The Effect of Hypnosa toward Students' Confidence in Their Speech Performance

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Abstract: *Hypno-teaching and suggestopedia are rewarding method to affect students' learning situation and confidence. On the one hand, the absence of problem-solving concept in speaking performance promotes the study that completely examines the significant contribution of hypno-suggestopedia towards the students in training the speech. Forty one students of the third grade from Tuju-tuju Islamic boarding school of Darul-Huffadh, Bone, Indonesia were chosen as participants of this research. However, only ten students were selected and invited to be interviewed in-depth as the representative. Furthermore, this study applied qualitative research which is case study. Some instruments of the study – observation, questionnaire, and interview – are employed in the collection of data; the data was analyzed qualitatively. A great deal of hypnosa on the students' speech training are vividly found in which the students alter their state of behavior from pessimistic to be optimistic and from being less-confident to be more confident. Lastly, throughout this research, it is implied could be a better solution to provide a good concept in learning by showing the effect of combination of both hypno-teaching and suggestopedia*

Keywords: Hypnosa, hypno-teaching, suggestopedia, effects, confidence

1. Introduction

Speaking performance is famous as public speaking such as delivering the speech, presentation, and teaching. Those are not the easiest thing to do. Many people have glossophobia or frighten to face the public. According to the data taken from National Institute of Mental Health in America 2016indicate that there were around 74% of people who suffered from speech. It is classified as; 75% women suffer from speech anxiety, 73% man suffers from speech anxiety, and among 5.3 million numbers of Americans have a social phobia and fear of crowded or public places.

Glossophobia or public speaking anxiety is related to the self-confidence. Kazemi& Zarei (2014) contended that there is a relationship between speaking ability and confidence. The students who feel less confidence cannot express their ability well. Furthermore, Astuti (2016) discovered that there is a gap between student's English competence and performance where the curriculum is designed only to develop the student's competence such as grammar, reading and how to answer the test without considering students performance. As a result, many students got stress, worried, and anxiety when doing speaking performance such as presenting the paper, delivering a speech, addressing the argument and question in front of the class or in front of the public.

Meanwhile, self-confidence is the main point to develop someone's motivation and ability in doing something because it refers to someone's belief, thought and attitude. Most of Indonesian's students and teachers lack of confidence that effect to a boring situation in teaching and learning process (Hanifa & Haeruddin 2015).

In relation to speaking, any scholars have conducted the research related to the performance of speaking and self-confidence (Osboe *et al* (2007; Lejla(2011; Astuty(2015; Hanifa & Haeruddin(2015; Tuan & Mai(2015; Keong & Jawad(2015;)) act. These research only to investigate the

correlation, factors and problems related to the performance of speaking and self-confidence but very rare who try to offer the solution to overcome the problem.

On the others case, lack of self-confidence is also found as a big problem of some students in Darul Huffadh Tuju-tuju Islamic boarding school, applying speech training called Muhadhoroh as an extracurricular to support the student's performance. There are three languages applied in Muhadhoroh regularly twice in a week: Indonesian, Arabic and English languages. Ironically, many students are not able to present well, cannot open the mouth, tremble, stress and often pretend to be sick when they get a turn to deliver a speech. Many factors might be related to this problem and one of the problems is lack of self-confidence.

Nowadays, hypnosis is crowded to be applied in education which is known as Hypno- teaching to activate the students' right brain or subconscious mind in learning that influence the emotional and mental state. Meanwhile, suggestopedia is the best method to improve students pedagogy by applying suggestion and music to create a good environment and to make the brain feel relax. Depoter & Hernacky (2013) stated that suggestion can affect the result of students' learning situation and gives a positive or negative suggestion. Besides, Zusana (2014) said that suggestopedia is a method in building students' imagination through audio-visual aid to practice some language games in order to apply the patterns of new language form.

Then, several studies were conducted by the scholars (Guclu & Ahyan, 2014; Zusana, 2014;Talley & Hui-Ling, 2016) stated that suggestopedia is the effective method of teaching. On the other hand, Hypno-teaching is the best technique to be applied not only in language teaching but also in another subject (Kasmaja, 2016; Muzaki, 2015).

