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MALAYSIA



2<sup>nd</sup> ICEL 2014  
THE SECOND INTERNATIONAL CONFERENCE ON EDUCATION AND LANGUAGE

20, 21, 22 MAY 2014  
Bandar Lampung University, Indonesia  
**PROCEEDINGS**

Hosted by  
Teacher Training and Education Faculty (FKIP),  
English Education Study Program, Bandar Lampung University (UBL)



# PROCEEDINGS

THE SECOND INTERNATIONAL CONFERENCE  
ON EDUCATION AND LANGUAGE

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**2<sup>nd</sup> ICEL 2014**

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20 -22 MAY 2013



Organized by:  
Faculty of Teacher Training and Education (FKIP),  
English Education Study Program of Bandar Lampung University  
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## **PREFACE**

The activities of the International Conference are in line and very appropriate with the vision and mission of Bandar Lampung University (UBL) to promote training and education as well as research in these areas.

On behalf of the Second International Conference of Education and Language (2<sup>nd</sup> ICEL 2014) organizing committee, we are very pleased with the very good responses especially from the keynote speakers and from the participants. It is noteworthy to point out that about 80 technical papers were received for this conference

The participants of the conference come from many well known universities, among others: University of Wollongong, NSW Australia, International Islamic University Malaysia, Kyoto University (Temple University (Osaka), Japan - Jawaharlal Nehru University, New Delhi, India - West Visayas State University College of Agriculture and Forestry, Lambunao, Iloilo, Philippine - Bahcesehir University, Istanbul, Turkey - The Higher Institute of Modern Languages, Tunisia - University of Baku, Azerbaijan - Sarhad University, KPK, Pakistan - Medical Sciences English Language Teacher Foundation Program, Ministry of Health, Oman - Faculty School of Arts and Sciences, Banga, Aklan Philippines - Sultan Ageng Tirtayasa, Banten, - Pelita Harapan University, Jakarta - STIBA Saraswati Denpasar, Bali - University of Muhammadiyah Yogyakarta - Ahmad Dahlan University Yogyakarta - Sriwijaya University, Palembang - Islamic University of Malang - IAIN Raden Fatah Palembang - Universitas Diponegoro, Semarang, Indonesia - Universitas Haluoleo Kendari - State Islamic University of Sunan Gunung Djati, Bandung - Tadulako University, Central Sulawesi - Sanata Dharma University - Lampung University and Open University,

I would like to express my deepest gratitude to the International Advisory Board members, sponsors and also to all keynote speakers and all participants. I am also grateful to all organizing committee and all of the reviewers who contribute to the high standard of the conference. Also I would like to express my deepest gratitude to the Rector of Bandar Lampung University (UBL) who gives us endless support to these activities, so that the conference can be administrated on time.

Bandar Lampung, 20 May 2014

**Drs. Harpain, M.A.T., M.M**

*2<sup>nd</sup> ICEL 2014 Chairman*

## PROCEEDINGS

The Second International Conference on  
Education and Language (2<sup>nd</sup> ICEL 2014)  
BANDAR LAMPUNG UNIVERSITY  
Bandar Lampung, Indonesia  
May 20,21,22 2014

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## TEACHING ENGLISH WORDS' LITERAL MEANING TO 2<sup>nd</sup> SEMESTER STUDENTS OF FKIP UBL THROUGH STAGE HYPNOSIS

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### Abstract

This study reviewed the use of stage hypnosis in teaching students English words meaning. Memorization is one principle in mastering vocabulary that takes a quiet interval until someone really owns words (Thornbury, 2002). To reduce study time problem, the researcher applied a suggestive principle, teaching students by inserting positive suggestion. In this case, stage hypnosis, part of hypnotism, was provided as a solution to that study time problem. The positive suggestion was translated into suggesting students about literal meaning of words in English. The sample consists of four second semester students of English Study program of UBL Bandar Lampung. After the observation (pretest-treatment-1<sup>st</sup>posttest-2<sup>nd</sup> posttest), and interview to the sample, the researcher found that stage hypnosis is very significant for teaching words meaning. All sample show a significant behavioral change by unconsciously knowing the 10 difficult words' meaning. The interview also proved their preference of this new instant technique. The second posttest was held for reliability reason. It indicated that their memory of words meaning were successfully stored in their long-term memory. Finally, the researcher concluded that stage hypnosis must be further developed for English vocabulary mastery teaching.

