



The Influence of the Hypnoteaching Method on the English Recognition Ability of Children Aged 5-6 Years at RA Akmala Sabila

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ABSTRACT

English learning as a foreign language is often considered difficult by young children, leading to a lack of interest in learning. This prompted the use of the hypnoteaching method to address the issue. This study aims to determine the effect of the hypnoteaching method on the English recognition skills of children aged 5-6 years at RA Akmala Sabila. The research employed a quantitative Pre-Experimental One Group Pretest-Posttest Design with a sample of 17 children from group B1. The results of the Paired Sample T-Test showed a sig. value of 0.000 (less than α 0.05), indicating that H_a is accepted. The pretest mean score was 33.24, and the posttest mean score was 57.65, demonstrating a significant improvement in English skills after applying the hypnoteaching method.

INTRODUCTION

Language development in early childhood is extremely important. This is because good language development helps improve children's communication skills, makes learning easier for them, and broadens their understanding of the world around them (Isna, 2019). Language is an essential communication tool that allows individuals to exchange thoughts, ideas, and understanding. Being able to communicate well is an advantage for children. If children face difficulties interacting with their environment due to limited language skills, they will undoubtedly encounter challenges in socializing and adapting to their surroundings.

English, as a foreign language in Indonesia, needs to be introduced to children from an early age. The main purpose of introducing English to young children is to develop their potential in global communication skills and to prepare them for a global future (Nurjaman et al., 2020). In line with this research, children need to learn English, which is an international language essential in today's globalized era. With this foreign language ability, children will

have opportunities to communicate with people from various countries, access global resources, and enhance career prospects in the future. Children need to learn and familiarize themselves with English, which is currently the international language dominating global communication. Mastering English helps children expand their social networks in the international world. Moreover, young children have the ability to learn languages quickly and more easily than adults. Learning English from an early age also supports children's cognitive development (Yunus, 2019).

Language skills are the foundation that every child needs to master. The first foundation for a child's language is the mother tongue. The regional language is the mother tongue or the first language that a child should master before learning a foreign language in their daily life. It is very important to introduce the mother tongue because the child will interact with people in their environment (Utama, 2020). From this statement, it can be concluded that the first language used by a child, according to their place and environment, is the mother tongue.

Using the mother tongue as the first language for early childhood will help build the child's awareness of preserving the regional language, so it does not fade away with the changing times. It also protects the child from the ambiguous phase of language before they encounter other languages that they will learn and use in the next level of schooling.

The introduction of a second language should be learned by children once they have mastered their first language. In the context of our country, Indonesian is considered the second language and has many differences from regional languages in aspects such as phonology, morphology, and syntax (Annas, 2019). Indonesian is used by the people of Indonesia as the official language for interacting and socializing with each other, or it can be called a unifying tool for the nation (Franesti, 2021). Therefore, it is very important for children to learn Indonesian so that they can interact well when in a new environment that is not their original region.

As children grow and develop, they will encounter various languages, so it is important to introduce a third language to early childhood, which in this case is English. The introduction of English should begin at the early childhood education level because mastering English is very important for the development of a child's language skills. Children are taught simple vocabulary and concepts that are easy to understand. Effective learning strategies and approaches are needed for the learning process. A teacher's ability to make learning activities interesting and enjoyable is crucial for the success of introducing English to young children (Liyana & Kurniawan, 2019).

Teachers at schools need to apply appropriate teaching methods for early childhood. Since young children are still in a developmental phase, learning is implemented through a play-based approach, and the introduction of a third language should use a fun learning method. At the early childhood stage, the introduction of English is just basic understanding, such as vocabulary related to the surroundings, like the names of days, the alphabet, and numbers (Na'imah, 2022).

However, in reality, the introduction of English in schools for young children is still done in a forced manner. The teacher's pronunciation of English vocabulary is not yet fluent, making it unclear for the children, who then imitate incorrect pronunciation. The method used for teaching English is the drilling method. The drilling method is chosen by the teacher because it allows children to understand what they are learning by repeating the technique until they comprehend it (Pertiwi et al., 2021).

Based on the initial observation at RA Akmala Sabila, Talun District, Cirebon Regency, the researcher obtained information from the class teacher that the total number of students at RA Akmala Sabila is 53, spread across 4 classes. Group A, aged 4-5 years, consists of 20 students, while Group B, aged 5-6 years, consists of 33 students. The researcher found an issue in class B1 at RA Akmala Sabila, where some children are still not interested in learning English. They generally consider English to be a difficult foreign language. Many children unknowingly tell themselves, "I can't, English is so hard, I'm afraid of making mistakes." This shows that they are self-suggesting that they "cannot" learn English. No matter how clearly the teacher explains, if a child begins to experience a mental block by saying that learning English is hard from the start of the lesson, it is highly likely that the child will become increasingly resistant to learning.