In sum, many researchers have explored on both hypnosis/Hypno-teaching and suggestopedia but as far as the writer concern, none of the researchers investigates on both

hypno-teaching and suggestopedia. Therefore, the researcher makes an innovation and collaboration on both hypnosis and suggestopedia as a new concept namely hypnosa to help the students on building their confidence in public speaking, especially in English speech. The purpose of this study is to analyze the effect of hypnosa on building confidence in public speaking.

2. Review of Literature

a) Public Speaking

Public speaking is also known as rhetoric. Beebe & Beebe, (2006) defines it as the use of symbols and words in achieving a goal. It is the art of speaking or writing aimed to persuade others. The objective (PS) is to influence or reinforce attitudes, beliefs, values, or behavior into the positive. Schmitz (2012) pointed out that public speaking is a process of designing and delivering a message to the audiences. Effective public speaking involves understanding the audiences and speaking goals, choosing elements for the speech that will engage the audiences with the topic, and delivering the message skillfully. Good public speaker understands what they have to plan, to organize, and to revise the material in order to build an effective speech.

b) The Essential of Public Speaking

Schmitz (2012) classifies it into three categories based on speakers' purpose; informative, persuasive, and entertaining.

1) Informative Speaking

Informative speaking is one of the most various types of public speaking. The primary intension of informative speaking is to share someone's idea or knowledge of a subject to the listener. There are very widely reasons of public speaking or speaking performance firstly takes place in ancient Egypt where Greek work on oratory. The main point of public speaking is a rhetoric which focuses on the composition and delivery of speech. Public speaking is also known as an art of speaking and it was first developed by the ancient Greek so that the theory is making an informative speech. For example, a speaker might be asked to instruct a group of coworkers, on how to use new computer software or to report to a group of managers. How the latest project iscoming along. The audience wants to know how the situation in a rural area is.

2) Persuasive Speaking

The second reason of the important of public speaking is to persuade the audiences or the listeners. People are often called on to convince, motivate, or otherwise persuade others to ensure their beliefs, take an action, or reconsider a decision in daily live. When increasing the skill to persuade effectively, it can be personally and professionally rewarding. Using a music in teaching process advocate the learning and fun education, convincing clients to purchase the company's products, or inspiring the high school students to attend the college Those all involve influencing other people through public speaking.

3) Entertaining Speaking

Entertaining speaking is a speech or speaking in front of the audience aimed to make people happy. Entertaining speeches is sometimes used not only to entertain in jesting with pleasure but it is also used in grieving events aimed at entertaining people mourning or being left dead. Entertaining speech became very famous since ancient Greece where Aristotle identifies epidemic talk (speaking in ceremonial contexts) as an important type of address. In this case. Many professional elite from religious leaders, trainers to comedians, who make a living by giving an entertaining speech. As someone who has watched an awards show on television or has seen an incoherent best man delivering a wedding toast can attest. Entertaining speaking is a task that requires preparation and practice to be effective and to be attractive. In Indonesia, the example of entertaining speaking can be found in many programs on the television such as stand up comedy or storytelling.

c) Confidence

Self-confidence is a level where people are aware of themselves, in concern of abilities, gift, and knowledge. This is happening when people have the awareness of their capabilities. People grow to feel safe and comfortable in what people used to do surroundings them. Self-confidence is basically based on how good or bad that someone has done in previous situations. It is how to feel about ourselves. Self-worth is based upon the previous performance. People tend to base our own personal values on how successfully people perform in different situations and we often require perfect performance of ourselves.

d) Hypnoteaching

Navis (2013;128) stated that hypno-teaching is a learning process that involves both conscious and subconscious mind. In addition, Hypnoteaching is believed to be a learning method that presents the subject matter using a subconscious language where the subconscious exerts a profound of the influence on how the brain works. (Wijayanti, 2012). This related to Gunawan's idea (2007;18) stated that hypno-teaching is a method of learning that provides a material of teaching using subconscious language because a subconscious mind is the greater dominant in the way of thinking.