*Keywords:* Stage Hypnosis, positive suggestion, literal meaning, vocabulary mastery.

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### 1. BACKGROUND

One of the most problems faced by English learners is the compulsive motivation to master the target language as soon as possible. Instant learning, if it really exists, will be more preferable to normal learning. Especially in mastering vocabulary, it has been known to some experts and language teachers that it is kind of time-consuming and effort-demanding. Any sources are employed as learning media to enhance vocabulary mastery either technological or non-technological one. The employment of both types of media is an entailment of a statement "having lack vocabulary means having little words to say". It also affects to someone's speaking ability. Regarding this, many schools and English courses have attempted to overcome such challenge by promising their customers what so-called instant speaking ability. However, most of the words promised are still in vain as there are still many learners who confess that their years-language learning is still on its way to perfection moreover in terms of vocabulary mastery. The questions are; when will it reach its perfection? Can the time of vocabulary mastery be reduced?

Thornbury (2002, p.193) one of word learning matters is a matter of memorization which involves three stages of mental lexicon – short-term store, working memory and long-term memory. Language learners within those processes are exposed to contexts, media and any efforts pertaining to vocabulary mastery. After experiencing the exposure, some of the words will be eventually stored in the mostly expected stage, long-term memory.

In addition to the stages of memorization above, the fact that a learner utilizes a rehearsal activity in order to own the words targeted is also one of the principles in learning vocabulary. Repetition takes place when someone has just learnt a new word from texts and utterances. His/her mental process immediately records it by normally repeating its pronunciation for several times. Then the enforcement of mastery acts up when the learner finds the words that he/she repeatedly pronounced in other texts and utterances.

The point is that all of the stages are time-consuming. In any way possible experts and language teachers still strive to find the fastest way to master vocabulary. In relation to two questions flooded in the first paragraph, finding this fastest way is such a challenge to be overcome. The solution to this challenge is there must be an instant way of learning which is able to help learners store the targeted words in their long-term memory.

My personal belief is that human hidden reserves are endless. However, science has reached an understanding that they are far larger than currently realized (Lozanov, 2005 ). The quotation above is taken from Dr. Georgi Lozanov's speech in UNESCO 1978.

Before further talk about the solution to language learning problem above, I would like to do a bit discussion of the great power of hypnotherapy as a method of teaching. This method uses human suggestibility in order to insert positive suggestion or advice toward someone so that he will change behaviorally in his daily life activity. This powerful suggestion is inserted to his brain by means of certain suggesting sentences such as ' you will **be able...**', ascertain yourself that you **can...**' and so forth. The reserve to which the positive suggestions are inserted is the largest reserve in human brain. That is what we call by Trance area. This Trance area is known to be containing unlimited area to reserve knowledge. If someone can use and optimize this reserve, he will be much able to benefit from it. Rarely do ordinary people realize the existence of this Terrance area. In relation to this, hypnotherapy, being close to suggestopedia teaching method has so far been developed to meet the need of using this Trance area (Golden Soul Institute).

Now we go back to the solution of study time problem. In this case, I try to show the correlation between learning words literal meaning and the advantages that we can take from hypnotherapy. Learning of words meaning needs memorization. The memorization is to store the words in learners' long-term memory. This memorization is time-consuming. On the other side, part of hypnotherapy, stage hypnosis, can instantly be used to open someone's sub-conscious area. When someone is in his sub-conscious area, it is easy for him to be suggested with any positive suggestion including telling him some difficult English words meaning. Regarding the length of memory would be answered after the research. Finally, this research was going to find out; 1. What behavior change happened to learners during the hypnosis treatment? 2. What are their opinions regarding this new developed technique?

By the end of this research it is expected that this research will be able to provide significant information on the issues happened during the application of stage hypnosis in teaching learners some English words meaning.

## **2. LITERATURE REVIEW**

### **2.1. Word meaning**

Thornbury (2002, p.193) one of word learning matters is a matter of memorization which involves three stages of mental lexicon – short-term store, working memory and long-term memory. Language learners within those processes are exposed to contexts, media and any efforts pertaining to vocabulary mastery. After experiencing the exposure, some of the words will be eventually stored in the mostly expected stage, long-term memory

### **2.2. Words memorization**

Carter (1998, p. 193) in learning words meaning, learners mostly involve the following two steps: 1. Relate the target word to the similarly sounded word in the mother tongue though with different meaning. 2. Make an image which relates those two different things and try to use the image to retain the words actual meaning. While Thornbury (2002, p. 23) proposes that workings of memory usually divide the stages of the following; Short-term memory, Working memory, and Long-term memory. Those two theories share the same opinion that learning words need a kind of process which takes a quiet sometime until the words are really stored in long-term memory. No matter what technique is used to memorize the words meaning, in any way possible it still takes time and the length retention is also questionable.

