

**THE EFFECT OF HYPNOTEACHING INTEGRATED EXTENSIVE READING TO
IMPROVE STUDENTS' WRITING SKILLS
(A QUASI EXPERIMENTAL AT THE TENTH GRADE STUDENT'S OF SMA N 6
BENGKULU TENGAH)**

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ABSTRACT

The low writing ability of students is influenced by various factors including the lack of use of learning media and learning models. The purpose of this study was to determine whether or not there is a significant achievement of using hypnoteaching integrated with extensive reading on students' writing skills at SMA N 6 Bengkulu Tengah. The type of research used is quasi-experiment. The population of this study were tenth grade students at SMA N 6 Bengkulu Tengah. This study used purposive sampling technique in determining two classes as samples, class X1 consisting of 30 students as the control class and class X2 consisting of 30 students as the experimental class consisting of 30 students as the experimental class. Writing test data were taken from control and experimental class students collected by two tests, namely pre-test and post-test. First, the researcher gave a pre-test to both classes. After that, the researcher gave a post-test to both classes. Pre-test and post-test scores are collected from the essay test. The findings of this research indicate that teaching students' writing skills using a hypnoteaching strategy integrated with extensive reading is very effective. The average pre-test score for the experimental class was 34,00 and the post-test was 68,83. This is proven by the calculated t value (0,231) and t table (2,069) which is greater than the table at the 5% significance level. Next, the hypothesis test obtained a 2-tailed sig (p) of 0.00 while alpha (α) was 0.05 ($0.00 < 0.05$). This means that H_0 is rejected and H_1 is accepted. So, the use of an hypnoteaching integrated extensive reading to improve students' writing skills has a significant effect.

Keywords: Hypnoteaching, extensive reading & writing skills

ABSTRAK

Rendahnya kemampuan menulis siswa dipengaruhi oleh berbagai faktor antara lain kurangnya penggunaan media pembelajaran dan model pembelajaran. Tujuan dari penelitian ini adalah untuk mengetahui ada tidaknya pencapaian signifikan penggunaan hypnoteaching terintegrasi dengan membaca ekstensif terhadap keterampilan menulis siswa di SMA N 6 Bengkulu Tengah. Jenis penelitian yang digunakan adalah eksperimen semu. Populasi penelitian ini adalah siswa kelas X SMA N 6 Bengkulu Tengah. Penelitian ini menggunakan teknik purposive sampling dalam menentukan dua kelas sebagai sampel, yaitu kelas X1 yang berjumlah 30 siswa sebagai kelas kontrol dan kelas X2 yang berjumlah 30 siswa sebagai kelas eksperimen yang terdiri dari 30 siswa sebagai kelas eksperimen. Data tes menulis diambil dari siswa kelas kontrol dan eksperimen yang

dikumpulkan melalui dua tes yaitu pre-test dan post-test. Pertama, peneliti memberikan pre-test kepada kedua kelas. Setelah itu, peneliti memberikan post-test kepada kedua kelas. Nilai pre-test dan post-test dikumpulkan dari tes esai. Temuan penelitian ini menunjukkan bahwa pengajaran keterampilan menulis siswa menggunakan strategi hypnoteaching yang dipadukan dengan membaca ekstensif sangatlah efektif. Rata-rata nilai pre-test kelas eksperimen sebesar 34,00 dan post-test sebesar 68,83. Hal ini dibuktikan dengan nilai t hitung (0,231) dan t tabel (2,069) lebih besar dari ttabel pada taraf signifikansi 5%. Selanjutnya uji hipotesis diperoleh 2-tailed sig (p) sebesar 0,00 sedangkan alpha (α) sebesar 0,05 ($0,00 < 0,05$). Artinya H_0 ditolak dan H_1 diterima. Jadi, penggunaan membaca ekstensif terpadu hypnoteaching untuk meningkatkan keterampilan menulis siswa mempunyai pengaruh yang signifikan.