Hypno-teaching is not the condition where the students being hypnotized until seep like what many people know from the television such as in Uya Kuya program. Hypno-teaching here refers to the condition where the students directed to build a conducive situation in learning process. Therefore, when the teacher applies the technique of hypnosis in teaching and learning process, the students are in conscious condition with eyes open. The students only made relax in mind so that they can focus on the teacher. There are many steps of doing hypno-teaching. Muzaki (2015) concluded the steps as a) Intention and motivation, b) pacing, c) leading, d) using positive words and suggestion, e) giving a praise, and f) modeling.

e) Suggestopedia

Suggestopedia is a teaching method introduced by Bulgarian psychotherapist and educator, Georgi Lozanov using suggestion method (Richard, 2002; Lazanov, 2005). Suggestopedia is the combination of two words suggestion and pedagogy that basically developed by Georgy Lozanov in the 1970s. It is the realization of the concept regarding

someone's psychological aspects as a consequence of the concentration through subconscious mind process.

Suggestopedia is a method based on effective understanding by combining desuggestion and suggestions for achieving quiet and fun learning. General advice means dismantling bank memory, or backups, unwanted or blocking memories.. The most essential target of suggestopedia is to suggest more positively on students' mental potential to learn and which obtained by motivation. Desuggestion means unloading the memory banks, or reserves, of unwanted or blocking memories.Desuggestion means dismantling the memory banks, or backups, unwanted or inhibiting memories. The advice then loads the bank's memory with the desire and facilitation of memories.

3. Method

This research was designed to use a qualitative approach. According to Sugiono(2009), qualitative research was known as a post positivist method, artistic method, and interpretative method. This research aimed to investigate the effect of hypnosa on building students confidence in English speech in public. This approach helped the researcher to investigate and to analyze the data descriptively. The purpose of this approach was to interpret and to contextualize the data.

This research explored about a case study of the students in girl Islamic boarding school Darul Huffadh, Bone, Indonesia when doing training of speech activity called Muhadhoroh. Muhadhoroh was extracurricular that obligated every student to be able to perform a speech in tree languages. It was aimed to improve students' performance in public speaking and students' ability in speaking Indonesia, Arabic, and English.

The researcher used some techniques to collect the data such as observationand interview. The data collected in the field was analyzed in descriptive qualitative. According to Sugiono (2009), data analysis of qualitative research was an ongoing process which was done before coming to the field and after doing it in the field. This method was used to describe the effect of hypnosa in training speech and to describe students' perception of hypnosa.

4. Findings

Through questionnaire
Below is the comparison result of the questionnaire before and after applying hypnosa where the answer yes means positive and the answer no means negative.

No	Items of glossophobia	Before		After		Result
		Yes	No	Yes	No	
1.	I do like challenge to speak in front of the public	34	7	11	30	27
2.	I can speak English better	33	8	13	28	7
3.	I enjoy speech using English	31	10	12	29	10
4.	I never underistimate myself	27	14	13	28	21
5.	I always optimist when speech using English	26	15	13	28	2
6.	I can control my emotions when I speech in front of public using English	24	17	12	29	8
7.	I always think positively when speech using English	22	19	11	30	14
8.	I believe my capability of using English	20	21	10	31	14
9.	I recognize the power of myself	20	21	14	27	17
10	I face my fear and learn from them	15	26	10	31	16
11	I accept the criticism when doing mistake in speech using English	15	26	11	30	16

It cannot be denied that problems in glossophobia usually appear to almost people, but some people can figure out the problems and others cannot do it. Therefore, the researcher gave the training to share about the step of hypnosa to help the students who cannot figure out of the problem. After applying the training of hypnosa, the researcher observes the students' condition in the field by asking about the effect of hypnosa to the students. The following table is the effect of hypnosa to the students after applying hypnosa. Explaining about the effect of hypnosa to the students is aimed to answer the second research question.

