

The Use of Hypnoteaching Techniques in Improving the Skills of Writing Scientific Articles of the Third Grade Office Administration Students at Giri Taruna Vocational High School Bogor

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Abstract

The purpose of the study is to see an improvement in the skills of the third-grade office administration students at Giri Taruna Vocational High School Bogor in writing scientific articles by using hypnoteaching techniques. The method used in the research is quantitative and qualitative methods. Quantitative analysis is used for data obtained from written test results of scientific articles, both before and after hypnoteaching techniques applied to students. Meanwhile, quantitative data analysis is used for data from field observations, field notes, questionnaires, and interviews. The results show that there is a positive impact on learning by using Hypnoteaching techniques, especially to improve scientific article writing skills. The learning process is more active, innovative, energetic, meaningful, and fun. Before the Hypnoteaching method was carried out, the average grade in writing scientific articles was 56.66. In cycle 1, the average score of the students was 62.70, which did not meet the Minimum Mastery Criteria (MMC) of 75.00. In cycle 2, the students had reached an average score of 76.26, which indicated that they had reached MMC. The study concludes that learning using Hypnoteaching techniques can improve students' scientific article writing skills. Hypnoteaching technique is a useful innovation for teachers in learning Indonesian, especially in writing scientific articles.

Keywords: Hypnoteaching techniques, scientific articles, technical research

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INTRODUCTION

The test results of the students at Giri Taruna Bogor Vocational High School in writing scientific articles showed an average of 56.66, below the MMC standard of 75.00. After interviewing students, we find out that the inability to meet MMC is caused by the low motivation of students in writing scientific articles as the learning process in the classroom still uses conventional methods.

There needs to be solutions, innovations, and updates in learning activities to improve students' abilities. It requires the development of the right techniques, strategies, and models, as well as the use of instructional media to improve the skills of writing scientific articles. One form of renewal that can be done in learning activities is by using Hypnoteaching techniques. Hypnoteaching consists of two words, namely hypnosis

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and teaching. Anggia (2014) says that "Hypnosis is a fascinating phenomenon where people are amazed by one's ability to control the thoughts of others." It is similar to what Marther (2006) states in his book entitled Hypnosis, Dissociation, and Survivors of Child Abuse that "The term 'hypnosis' shows the interaction between one hypnotist and another person as a subject." In the interaction, the hypnotist tries to influence the subject's perceptions, feelings, thoughts, and behavior by asking them to concentrate on ideas and images that can evoke the intended effect. So, the term hypnosis indicates the existence of interactions between one or more people aimed at influencing perception, feelings, thoughts, and behavior of the subject. Meanwhile, the word teaching, according to Jayawardana in the journal (2015), is an activity of educating and transferring knowledge, which will improve cognitive, affective, and psychomotor abilities. So, hypnoteaching is a form of teaching to increase student motivation to think.

Hypnoteaching technique is applied to scientific article writing skills learning material in the Indonesian language. Gustiana (2013) states that "Writing is one of the four language skills, which is used as a medium for communicating with others, in the academic field, as well as in everyday life." It means that writing is one of the communication media.

Scientific articles, according to Putro (2016), are writings that contain reports on the results of research for a particular scientific community. They are written for a specific audience to convey the results of research and ask the audience to think, re-examine, and discuss, both verbally and in writing. So, scientific article writing skills are activities expressing ideas or concepts in written form about the results of research with full expertise.

Researchers apply hypnoteaching teaching techniques related to this study with the title "The Use of Hypnoteaching Techniques in Improving the Skills of Writing Scientific Articles of the Third Grade Office Administration Students at Giri Taruna Vocational High School Bogor."

The purpose of the study is to look at the influence of Hypnoteaching techniques in improving students' scientific writing skills. Hypnoteaching techniques are expected to be useful innovations for teachers in teaching Indonesian, especially in writing scientific articles.

METHODOLOGY

The research uses the Action Research method. Researchers used the Kemmis-McTaggart (1986) model with a research cycle design. The model uses the following steps: (1) Planning, (2) Action, (3) Observation, and (4) Reflection. However, before the study, the action was carried out using several cycles, the pre-cycle activities were carried out first. The research action plan is carried out by the researcher up to two cycles. The researcher acts as both the executor and the observer of the action.