Kata Kunci: Hypnoteaching, Membaca ekstensif, Keterampilan menulis

A. Introduction

Extensive reading has now become a new and innovative approach in language learning, where students read a large amount of easy materials in the new language. This method gives students the freedom to choose their own reading materials, focusing on general comprehension, enjoyment, and information. Students can also abandon difficult or uninteresting readings and are encouraged to expand their reading comfort zones. Bamford and Day (2004) stated that this approach improves students' reading speed, vocabulary, comprehension, and motivation. In this way, students can learn the language in a more relaxed, enjoyable, and effective manner, becoming more independent and able to master the new language proficiently.

Extensive reading is considered an important method in language learning because it promotes self-directed learning and improves reading speed, enriches vocabulary, and motivates students. Reading a large amount of enjoyable materials not only provides pleasure but also helps with comprehension and language mastery. When students enjoy what they are reading, they are encouraged to continue learning.

Writing is a form of communication that uses letters and symbols to form words or sentences. Through writing, one can convey ideas, thoughts, share information, express feelings, and build communication with others. Writing allows students to communicate their ideas, opinions, and information by producing texts. Additionally, writing strengthens learning, thinking, and

reflection on the language that has been learned (Ermita et al., 2019). In writing, it is important to pay attention to vocabulary, spelling, and sentence structure as these are the most crucial aspects of writing.

Writing is a complex communication skill that requires time, learning, and practice to develop. The difficulty in mastering writing skills often causes students to lose interest in learning. Many students struggle to express their ideas in written form or to organize their sentences properly, resulting in unclear texts.

The teaching and learning process is influenced by various factors, such as teaching methods, age, talent, and student attitudes. Among these factors, student attitude has the most impact on motivation because it is directly related to the educational environment, including teachers, peers, and family. The pandemic has worsened this situation, affecting students' abilities and perspectives on learning, and decreasing their motivation. Additionally, the lack of feedback from teachers has also contributed to students' low motivation. Other factors include student ability, self-

efficacy, limited foreign language skills, slow learning pace, and minimal interaction between students and teachers.

Reading difficulties at the initial stage often occur due to internal factors (such as cognitive ability) and external factors (such as the learning environment and teaching methods). These difficulties include trouble memorizing letters, distinguishing similar-looking letters, and differentiating vowels and consonants. To address this, a holistic approach is needed, taking into account both internal and external factors.

One effective strategy to improve reading ability is extensive reading. Research by Wahyudi and Firmansyah (2023) shows that this strategy can significantly enhance students' reading comprehension. The study also recommends using extensive reading strategies to address difficulties in text comprehension.

In addition, hypnoteaching has shown promise as a solution to boost students' motivation to engage in extensive reading. Hypnoteaching involves providing positive suggestions to help students focus

and become more motivated in the learning process. This approach can create a positive and enjoyable learning environment, ultimately improving students' extensive reading skills.

This study focuses on the use of the hypnoteaching strategy integrated with extensive reading to enhance students' writing skills at SMA N 6 Bengkulu Tengah. This strategy is considered important because it can increase students' motivation to engage in extensive reading.

From the above issues, the hypnoteaching teaching strategy is the best solution to boost the motivation of students to learn extensive reading. Hypnoteaching shows promise as a solution to improve the writing skills of students to learn extensive reading. Hypnoteaching involves providing positive suggestions to students, targeting their subconscious mind and inducing calmness and relaxation through alpha and theta wave frequencies. In contrast, traditional learning focuses more on the conscious mind, which can lead to stress and anxiety. The hypnoteaching strategy is believed to increase students' focus, motivation,

and compliance with teachers' instructions. Additionally, students feel more comfortable and protected through this approach. The combination of hypnoteaching and contextual learning appears to be a promising approach to improve students' learning outcomes. Contextual learning directs students to construct knowledge by experiencing it themselves while hypnoteaching provides the necessary motivation to engage in the learning process. This approach has the potential to create a positive and engaging learning environment that enables students to develop their extensive reading ability, a crucial skill for high school students.

Based on the above background, the researchers can formulate the title as follows: The Effect Of Hypnoteaching Integrated Extensive Reading To Improve Students' Writing Skills (A Quasi-Experimental At The Tenth Grade Student's Of SMA N 6 Bengkulu Tengah). This research needs to be done because the strategy of hypnoteaching is an important factor in motivating students to learn extensive reading. The media offered is also interesting to apply in the

classroom and create a new atmosphere that is pleasant for students.