Effect of hypnosa to the students
mm… good, that make me give up, em.. make me move on.move on from my problem
yes I think sure, because makes me change zero to hero
yes there is a changes in myself, even little by little, step by step, but kata wise word (sedikit demi sedikit lama lama jadi bukit, setiap langkah langkah kita itu akan sampai kalau kita bisa)   *yes there is a changes in myself, even though little by little, step by step, but there a wise word "a penny saved is a penny earned", every single step will come to finish if we can)*
training hypnosa membuat saya e.. yang kemarin tidak terlalu confidence menjadi lebih confidence   *(training hypnosa make me e… from do not confidence become more confidence)*
e… it really very good for me, How yes? Udah g' yang takutnya itu sudah menurun 100% itu sudah menurun 80% sudah hilang, 20% itu sedikit itu sudha hilang.   *(e…. It really very good for me, what I am saying that my fear from 100% has dicreased 80% and lose, it only 20%)*
ya… karna untuk orang yang sebelumnya tidak bisa PD bisa menjadi yang maju berpidato di depan public   *(yes… because for someone who is not confidence before were able to come forward to deliver a speech)*
seperti yang tadinya merasa gugup, kaku trembling sekarang udah g   *(for instance that before it I am nervous, clumsy, and trembling, now is not)*
insya Allah …mulai kemarin sangat banyak perubahan (God will… from yesterday, there are many changes)
"iyya, Alhamdulillah saya mau memberi semangat diri saya sendir untuk bisa maju walaupun tidak ada persiapan"   *(yes, grateful to God, I can motivate myself to be able to come forward. Even though there is no preparation)*
"ya banyak lah, tentang aku harus e… semangat lagi, aku g boleh nyerah, yang penting banyaklah, g boleh e.. minta ini itu sama orang tua"   *(yes, there are many, that I have to be more spirit, do not give up, many things, can not ask this and that to*

parent)
insya Allah bisa bersaing dengan teman, saya yakin karna kemarin di antara teman teman, masih banyak yang PD, sementara saya sendiri sangat pendiam, pemalu, e.. suka diejek teman, yang penting itulah, teman teman jarang suka saya. Hanya beberapa orang bisa dihitung tapi saya kagum dengan diri saya sendiri, mengapa saya bisa maju tanpa disuruh orang lain. *(God will I can compete with my friends, I believe because yesterday, there are many of my friends basicly confidence while I am uncommunicative, timid person, e… my friend usually mock me, they do not like me. Only a few people like me, but I admire myself that how could I can come forward without ordering from people)*
"insya allah saya akan berubah bagaimanapun caranya, saya mau mengatakan pada mereka semua saya bisa, saya pasti bisa" *(Insya Allah I will change however the way and I will tell them that I can.)*
sekarang saya lebih optimist, lebih percaya diri lagi tampil di depan public *(now I am more optimist, more confidence to perform infront of the public)*
membuat saya lebih confidence dan tidak merasa takut *(make me more confidence and do not feel clumsy anymore)*
banyak perubahan pada diri saya sendiri. *(there are many changes in me)*
sangat banyak kemarin yang malu malu kemarin yang maju waktu di training. *(there are many of my friends who basically timid person come forward when training)*
lebih pd, tidak kaya kemarin (more confidence, different than before)
kaya sudah terasa kaya berbeda, lebih nyaman (feel like different, I feel more confortable)
iyya, saya optimist (yes I am optimist)
tambah semangat lagi dalam muhadhoroh, kan kemarin itu saya sering marah marah karna itu, member tidak mau mendengar, ya… maksudku, saya yang harus lebih semangaaat lagi, tambah PD lagi, saya harus memikirkan yang terbaik lagi. *(more confidence in muhadhoroh, before it, I always angry and grumble becuse the member do not want to listen, I mean … I must be more spirit, more confidence and I must think positively)*
kemarin waktu mereka maju, saya merasa eh.. kok bisa sih? Karna kemarin kalau disuruh mereka marah, baru kali itu saya lihat, kok bisa sih? *(Yesterday when they came forwarad, I said, eh how could? Because in the past they were angry when pointed, at the first time I look, How could it be?)*
saya melihat teman saya ada yang berubah karna orangnya pertama tama kaya tidak percaya diri, tapi tiba tiba waktu di suruh siapa yang bisa menunjukkan rasa percaya dirinya, dia langsung maju. Saya kagum kepada dia, pertama tama saya lihat dia kaya tidka pd orangnya, tapi ketika dia di tantang, dia mungkin dia hayati sekali tadi hypnosa maka dari itu dia bisa jadi orang confidence.

