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THE EFFECTIVENESS OF DEVELOPING STUDENTS' ABILITY IN WRITING ENGLISH POETRY THROUGH HYPNOTIC WRITING

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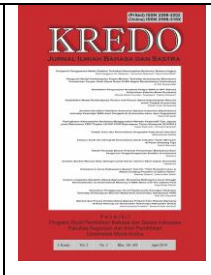
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Abstract

The small portion of teaching literature, especially poetry writing, which is available in the curriculum (K-13) makes students less able to practice writing poetry. The tenth graders at the National Immersion Senior High School (NISHS) Ponorogo are less able to explore the potential of literature in themselves. This research aims at helping the students by using hypnotic writing approach to improve the students' writing poetry. It employs an experimental research design by comparing the scores of the writing skills after implementing hypnotic writing. The result of the t.test is 6.09, compared with the value of the t.table with the degree of freedom (d.b = N - 1 = 20 - 1 = 19) = 2.09 and the significance level used is 5%. Therefore, it is clear that the value of t.test is higher than t.table (6.09 > 2.09). The finding shows that the post-test scores improve significantly. It means that the improvement of the ability to write English poetry through hypnotic writing in tenth-grade students at National Immersion Senior High School (NISHS) Ponorogo is effective, and the hypothesis is acceptable. The result of this study is expected to be an alternative in the techniques of writing poetry, especially at senior high school.

Abstrak

Sedikitnya porsi pengajaran sastra khususnya penulisan puisi yang tersedia dalam kurikulum (K-13) menjadikan para siswa kurang dalam berlatih menulis puisi. Siswa kelas sepuluh di National Immersion Senior High School (NISHS) Ponorogo kurang bisa mengeksplorasi potensi sastra dalam diri mereka. Penelitian ini bertujuan membantu siswa dengan menggunakan pendekatan Hypnotic Writing untuk meningkatkan kemampuan mereka dalam menulis puisi. Penelitian ini menggunakan metode penelitian eksperimental dengan membandingkan nilai keterampilan menulis setelah menerapkan Hypnotic Writing. Nilai rata-rata para siswa pada saat post-test pun melesit dan sangat memuaskan. Ada pun hasil dari t.test adalah 6.09, yang dibandingkan dengan nilai dari t.table dengan degree of freedom (d.b = N - 1 = 20 - 1 = 19) = 2.09 dan level signifikansi yang digunakan adalah 5%. Jadi jelas lah bahwa nilai dari t.test lebih tinggi dari t.table (6.09 > 2.09). Temuan penelitian menunjukkan nilai postes meningkat signifikan. Ini berarti bahwa peningkatan kemampuan menulis puisi berbahasa Inggris melalui Hypnotic Writing pada siswa kelas sepuluh di National Immersion Senior High School (NISHS) Ponorogo adalah efektif, dan hipotesisnya bisa diterima. Hasil penelitian ini diharapkan dapat menjadi alternatif teknik dalam penulisan puisi, khususnya di tingkat SMA.



INTRODUCTION

Writing poetry is a complex skill. The students' ability in writing poetry, in general, is still far from what was expected. Nevertheless, again, this is not purely the language teacher's fault, but the portion of teaching literature, especially poetry in the current curriculum, is indeed too small. If only language teachers had more awareness and wanted to integrate literature in ELT learning, the situation would be different, but very few realized the importance of this integrity. This fact is related to the fact concerning the lack of teacher awareness to integrate literature in ELT learning (Hall, 2016) especially through poem (Khan, 2020).

The challenge of integrating literature in ELT is not easy because literary material in Indonesian language lessons is still minimal. The language learning material in the 2013 Curriculum is full of text structures. The goal of learning a text-based language is indeed excellent. However, in this field, students will become bored because they have to deal with texts and texts. Literary material is beneficial for growing character, but why is it omitted. The 2013 curriculum greatly reduces content related to literary text types. Of the existing wealth of Indonesian literature,

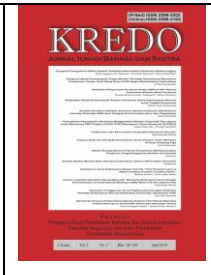
only a small portion is included in the curriculum (Patria, 2013). However, studies show that integrating literature in language learning shows positive trend (Viana and Zyngier, 2020; Mart, 2021).