B. Research Method

Research design is a key component of scientific research, involving the collection of data to discover new information, solve problems, or advance knowledge. In this study, a quasi-experimental design is utilized. According to Creswell (2012), quasi-experiments differ from randomized studies by assigning participants to specific groups without randomization. Révész and Rogers (2019) explain that quasi-experimental designs incorporate elements of control, using pretests to establish the relationship between groups before the experiment, and posttests to measure the effect of the experimental variable on the population.

A common approach within research design is quantitative research, which often employs quasi-experimental methods. Quantitative research is grounded in the philosophy of positivism, focusing on specific populations or samples. It

typically uses research tools to collect data, which is then analyzed statistically to test hypotheses. This process enables researchers to draw meaningful conclusions that contribute to advancements in the field.

In this investigation, the quasi-experimental method is used to examine causal relationships between variables. As Kennedy and Shaffer (2024) describe, quasi-experimental designs do not involve random assignment but rather use natural variations in exposure to investigate their effects. These designs are particularly useful for understanding the impact of treatments, policies, or external factors like natural disasters, without the challenges often present in randomized controlled trials. Quasi-experiments work effectively because the changes in exposure are independent of the outcomes being studied, making them a powerful tool for identifying causal relationships.

By employing this methodology, researchers can gain valuable insights into how certain variables influence outcomes, providing a robust framework for understanding real-world phenomena. This

approach is well-suited for studies where randomization is not feasible but control over variables is still required.

C.Result and Discussion

Researchers used data from post-test experimental and control classes and obtained scores from both classes. Results of the post-test scores for the control and experimental classes are as follows

Table 1
Result

	N	Min	Max	Mean	Std. Deviation
Pre-Test Experiment	30	30	55	35.83	7.996
Post-Test Experiment	30	60	90	70.00	9.649
Pre-Test Control	30	20	45	33.50	7.895
Post-Test Control	30	55	85	68.17	6.558
Valid N (listwise)	30				

From the table above, in the experimental class, it can be seen that the average pretest in the experimental class was 35,83 while in the posttest it was 70,00. The lowest score on the pretest was 30 and the highest was 55. Meanwhile, on the

posttest the lowest score was 60 and the highest was 90.

Then in the control class, it can be seen that the average pretest in the control class was 33,50 while in the posttest it was 68,17. The lowest score on the pretest was 20 and the highest was 45. Meanwhile, on the posttest the lowest score was 55 and the highest was 85.

Based on the explanation above, the researcher concludes that the use of hypnoteaching strategy has a significant effect on students' writing ability, especially for class X students at SMA N 6 Bengkulu Tengah.

After calculating the normality test using SPSS, it can be proven that the pre-test and post-test data of the experimental and control classes are normally distributed. It can be stated that the data of the experimental class and control class are much smaller than the calculation of the Lilliefors table where the critical point is 30. The pre-test data results for the experimental class were 0.254, while the data for the control class were 0.391 and the post-test data results for the experimental class were 0.178, while the data for the control class were 0.171. It can

be concluded that all data used in this study are normal.

Furthermore, based on the results of the data homogeneity test, the experimental class and control class become homogeneous data groups. This can be seen from the significance results of the pre-test of the control and experimental classes which are greater than the significance value of 0.005 and the significance results of the post-test of the control and experimental classes of 0.391 which are higher than the significance value of 0.005. The significance value of 0.005 Therefore, the data group is proven to fall into the category of homogeneous data.

The results of this test are also in line with the research of Zalika et al (2020). Which is entitled THE INFLUENCE OF HYPNOTEACHING STRATEGY AND READING MOTIVATION ON STUDENTS' READING ABILITY. The research findings show that (1) there is a significant difference in reading ability between students with high reading motivation and low reading motivation between students who have high reading motivation and low reading motivation who were taught using

hypnoteaching strategy and without experimental treatment (2) there is an interaction effect between the hypnoteaching strategy and the no experimental treatment, and (3) the hypnoteaching strategy can be used to improve and contribute to reading to improve and contribute to students' reading ability. It can be concluded that the hypnoteaching strategy and reading motivation show a significant role to improve students' reading ability in narrative texts.

