so that it can increase the value of the minimum criteria of mastery learning (known as *Kriteria Kelulusan Minimal or abbreviated as KKM*), examinations etc. Learning the English language in particular is very useful and helpful. The language is very important in people's lives. With the language they can interact with other people, share experiences, learn from others and learn the science that always develops, until it can improve the intellectual ability.

It is widely known that English subjects are to develop skills in reading, listening, speaking, and writing which of these skills emphasized at the reading skills. Language skills are required for reading skills. By reading the other language skills then interconnected or with others, and cannot be separated (Ninsuwan, 2015). It is therefore necessary to develop reading skills with Hypnosis Learning strategies in the form of encouragement to cultivate motivation of study and students' ability in understanding readings.

With relevance to the decoding process with a specific meaning, then the main requirement that must be mastered by readers is that they should have the

ability in understanding the language and word meanings are more emphasized at the primary school levels (Syafi'ie, 1999). The ability of students primarily in English lessons was very minimal. With the sense of students still have difficulty in understanding the content of the readings, because there are still some words that are unfamiliar for them.

According to Almatin (2010) stated that the strategy, hypnosis learning is one of the learning model that is believed to be able to increase the liveliness of students in receiving learning materials from a teacher. Hypnosis learning is a learning that is designed to create a comfortable and pleasant situation in a controlled environment, for admission to the subconscious mind.

There have been numerous studies on hypnosis treatments within cognitive and clinical neuroscience (Jansen, et. al., 2017). They have shown that Hypnosis treatments have demonstrated efficacy for various conditions and have called for further research to determine the clinical range of hypnotherapy (Cowen, 2016). This research, however, deals with the hypnosis in relation to the educational field.

According to Baron and Scunk in Slavin (2006), motivation is an internal process that activates, guides and maintains behavior within a certain period. In teaching and learning activities, motivation can be said as the driving power in one's self to provoke students learning activities and ensure the continuity of learning activities in order that the desired goals by the subject of the study can be reached. There are two kinds of motivation:

1) Intrinsic Motivation

Intrinsic motivation is a circumstance that comes from deep within her own students that can push into a learning action (Shah, 1999:) including the

intrinsic motivation of students are enjoying the material and the material response to their needs, for example for the future lives of the students concerned. In terms of the purpose learning activity, intrinsic motivation is intended to reach purpose contained in the learning activity.

2) Extrinsic Motivation

Extrinsic motivation is a thing circumstance that come from outside the individual student encouraging him to conduct the learning activities. The extrinsic motivation can help students to learn. Sardiman (2012) states that no matter how good the potential children that include intellectual ability or material being taught and learning tools in full, but if students are not motivated to learn, then the learning will not take optimal.

Lack or no motivation, whether it is internal or external, will cause students to lose enthusiasm in learning process. A good motivation in learning will show good results. Thus, the more learning motivation of the students, then the higher learning activities undertaken by students so that student learning is becoming increasingly successful.

RESEARCH METHOD

This experimental research involved control and experimental groups. Group experiments, research sources are taught with the hypnosis learning model, while the research subjects in the control group were taught without using hypnosis learning model. The selection of groups in this study was done by random and manipulating the conditions. Figure 1 summarizes the research design

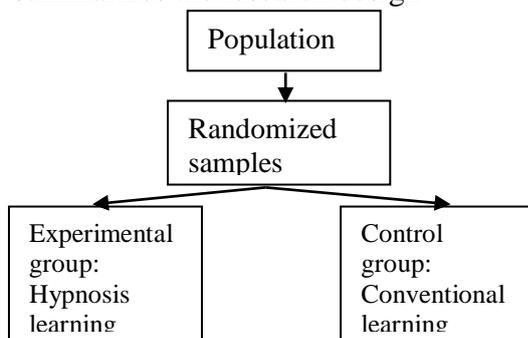


Figure 1 Research design

The population in this research is all of the grade V students of the elementary schools in Sidoarjo in the 2017-2018 school year. The grade V students of the former school are divided into 3 classes with a total of 128 students. While the grade V students of the latter school consists of two classes with a total of 57 students.

The selection of the sample in this study used a simple random sampling techniques (simple random sampling). According to Sugiyono (2013) random sampling means that sampling techniques give the same opportunities to all members of the population to be selected as a member of the sample. The random sampling assigned to students of the former school resulted in 90 students then they were divided into two groups, the experimental group and the control group and a total of 57 students of the latter school were divided into two groups, the experimental and control groups.

There are three procedures performed in this experiment by the researchers, they are: (1) pre-experiments, (2) experiments, (3) post experiments. In the pre-experiments, the researchers identified problems, determined the learning model (hypnosis learning) for teaching reading comprehension in English in the Elementary School classroom. The researchers also conducted field studies in order to get an overview of a wide range of information and data. To support the study of field the researchers also hold the study of librarianship, and arranged the preparation plan of learning to implement the learning methods with hypnosis learning.