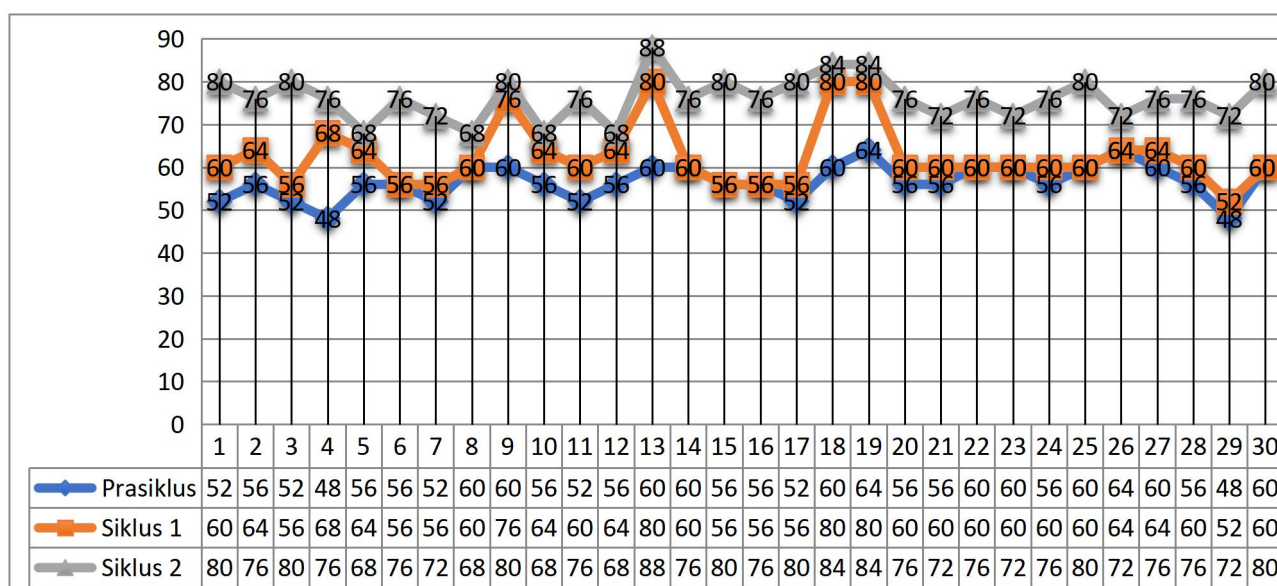
The data acquisition and data processing techniques in the study were conducted in two ways. First, the collection of data based on the test results of writing scientific articles (quantitative data), then the classification of data was done following Hamid's theory (2012) to distinguish the success rate of research actions. The classification is as follows:

- 0% = No results
- 1% - 49% = A small percentage succeeds
- 50% = Half successful
- 51% - 75% = Mostly successful
- 76% - 99% = Almost everything works
- 100% = All successful.

(2) a process of learning to write articles using Hypnoteaching techniques (qualitative data), notes in the field, or the results of observations, interviews, and questionnaires.

RESULT

The average score of students in the pre-cycle, cycle 1, and cycle 2 can be seen in the graph below:



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Graph 1. Improved Grade of Scientific Articles Writing Skills from Pre-Cycle, Cycle 1, and Cycle 2 through Hypnoteaching Techniques.

Graph 2. Average Grade of Scientific Articles Writing Skills through Hypnoteaching Techniques

DISCUSSION

The graph above shows that almost all students have improved scientific writing skills taught by using Hypnoteaching techniques. There is a drastic increase, but there is also a gradual increase. The average grade, from pre-cycle to cycle 1, gives a pretty good picture of the improvement, even though only by 6%.

The graph above shows that the highest score in the pre-cycle is 64.00, the lowest score is 48.00, and the average score is 56.66. Meanwhile, in cycle 1, the highest grade is 80.00, the lowest score is 52.00, and the average score is 62.70. Based on the data, it can be said that the average grade of scientific article writing skills of students, from pre-cycle to cycle 1, has increased quite well. But unfortunately, it still does not reach the minimum MMC of 75.00.

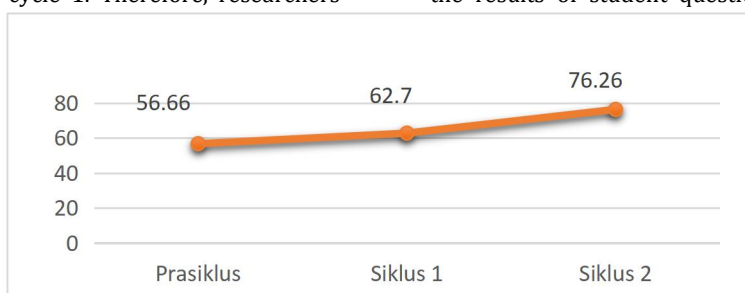
If the percentage of pre-cycle activity only gets a score of 57%, it gets to score of 63% in cycle 1. The data displayed does not reach MMC in cycle 1. Therefore, researchers

above shows that in the 2nd action cycle, the highest score is 88.00, the lowest score is 68.00, and the average score is 76.26. Based on the above data, it can be concluded that the average grade of scientific articles writing skills has a good increase from cycle 1 to cycle 2. The growth has reached more than 75.00