Hypnosis has the ability to eliminate mental blocks, a psychological condition that prevents someone from achieving their true desires due to beliefs or convictions that limit them (L.S., 2010). Mental blocks can hinder a child from reaching their potential and prevent the child's conscious mind from performing positive actions that empower them. In short, mental blocks can obstruct the optimization of learning.

The introduction of English as a third language that children must master can be presented through a very enjoyable teaching method. One such method is hypnoteaching. According to Yustisia (2012), the term "hypnoteaching" is a combination of two words: "Hypno," which means "hypnosis," and "Teaching," which means "teaching." The use of hypnoteaching in the classroom is an effort to hypnotize students to perform at higher levels. In hypnoteaching, there is an attempt to lower the frequency of the students' brain waves to help them feel more comfortable and to provide suggestions that enable them to accept positive values.

The hypnoteaching method is a teaching approach that uses the subconscious mind to encourage students to fully concentrate on what the teacher is teaching. This is done because the subconscious mind has a strong influence on the brain's processes (Lestari & Syarif, 2020). Therefore, this method can help students improve their ability to recognize English.

The hypnoteaching method consists of six implementation steps: (1) Intention and motivation of the teacher: Intention refers to the teacher's willingness to provide quality teaching by preparing teaching materials or methods aimed at enhancing the learning process; (2) Pacing: This involves activities that balance body position, language, movements, and brain waves to help students feel closer to the teacher; (3) Leading: At this stage, the teacher encourages students to engage in the learning process in an enjoyable way; (4) Positive words: Using positive language to guide how the subconscious mind functions; (5) Praise:

This process helps build students' self-identity. When students do something good, they are praised; and (6) Modeling: This involves providing examples through words and actions. These steps are key components of the hypnoteaching method (Yarni & Kusuma, 2022).

The benefits of the hypnoteaching method are as follows: (1) The learning process becomes enjoyable; (2) teachers can boost students' motivation to learn; (3) the learning process becomes more enjoyable for both teachers and students; and (4) teachers participate in helping students develop new habits (Setiadi, 2018). In addition, the advantages of the hypnoteaching method include: (1) more active learning, (2) the material is focused on students, (3) good interaction is created, and (4) the learning environment becomes comfortable. However, the drawbacks include: (1) this method is relatively new and not widely used, (2) lack of facilities and infrastructure in schools, and (3) teachers need to practice applying this teaching method (Rowin, 2015).

This research aims to add new insights to previous studies. In the study by Lestari & Syarif (2020), the hypnoteaching method was applied to determine the significance of its implementation on students' speaking abilities in Class IPA 1 at MA Yasmi Duri. In line with this, the researcher uses the hypnoteaching method to determine its significance in improving the ability of 5-6-year-old children to recognize English.

The purpose of this study is to determine whether there is an influence of the hypnoteaching method on the ability to recognize English.

METHODS

In this study, the author uses a quantitative approach to analyze children's ability to recognize English through hypnoteaching. This research analyzes the influence of one variable on another. The research variables used are the Hypnoteaching Method (X) and Children's English Ability (Y).

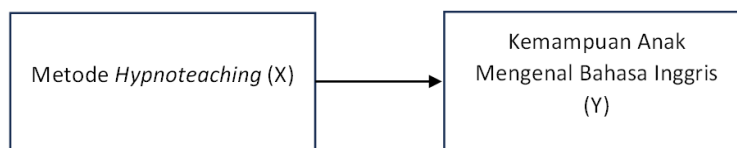


Figure 1. Thinking Framework

Experimental research is one type of quantitative approach, and research on language learning involves children learning a language with the goal of gaining an understanding of the elements of child learning. The author aims to determine whether certain activities or teaching approaches can improve children's learning achievement. Craswell (2014) states that there are four main types of experimental research designs as follows: true experimental, quasi-experimental, pre-experimental, and single subject design.

The author considers the pre-experimental design with one group using pre-test and post-test design. According to Sugiyono, descriptive hypothesis testing (one sample) is essentially a process of testing the generalization of research results based on a single sample. The conclusion drawn later is whether the tested hypothesis can be generalized. The sample in this study consists of Group B1, which consists of 17 children. This research conducts

observations and experimental teaching using tests (pretest and posttest) as data collection methods.

RESULT

Data description is used to provide an overview of the data obtained in this study. This general overview can serve as a reference to observe the characteristics of the data gathered by the researcher. Descriptive statistics emphasize the collection and summarization of data and present a summary of the results. Below is the data used in the study, which has been processed using descriptive analysis techniques in SPSS 17.0.