### **2.3. Hypnosis**

Hypnosis is a very interesting phenomenon in which people are amazed by someone's ability to control other person's mind. The person who is under the control of the hypnotist will perform any commands ordered by the hypnotist. When his critical area is made busy by the hypnotist, that person will be easily suggested to a certain suggestion.



Hypnosis is usually connected with supra natural domain, magic, myth, especially for people in the eastern countries (Golden Soul Institute). It means that many people still misinterpret the nature of hypnosis. Originally, there are two sects of hypnoses; they are eastern hypnosis and western hypnosis. Eastern hypnosis is a traditional hypnosis which uses the help of other earthly life, spirit, to help the hypnotist to do his action. On the other hand, western hypnosis sees hypnosis from scientific point of view. It is assumed to be an ordinary psychological indication which is the outcome of a very persuasive art of communication.

Yarnell states that hypnosis is a state of mind characterized by relaxed brain waves and a state of hyper-suggestibility. Hypnosis and hypnotic suggestions have played a major role in healing for thousands of years. Further, Nemiah (1976) in his preface to Frankel work states that

Hypnotism," asserted Durand de Gros in 1860, "provides psychology with an experimental basis, from which point on it becomes a positive science and takes its place in the larger sphere of animal physiology."

After comparing those theories above, I come to a conclusion that hypnosis can be used to give positive insertion to someone especially in an effort to heal someone's bad behavior. There has been no one argues that hypnosis brings a bad effect to human.

Hypnotism depends too much on the big capacity of human's sub-conscious area which is 88% out of 100%. The rest 12% belongs to the conscious area. Only a slight portion of critical area divides both areas. Usually, the thickness of this critical area increases along with the increase of someone's intelligence. Though not always, the more intelligent someone is the more his critical area is increasing.

The following is how any information is inserted to human mind in daily life.

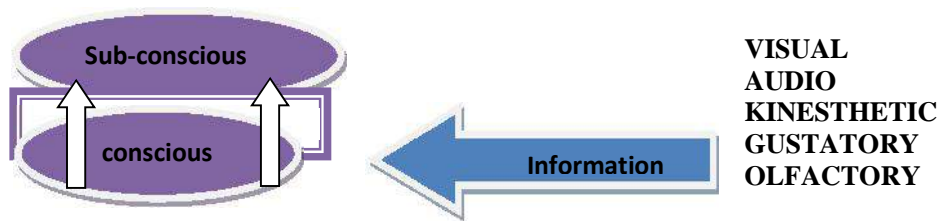


Figure 1. The way information inserted to human in daily life

Figure 1 shows that in our daily life, any information we get must initially enter our conscious area before being verified in our critical area or working memory then will be decided whether the information will be stored in long-term memory or not. In conclusion, not all the information will enter the sub-conscious area.

#### 2.4. Stage Hypnosis

Talking about stage hypnosis, we must immediately imagine the TV shows which make use of it to entertain people. Hidden information in someone's mind is explored so that the watchers will know everything that someone actually conceals. Usually, a hypnotist will not dig things in privacy domain so deep considering the privacy right of his client. His only purpose is to expose the not too dangerous ugly truth which will probably evoke the laugh of the spectators.

The following is how information inserted to someone's mind through stage hypnosis:

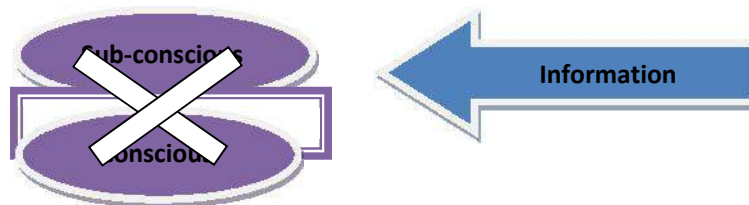


Figure 2. the way information inserted to someone's mind through stage hypnosis

In figure 2, the information is immediately inserted to someone sub-conscious mind by firstly removing his critical area for a while. Finally, that someone comes to a Hypnos condition.