5. Discussion

Hypnosa gives a great influence not only to whom who has a big problem with glossophobia but also to whom who has been confidence. In addition, hypnosa give a great motivation to the students who have applied it. There are three classification of the effect of hypnosa to the students that can be seen from the students' confession as:

a) From pessimist become optimist
Some students have the problem with the pessimist. According to the Cambridge dictionary, pessimist defines as:" someone who feels that bad things are more likely to happen than good things". In another point, oxford living dictionaries define pessimist as a tendency to see the worst aspect of things or believe that the worst will happen. From these two definitions, it can be inferred that pessimist is a condition where people always looking to the negative side rather than positive. This problem caused by many factors such as low of self-acceptance, think negatively about her/his self; feel alone, dissatisfactory of the capability, compare with the other people and introvert. This can be interpreted from the student's avowal:

"insya Allah bisa bersaing dengan teman, saya yakin karna kemarin di antara teman teman, masih banyak yang PD, sementara saya sendiri sangat pendiam, pemalu, e.. suka diejek teman, yang penting itulah, teman teman jarang suka saya. Hanya beberapa orang bisa dihitung tapi saya kagum dengan diri saya sendiri, mengapa saya bisa maju tanpa disuruh orang lain. insya allah saya akan berubah bagaimanapun caranya, saya mau mengatakan pada mereka semua saya bisa, saya pasti bisa"

(God will I can compete with my friends, I believe because yesterday, there are many of my friends basically confidence while I am uncommunicative, timid person, e… my friend usually mock me, they do not like me. Only a few people like me, but I admire myself that how could I can come forward without ordering from people. Insya Allah I will change however the way and I will tell them that I can).

Basically, this student is a very introvert person, she always looks down herself. Negative perception of herself has been glutinous in her mindset that makes her failed in the third grade. When training of hypnosa, she was very enthusiastic to follow every single step that the trainee has given.

After applying hypnosa to the students, the trainee gives a challenge to the students to show their capability to speech in front of the audience without preparation. Suddenly, she came forward to give a speech that makes her friends astonished. This was supported by other students' comment: *"yesterday when they came forward, I said, eh how could? Because in the past they were angry when pointed, at the first time I look, how could it be?"* This statement is coming from a chief of a group in training of speech who has a responsibility to organize the activity of training of speech. She argues that she was very surprised to see the improvement some of her friends that she knows about their personality. Start from that, she got a new spirit and motivation to face the world. Other students also argue as the same case

"sekarang saya lebih optimist, lebih percaya diri lagi tampil di depan public" (now I am more optimist, more confidence to perform infront of the public).

b) From lack of confidence become more confidence

Basically, there are many students have been confidence before applying hypnosa. In fact, they still have problems such as nervous, tremble and many others but still in the level of fittingness. In the progress of hypnosa, these students change to be more confidence. This is supported by the students' believe in the following statement:

1) *"Training hypnosa membuat saya e.. yang kemari tidak terlalu confidence menjadi lebih confidence"(training hypnosa make me e… from do not confidence become more confidence)*

2) *sekarang saya lebih optimist, lebih percaya diri lagi tampil di depan public (now I am more optimist, more confidence to perform infront of the public)*

3) *membuat saya lebih confidence dan tidak merasa takut gitu*
   ((make me more confidence and do not feel clumsy anymore) lebih pd, tidak kaya kemarin (more confidence, different than before)

The expressions above declared from different students where all of them admire themselves to be more confidence and can overcome their problem in glossophobia. The positive alteration of these students was supported by another argument of the students that stated below:

4) *"saya melihat teman saya ada yang berubah karna orangnya pertama tama kaya tidak percaya diri, tapi tiba tiba waktu di suruh siapa yang bisa menunjukkan rasa percaya dirinya, dia langsung maju. Saya kagum kepada dia, pertama tama saya lihat dia kaya tidka pd orangnya, tapi ketika dia di tantang, dia mungkin dia hayati sekali tadi hypnosa maka dari itu dia bisa jadi orang confidence."*

(I look there is a change in my friends. as I know that individually they are lack of confidence but suddenly when the students ordered to show their confidence, she directly come forward. I was amazed to her, as I know from the first time, she is not confidence but she can show her confidence. Maybe she was very inspiring the hypnosa therefore she can turn over to be confidence.

Hypnosa has given great effects to the students because the students can change their mindset and attitude. Due to the fact, from the observation in the field, the researcher shows that the students' attitude after training was changed to be more positive.

6. Conclusion

This study reveals three positive effects of the use of hypnosa on students speech performance: Hypnosa changes the students' mindset from pessimist to the optimist one, cahnge the students' attitude from lack of confidence become confidence and from confidence to be more confidence.

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