Table 1. Descriptive Data Table

	Descriptive Statistics					
	N	Range	Minimum	Maximum	Mean	Std. Deviation
Children's English Ability Pretest	17	20	25	45	33.24	7.031
Posttest of Children's English Ability	17	22	48	70	57.65	6.538
Valid N (listwise)	17					

Based on the SPSS output above, the descriptive statistics for the pretest and posttest English language ability of the children are as follows: The number of respondents (N) is 17. The range of scores obtained was 20 for the pretest and 22 for the posttest. The minimum score was 25 for the pretest and 48 for the posttest. The maximum score was 26 for the pretest and 70 for the posttest. The mean score was 33.24 for the pretest and 57.65 for the posttest. The standard deviation (Std. Deviation) for the pretest was 7.031, while for the posttest, it was 6.538.

Results of Normality Test

Table 2. Table of Normality Test Results
Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Children's English Ability Pretest	.197	17	.078	.896	17	.059
Posttest of Children's English Ability	.129	17	.200*	.953	17	.507

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

From the normality test conducted, a statistical value of 0.896 was obtained for the pretest of children's English proficiency and 0.953 for the posttest. The degrees of freedom obtained from both tests were 17. Based on the normality test, the Sig. value for the pretest was 0.059 and 0.507 for the posttest. In conclusion, the data being tested follows a normal distribution because Sig > 0.05 (5%).

Hypothesis Testing:

Hypothesis testing aims to answer the research questions that were initially speculative. In

this study, there are two research hypotheses: the null hypothesis (H0) and the alternative hypothesis (Ha), described as follows:

1. H0 (Null Hypothesis): There is no effect on children's ability to recognize English with the hypnoteaching method.
2. Ha (Alternative Hypothesis): There is an effect on children's ability to recognize English with the hypnoteaching method.

Hypothesis testing in this study was conducted using the Paired Sample T-Test in the SPSS program with a significance level of 5% or 0.05. Hypothesis testing was performed to determine whether there was a significant difference or effect on children's English proficiency before and after the learning process using the hypnoteaching experimental method. The results of the Paired Sample T-test are presented below:

Table 3. Results of the Paired Sample T-Test Hypothesis Testing

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest of Children's English Ability - Posttest of Children's English Ability	-24.412	9.213	2.235	-29.149	-19.675	-10.925	16	.000

Table 4. Data Analysis Results

		Paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest of Children's English Ability	33.24	17	7.031	1.705
	Posttest of Children's English Ability	57.65	17	6.538	1.586

Based on the output table of the paired sample T-test above, the sig. (2-tailed) value obtained is 0.000. According to the decision-making rules for the paired sample T-test, if the sig. (2-tailed) value is < 0.05, then H0 is rejected and Ha is accepted. This indicates a significant difference in the children's English language ability before and after the hypnoteaching method was applied.

Based on the descriptive analysis results, the average pretest score of the students is 33.24, and the posttest score is 57.65. This shows an improvement in the children's English language ability after receiving the hypnoteaching method. Therefore, it can be concluded that the application of the hypnoteaching method significantly influences the improvement of English language skills in children aged 5-6 years at RA Akmala Sabila.

DISCUSSION

In teaching English to 5-6-year-old children in Kindergarten (TK), the hypnoteaching approach has been implemented to enhance their ability to recognize English, particularly in

identifying the alphabet letters and family members. This learning process involves several strategic stages that combine interactive methods using flashcards and visual media such as animated films, to create a fun and motivating learning environment.

In the first stage, children are introduced to flashcards containing images of family members and alphabet letters. These flashcards are designed to be easily understood by the children, with attractive and clear images. The teacher then explains each image with the correct pronunciation and encourages the children to repeat the words. The goal of this stage is for the children to recognize the letters and family members corresponding to the images on the flashcards.

Next, the children are encouraged to pronounce the words on the flashcards, both for the alphabet and the names of family members. The teacher uses the hypnoteaching approach, incorporating positive suggestions during this process, such as "you can do it" and "great job, your pronunciation is good." This is done to build the children's confidence in speaking English and ensure correct pronunciation. The children are invited to take turns saying the words with correct pronunciation while looking at the pictures on the flashcards.

In the next stage, children are encouraged to connect the vocabulary they have learned with other objects around them. For example, the teacher asks the children to identify the letter "A" on the flashcard and then look for other objects in the room that start with the letter "A." The same approach is applied to family vocabulary, where the children are asked to name family members in English based on the flashcard images, and then relate them to their own family members.

In the final stage, the children are invited to watch an inspiring animated film with a family theme and a simple lesson on the alphabet. The animated film is carefully selected to be easily understood by young children, and is equipped with engaging visuals and audio. After watching the film, the children are encouraged to have a light discussion about it to reinforce their understanding, while also expanding their vocabulary on family members and the alphabet.