Yarnell states that;

The hypnotic state, by itself, is only useful for the relaxation it produces. The real importance of hypnosis to the healing and emotional change process is that while you are in the hypnotic state, your mind is open and receptive to suggestions. Positive and healing suggestions are able to sink deeply into your mind much more quickly and strongly than when you are in a normal, awake state of mind. I say positive suggestions because all research has demonstrated that while in the hypnotic state, you cannot be made to do anything against your moral values.

Hypnos is a state of consciousness where someone can easily absorb any information given (Golden Soul Institute). In relation to this research, when someone has come to a Hypnos, he will be inserted with some targeted words meaning with the hope that those words meaning will last in his long-term memory.

### 3. METHOD OF THE RESEARCH

This research was a descriptive qualitative research which employed pretest-treatment-posttest-2<sup>nd</sup> treatment-2<sup>nd</sup> posttest and informal interview which was done by using simple talk upon the completion of the treatment. At the end of this study, those two techniques were used for getting the data.

#### 3.1. Sample

Sample of the research is taken from second semester of English Teaching and Training Study Program of FKIP UBL. Only 6 out of 40 students are chosen due to the practicality of the research and availability of the students. The choosing of second semester is because of that they have already got pronunciation class and their level of vocabulary has not reached the difficulty of the words would be given to them during the Hypnos. The choosing of difficult words is aiming at seeing how effective the use of Hypnos towards the length retention of words in students' long-term memory.

#### 3.2. Procedure of the Research

The research was done through the following procedure;

- a. Firstly, I decide which words would be inserted to the students during the Hypnos. Here, I choose 10 difficult words; (*slander, suspect, fragrant, incumbent, hostile, intrude, juncture, maiden, odor, novice*). The choosing of words was based on two major factors which indicate the difficulty of words - stress and syllable. I chose the words which were alien to them.
- b. The second step was giving a pretest. Before pretest, I told them to naturally do the pretest without any attempt to know the meaning by looking out their dictionaries or by asking others in order for sharing information. It was done to know how they responded to the totally difficult words given to them.
- c. Next was inserting the first 5 words (*slander, suspect, fragrant, incumbent, hostile*) by using hypnosis by means of a hypnotist who could do the hypnosis. When inserting the words, the hypnotist, who is also an English student, suggested the meaning of words to a student when she is already in a Hypnos area. Continually, the hypnotist did the treatment for each student. The insertion of the first 5 words was aimed control treatment time and its practicality.
- d. Then, I brought the sample students to a very simple conversation by asking them how they were feeling when being hypnotized. This simple talk was aiming at making them at their ease and avoiding any possibility of short-term memory which might make them still remember the inserted words.
- e. Afterwards, posttest was administered. The same words were given in the posttest. Still at this occasion, I told them not to do any other efforts for knowing the meaning of words. Their only source for getting the meaning is only through hypnosis.
- f. Then, the 2<sup>nd</sup> treatment was done for inserting the rest 5 words (*intrude, juncture, maiden, odor, novice*) with the same technique as the 1<sup>st</sup> treatment.
- g. After doing a small talk again then the students were finally given 2<sup>nd</sup> posttest.
- h. After waiting for 10 days, the 3<sup>rd</sup> posttest was given in order to know the reliability of the treatment. In this occasion, I intended to know whether the words were still lasting in their mind. In this 3<sup>rd</sup> posttest 30 questions of words were given in order to avoid the number memory of the students.
- i. Finally, I analyzed the data and the happenings during the process and concluded the findings.

### 3.3. Research Instrument

#### a. Words

Tabel 1. 10 difficult words

No.	Words	Meaning
1	Slander	Memfitnah
2	Suspect	Mencurigai
3	Fragrant	Minyak Wangi
4	Incumbent	Pejabat
5	Hostile	Bermusuhan
6	Intrude	Mengganggu
7	Juncture	Sambungan
8	Maiden	Gadis Perawan
9	Odor	Bau
10	Novice	Orang Bau

Here, I choose 10 difficult words; (*slander, suspect, fragrant, incumbent, hostile, intrude, juncture, maiden, odor, novice*). The choosing of words was based on two major factors which indicate the difficulty of words - stress and syllable. I chose the words which were alien to them.