To obtain the required data, the researchers used the test. The test was a spate of questions or exercises or other tools used to measure intelligence skills, knowledge, abilities or talents that are owned by individuals or groups (Arikunto, 2006:139).

Data analysis in this study used the two-way analysis of variance. The author

chose the hypothesis testing using the two-way ANOVA because it has advantages in terms of the ability to compare between variable and also a repetition. The two-way ANOVA was done to test the influence of learning activities method and motivation on the ability of reading comprehension.

RESULTS AND DISCUSSION

The results of the two-way ANOVA which are obtained are summarized and presented in the following table:

Table 2: results of two-way ANOVA

Tests of Between-Subjects Effects					
Dependent Variable: Kemampuan Reading Comprehension					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	2384.408 ^a	3	794.802	65.806	.000
Intercept	955500.	1	955500.208	79110.605	.000
X1	1572.5	1	1572.594	130.203	.000
X2	319.1	1	319.175	26.426	.000
X1 * X2	48.4	1	48.446	4.011	.047
Error	1727.158	143	12.078		
Total	1010000.01	147			
Corrected Total	4111.565	146			

a. R Squared = .580 (Adjusted R Squared = .571)

Based on the results of the analysis above it was then used for hypothesis testing research. For the purposes of the summary of his hypothesis testing as follows:

The results of testing on the first hypothesis is in compliance with the criteria of hypothesis testing, the results show the value of significance of ≤ 0.05 (5%), means the coefficient F value is significant. Based on these results it can be concluded that the working hypothesis (Ha) received, null hypothesis (Ho) was rejected. So in conclusion: "There is a significant influence on the ability of reading comprehension of students who got Hypnosis learning with students who are not got Hypnosis learning."

The results of testing on the second hypothesis is in compliance with the criteria of testing a hypothesis that has been established, the above results demonstrate the value of significance of ≤ 0.05 (5%), which means the coefficient F

value is significant. Based on these results it can be concluded that the working hypothesis (Ha) was accepted, null hypothesis (Ho) was rejected. So it can be concluded: "There is a difference in understanding reading comprehension among students who have learning motivation high and low learning motivation".

The results of testing on the third hypothesis is in compliance with the criteria of testing a hypothesis that has been established, the above results demonstrate the value of significance of ≤ 0.05 (5%), which means the coefficient F value is significant. Based on these results it can be concluded that the working hypothesis (Ha) was accepted, null hypothesis (Ho) was rejected. So it can be concluded: "There is interaction between the application of learning strategies and motivation towards ability of reading comprehension using hypnosis learning".

In implementing the strategy of Hypnosis Learning the teacher argued that orientation and working procedures as the opening with activities of delivering learning objectives would be achieved in the basic competence. At the core of learning activities, the teachers applied Hypnosis learning strategies by giving the stimulation, asking and answer, inviting students to analyze, identifying problems while the closing activity allowed the learners do class discussion along with teachers and students making conclusion as the establishment.

The results of this research show that there were differences in students' reading comprehension achievement in the classroom that is using Hypnosis learning strategies and using lectures. They are consistent with Wark (1996; 2011) suggesting that the self-hypnosis significantly affected 51 college students enrolled in a 10-week course on efficient learning skills and that learning would be easier under hypnosis may have motivated the subjects to work harder, enhanced the laboratory learning task efficiency,

concentration and motivation to study. There was also evidence that hypnosis may be used to increase higher level cognitive processes such as reading speed and listening.

Another similar result was shown in Arwadi et. al. (2018). The findings of this study revealed that the implementation of the hypnoteaching learning models, i.e., the model make students feel relaxed on their bodies and their minds, easy to understand the subject matter, feel excited in attending the lecturers, easy to control themselves, and overcome their nerves. These student responses were obtained from the questionnaire where the students revealed their appreciation in terms of the enhancement of reading skills through hypnosis learning, Based on the validation analysis, the model is categorized as valid, practical, and effective model.

CONCLUSION

The present research attempted to find out the differences in the elementary students' reading comprehension achievements obtained from the hypnosis and usual learning. From the explanation it can be concluded that the application of an appropriate learning method can raise the motivation of students. Instead, someone who has a high motivation will have an effect on the ability of reading comprehension. It is clear there is a strong interaction between the use of learning methods and motivation towards the ability of reading comprehension.

Specifically, the conclusion is: (1) there was a difference in the ability of reading comprehension of students who got hypnosis learning with students who did not get hypnosis learning on subjects English language grade V of the two elementary schools; (2) there was a difference in understanding reading comprehension among students who had high and low learning motivation on the English Language subjects of grade V the two elementary schools (3) there are interactions between the application of

learning strategies and motivation towards learning hypnosis ability of reading comprehension in the English Language subjects of grade V of the two elementary schools. .

Finally, it is suggested for the next researcher interested in the object of this research, the findings of these studies provide input for designing a research that will be done, and be able to develop and dig deeper aspects relating to Hypnosis Learning strategies.

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