All of these steps are carried out in a positive, enjoyable, and pressure-free learning environment, in line with the principles of hypnoteaching. With this method, it is expected that the children's ability to recognize English, both in terms of alphabet pronunciation and family vocabulary, will significantly improve.

Based on the data analysis obtained using the pre-experimental method with a one-group pretest-posttest design, it can be observed that there was a change in the children's English proficiency between the pretest and posttest after being given the hypnoteaching method treatment. It is evident that the average score of the children's ability to recognize English increased from the pretest to the posttest.

The data results show that the average pretest score was 33.24, while the posttest score was 57.65. This indicates an improvement in the children's abilities before and after the treatment. Meanwhile, the hypothesis test results using the paired sample T-test show a significance value (2-tailed) of 0.000, which is in line with the paired sample T-test decision

rule, where the significance value (2-tailed) is less than 0.05. Therefore, it can be concluded that the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted, as there is a significant difference in the children's English proficiency before and after the hypnoteaching method was applied.

This result aligns with Brown's theory (2000), which emphasizes the importance of meaningful input, interaction, and motivation in the language acquisition process. The implication of this theory is that it must be tailored to the needs of each student. Teachers must create an environment where students can interact and learn the language comfortably and interactively. This also aligns with Milton H. Erickson's theory, which states that in hypnosis learning, obstacles such as fear or lack of self-confidence can be transformed into motivation to enhance learning ability.

Hypnoteaching provides an interactive and enjoyable learning environment that supports children's cognitive development, including language recognition skills. Research by Dwipayana and Suparman supports the effectiveness of the hypnoteaching method, showing that this method can improve academic performance, including in English language learning (Dwipayana, I. P., & Suparman, 2017).

Teaching English to young children, especially those aged 5-6 years, is a crucial step in developing their language and cognitive skills. One method that has proven effective in enhancing English language recognition in early childhood is the hypnoteaching method. Hypnoteaching is a teaching technique that combines principles of light hypnosis with interactive learning methods to create a comfortable and enjoyable learning environment. This method is based on the principle that children can absorb information more easily when they are in a relaxed and focused state.

The hypothesis in this finding is supported by research conducted by Syahfutra (2021). In the study analyzed using the Paired Sample T-test, it was found that there was a significant difference between before and after the implementation of the hypnoteaching method in English language learning, with results showing an alpha value less than 0.05. This study contributes to enriching the literature on English language education programs, particularly in Indonesia and other countries that use English as a foreign language, encouraging the adoption of effective teaching methods like hypnoteaching.

Puspitasari, Rahayu, and Setyaningsih in their research titled "Interactive Teaching Methods in Improving Early Childhood English Language Skills" show that interactive teaching methods can significantly enhance English language skills in young children. Their findings emphasize that approaches involving active interaction, such as the use of props, play activities, and intensive verbal communication, can increase children's interest and ability in learning English. This finding is in line with the principles of hypnoteaching, which emphasizes the importance of creating an interactive and positive learning environment (Puspitasari, W., Rahayu, S., & Setyaningsih, 2018).

Another study supporting this finding was conducted by Abuhaer (2021), which demonstrated that hypnoteaching can increase students' motivation in learning to speak. The

data analysis showed that the t-test value was greater than the t-table value ($5.79 > 2.1$) at a significance level (p) = 0.05. This means there was a significant difference in speaking skills between the two groups, and thus, the null hypothesis (H_0) was rejected, while the alternative hypothesis (H_a) was accepted.

Another study by Astuti (2014), conducted at SMP Yadika 4 Bekasi, found that hypnoteaching had a positive effect on English vocabulary outcomes, in a different research context. Based on the findings of this study, supported by several previous studies conducted by other researchers, the researcher can conclude that hypnoteaching can enhance students' motivation to learn English, improve their vocabulary, reading, and speaking skills. This is evidenced by the results showing that hypnoteaching is effective in improving students' speaking achievements.

CONCLUSION

The research findings indicate that children's English language abilities changed significantly before and after the hypnoteaching instruction, as seen from the improvement in scores from the pretest to the posttest. This is based on the average scores obtained, with a pretest score of 33.24 and a posttest score of 57.65. Meanwhile, the hypothesis test calculation using the paired sample T-test showed a sig. (2-tailed) value of 0.000, which, according to the decision-making rules of the paired sample T-test, is less than 0.05. Therefore, it can be concluded that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted because there is a significant positive effect on the children's English language abilities before and after the hypnoteaching method was applied.

These findings suggest that this method can be an effective alternative for teaching English to children aged 5-6 years at RA Akmala Sabila. The researcher hopes that schools can integrate the hypnoteaching method into English language learning. However, specific training for teachers should be conducted to ensure the effective implementation of this method. Additionally, further research can be carried out to identify the optimal duration of learning and the most effective frequency of hypnoteaching sessions.

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