#### b. Interview

This instrument was used to describe their experience when being hypnotized. This was also for the purpose of avoiding the possibility of short-term memory when given posttest. The informal interview covered the following questions:

Tabel 2: Question informal interview

No	Questions
1	“Apa yang anda rasakan ketika dihipnotis?”
2	“Apakah anda merasa mengantuk?”
3	“Apakah anda senang belajar dengan teknik hypnotist?”
4	“bagaimana pendapat anda secara keseluruhan?”

Other questions and information were also given to them in order for them to increase their knowledge.

## 4. FINDING

### 4.1. The results of the pretest

The results of the pretest are the following:

Tabel 3: Result of the pretest

No.	Name	Score
1.	Fitria Sari	0
2.	Ida Lisma	0
3.	Safriandi	1
4.	Sela Fitriana	0
5.	Sepkalia	0
6.	Siti Ulfa Khusniyah	0

From the score above, it was obtained that only one student managed to attempt one question while the others failed to answer the meanings.

### 4.2. The results of the 1st posttest

The results of the 1<sup>st</sup> posttest are the following:

Tabel 4: Result of the 1<sup>st</sup> posttest

No.	Name	Score
1.	Fitria Sari	0
2.	Ida Lisma	5
3.	Safriandi	1
4.	Sela Fitriana	0
5.	Sepkalia	2
6.	Siti Ulfa Khusniyah	1

In the 1<sup>st</sup> posttest score, it was found that some students attempted to answer the questions. One student managed to answer the whole 1<sup>st</sup> 5 inserted words while student number 5 only answered 2 questions. Student number 6 could answer 1 question. Students number 1 and 3 had different case of degree of suggestibility.

#### 4.3. The result of the 2<sup>nd</sup> posttest

Table 5: Result of the 2<sup>nd</sup> posttest

No.	Name	Score
1.	Fitria Sari	5
2.	Ida Lisma	9
3.	Safriandi	1
4.	Sela Fitriana	0
5.	Sepkalia	6
6.	Siti Ulfa Khusniyah	3

In the 2<sup>nd</sup> posttest score, it was found that some students attempted to answer more questions. Student number 2 managed to answer 9 questions. Students number 1, 5 and 6 also shown the same improvement as student number 1. Students number 3 and 4 had the case of suggestibility.

#### 4.4. The result of the 3<sup>rd</sup> posttest

Table 6: Result of the 3<sup>rd</sup> posttest

No.	Name	Score
1.	Fitria Sari	5
2.	Ida Lisma	9
3.	Safriandi	1
4.	Sela Fitriana	0
5.	Sepkalia	6
6.	Siti Ulfa Khusniyah	3

In the 3<sup>rd</sup> posttest score, it was found that the scores were the same as those of the 2<sup>nd</sup> posttest. Some students attempted to answer more questions. Student number 2 managed to answer 9 questions. Students number 1, 5 and 6 also shown the same improvement as student number 1. Students number 3 and 4 had the case of suggestibility.

#### 4.5. The result of informal interview

The informal interview showed almost the same perception on this new technique. The students enjoyed the process of hypnosis and considered that this technique to be enjoyable and less effort in knowing vocabulary meaning.

### 5. DISCUSSION AND CONCLUSION

In the pretest, only 1 student can answer 1 question while the others failed to answer. In the 1<sup>st</sup> posttest, an improvement happened but only some students answered some questions. This step is still not dependable. In the 2<sup>nd</sup> posttest more improvement happened. Most of all students could answer the questions with more correct answers. In the 3<sup>rd</sup> posttest, the students performed the same as that of the 2<sup>nd</sup> posttest. All the students showed the same opinion on this new technique. They enjoyed this new innovation. There were two students could not answer the questions due to their lack of suggestibility. It means that they could not be hypnotized.

From the fact above, some conclusions are to be drawn:

1. This technique theoretically and practically is a good new way for improving students' words' meaning.
2. This new technique is more enjoyable and effortless.
3. Only the 1<sup>st</sup> language can be used as a bridge to do hypnosis. If the 2<sup>nd</sup> language is used, let say an Indonesian hypnotizes an American by using English, some context misinterpretation might happen.
4. The procedure of the research needs to be improved by the way of improving the research instruments and by adding more samples.
5. More future researchers are expected to improve this kind of research.

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