The results of the second researcher Putra Et al (2019), entitled Program Membaca Ekstensif: Meningkatkan Motivasi Membaca Siswa. It can be concluded that the results of statistical analysis Sig. (2-tailed) of 0.000. This shows that H is rejected and Ha is accepted with a sig value. (2-tailed) <0,05. There is an average difference between the results of the first questionnaire and the second questionnaire. This means that there is a significant influence on changes in students' reading motivation caused by the implementation of the extensive reading program. The calculated t value is greater than the t table value. The calculated t value is 14.221 while the t table value is 2.000. When

comparing the two, it can be concluded that the calculated t value of 14.221 is greater than the t table value of 2.000.

The results of last research is Wahyudi & Firmansyah (2023), with entitled is The Effectiveness Extensive Reading Strategy on the Students' Ability in Reading Comprehension. The facts showed that T- critical (T- c) value was higher than the t-table on the level 2.024. Therefore, the null hypothesis was rejected and alternative hypothesis was accepted. So, the researcher concluded the alternative was accepted that there was any significant Effectiveness Extensive Reading Strategy on the students' ability in reading comprehension. The students difficulties of using the Extensive Reading Strategy on the students' ability based on the minimal passing grade the students that 30 points or 30% was low did not get pass the minimal passing grade and the students got above passed of the minimal passing grade 70%, it means that there was The Effective Extensive Reading Strategy on the students' ability in reading comprehension was succeeded. Hopefully the results of this study can

be useful for teachers and students to provide progress in English language learning, especially in students' writing skills.

D. Conclusion

After conducting experiments on teaching writing skills using the hypnoteaching strategy in the experimental class, and without using the hypnoteaching strategy in the control class, researchers obtained the following data: in the experimental class, the lowest score was 30 and the highest score was 90, while in the control class, the scores ranged from 25 to 80. Following data analysis, the researchers concluded that there was a significant difference in the writing skills of students between the experimental and control classes. The results showed that the experimental class, which received the hypnoteaching strategy as treatment, demonstrated greater improvements in writing skills compared to the control class, which did not receive the treatment. Statistical analysis using SPSS 27 revealed that the Independent Samples t-Test value (t-count) was 0.231, with a t-table value of 2.069 and a p-value of 0.000. Since the t-

count was greater than the t-table and the p-value was less than 0.05, this indicates a statistically significant difference. The average difference in writing skills between the experimental and control groups suggests that the hypnoteaching strategy has a substantial positive effect on students' writing skills.

From the data, it can be concluded that the application of the hypnoteaching strategy in classroom instruction significantly improves students' writing abilities.

Based on the findings of this study, several recommendations can be made to improve the teaching and learning process. For English Teachers, Teachers are encouraged to be more creative in developing engaging and effective learning media. The use of the hypnoteaching strategy can serve as an innovative approach to enhance student engagement and improve learning outcomes. By incorporating this strategy, teachers can create a more dynamic and interactive learning environment, making the material more accessible and enjoyable for students.

For Students, It is important for students to demonstrate respect and

appreciation for their teachers during the learning process. Active participation in class, including asking questions when they do not understand the material, is essential for improving comprehension and performance. This interaction not only helps clarify concepts but also fosters a more supportive and collaborative classroom atmosphere.

For Educational Institutions, Institutions are encouraged to consider the implementation of hypnoteaching as a teaching strategy to enhance student learning experiences. Additionally, institutions should prioritize the professional development of their teachers, particularly in terms of improving their technological literacy. As technology plays an increasingly important role in education, equipping teachers with the skills to effectively integrate digital tools into their teaching is crucial for ensuring that students receive a modern and well-rounded education.

For Future Researchers, Future researchers are encouraged to further explore the application of hypnoteaching in other areas of English language skills, such as listening and speaking, to determine its broader effectiveness. Additionally,

the findings from this study can serve as a useful reference for future studies, helping to build a more comprehensive understanding of hypnoteaching as a pedagogical approach. Through these recommendations, it is hoped that both educators and institutions will continue to innovate and improve the educational process, benefiting students and contributing to the overall advancement of teaching practices.

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