Also, to find out the increase in skills in writing scientific articles through Hypnoteaching techniques conducted in 2 cycles, researchers collected data by conducting interviews and questionnaires to students about the application of learning to write scientific articles with Hypnoteaching techniques.

a. The Questionnaire about the Opinion of Student

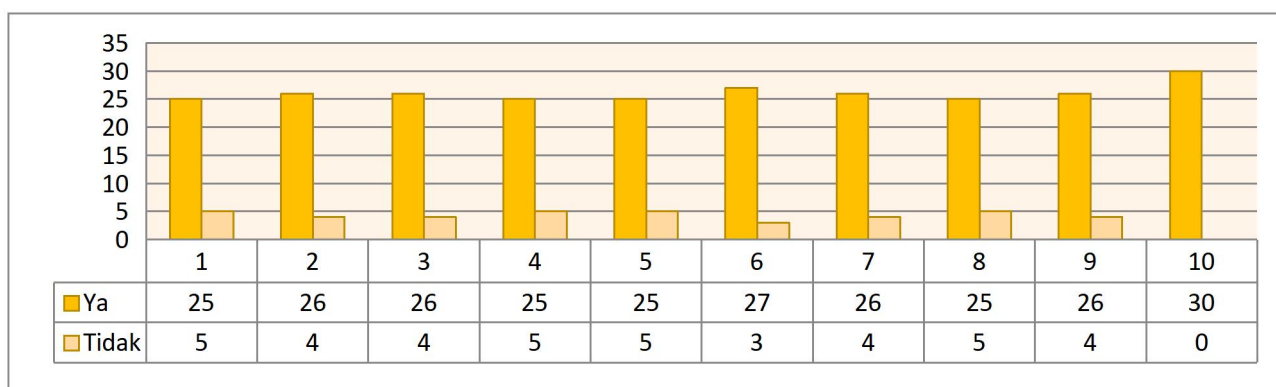
The questionnaire was given to each student in the final act to find out the reactions and opinions of students about the application of Hypnoteaching techniques in learning to write scientific articles. It can be seen below the results of student questionnaires about the use of



need to take cycle 2 action.

The increase from cycle 1 to cycle 2 is 13%. The graph

Hypnoteaching techniques in learning how to write scientific articles.



Graph 3. Questionnaire about the Learning of Writing Scientific Articles by Using Hypnoteaching Techniques

No	Declaration
1	The students know and understand the writing of scientific articles after getting the task of writing scientific articles through Hypnoteaching techniques.
2	By using Hypnoteaching techniques, it is beneficial for writers to express ideas or concepts because they have enthusiasm.
3	Hypnoteaching techniques greatly enhance the writer's skills in writing scientific articles.
4	The provision of material and the task of writing scientific articles through Hypnoteaching techniques can improve the understanding and skills of writers in writing scientific articles.
5	After getting the task of writing scientific articles through Hypnoteaching techniques, the writer is more competent in writing scientific articles.
6	Positive suggestions can help the spirit of the writer to think of ideas in writing scientific articles.
7	Learning by using Hypnoteaching techniques in class helps writers write scientific articles.

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8	After learning to write scientific articles through Hypnoteaching techniques, the writer feels confident and motivated and does not feel reluctant or difficult in writing scientific articles.
9	Positive suggestions can be a capital to arouse the spirit of writing scientific articles.
10	Application of Hypnoteaching techniques can be done in learning to write scientific articles.

Based on the above results, it can be concluded that students are happy with the application of Hypnoteaching techniques in learning how to write scientific articles. Students feel the enthusiasm they have in conducting the activities of writing scientific articles. Students think that there is an increase in interest because the teacher does a relaxation to calm students, who have not yet participated in learning to write scientific articles, at the beginning of the learning process.

b. Interview

Based on the results of the interviews with students, it can be concluded that students feel happy learning to write scientific articles using Hypnoteaching techniques. It is fundamentally better when compared to using conventional learning. Learning by using Hypnoteaching techniques can motivate teaching and learning activities.

CONCLUSION

Based on the results and discussion of the above research, it can be concluded that the skills of writing scientific articles of students at Giri Taruna Vocational High School Bogor can be improved well through Hypnoteaching techniques. The increase can be seen in the results of scientific article writing tests that are increasing well. The students only get an average of 57% in the pre-cycle test. In cycle 1, the students also do not reach the minimum limit, with an average grade of 63%. In cycle 2, the students experience a significant increase, with an average score of 76%. Therefore, action research activities in learning to write scientific articles by using the Hypnoteaching techniques show good improvement. Learning using Hypnoteaching techniques can help students write scientific articles with happiness, pleasure, and enthusiasm. Learning using Hypnoteaching techniques can increase learning interest and better learning outcomes for students. Students may apply their learning process in everyday life. Also, it can be used to improve students' rational thinking in writing scientific articles.

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