In the 2013 curriculum, literature classes will begin to be taught in the seventh-grade so that elementary school children tend to ignore literature. The 2013 curriculum does not provide sufficient literary learning material and is only implicit so that it requires an explanation for Indonesian language teachers. In other words, in elementary school lessons, literature classes are abandoned. In fact, if students want to foster their interests and talents, it should be used as the basic material for literature since elementary school. Along with the low proportion of literature subjects, students' interest in literature will decrease drastically; besides that, language teachers also lack literary skills because the 2013 curriculum does not provide much literature about literature (Rahmanto, 2013).

Suroso (in Wardhana, 2013) states that the implementation of literature learning needs to be re-understood. The central government did not involve stakeholders in Indonesian language and literature education when compiling the 2013 curriculum, making it difficult for language teachers to implement the



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curriculum. Inadequate facilities and infrastructure also hit them. When questioning the 2013 curriculum policy, teachers and education practitioners are encouraged not to worry. It is time to start studying literature (in the 2013 curriculum). Teachers and education practitioners must deconstruct the 2013 curriculum into an interesting literature study. The Indonesian language curriculum in the 2013 curriculum is considered too general and contains very little literary material, so it needs to be rebuilt. Not only that, it takes teacher creativity to face dynamic language and literature learning.

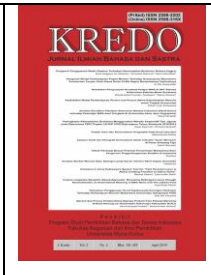
One of the important reasons for the need for integration between literature and EFL learning is its immense benefits. Studies in ESL classes show that the integration of literature in English classrooms improves student's achievement and their critical thinking skills. Furthermore, their attitudes toward reading literature also showed significant developments (Yimliwai, 2015). In addition to these benefits, a study in Romania shows that the integration between literature and EFL learning sharpens literacy levels. Accordingly, it also has a positive effect on growth of personality and character building (Padurean, 2015).

How about in Indonesia? Currently the literature is getting extra attention because of its important role in the development of the EFL context. A research result states that the integration between literature and language teaching is not merely to develop the learners' language skills. However, further the integration is directed at developing literacy and literary appreciation. In this case, what needs to be considered is the choice of literary works delivered in class, the duration of teaching, the level of English proficiency, and the availability of the resources (Novianti, 2016). The implication is that more teaching models are needed that effectively successfully integrate between literature and EFL learning.

The benefit of the integration between literature and EFL learning empirically covers helping learners grow personally, culturally, linguistically and spiritually. Therefore, it is not surprising that literary works are also used in the context of EFL at Indonesian Islamic universities. The literary works selected by the research respondents were novels, poetry and dramas that raised the topic of noble character, self-empowerment, freedom, code of conduct, and greed. Another benefit is to increase understanding of universal values,



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including to strengthen cross cultural understanding (Irwansyah et al., 2017).

Realizing the lack of space and time given by the government in the 2013 Curriculum for literary material, the head of National Immersion Senior High School (NISHS) provided extra education specifically for literary material, particularly in writing poetry. However, it turns out that the efforts taken are not satisfactory. This is due to the fact that writing poetry is not the same as writing a letter. Writing poetry requires deep thinking skills and intuition above average so that it has inner sensitivity and high imagination. Meanwhile, the lack of space and time in the 2013 curriculum makes children less practiced and, of course, less skilled because of it, including poor diction (choice of words).

The preliminary study involved an interview with the NIHS headmaster which is also an artist, writer, humanist, and author, named Dr. Sutejo. It resulted in the description on the obstacles that often arise in teaching literature in schools, especially teaching good poetry writing. Then, it also brought the ideas on the use of hypnosis. Hypnosis is a branch of science that can be applied in the world of education. The discussion then continued with the plan to conduct experimental research related to

improving students' ability to write poetry using the Hypnotic Writing approach. In the end, there was an agreement and schedule arrangement.

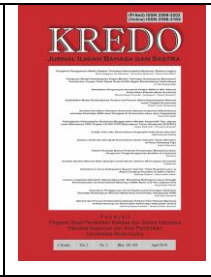
Applying the hypnotic writing method will greatly help students, especially in turning on or increasing their imagination in their imaginary space. Not only that, students will gain peace or comfort that is much deeper than usual, which will help students multiply their ability to think and look for bright ideas to process them into beautiful and meaningful poetry as well as spiritual messages able to provide positive conversion value for writers and anyone who reads it.

Research on improving writing poetry with hypnotic writing is a new thing because this seems impossible. Because out there, "hypnosis" is better known as a magical term owned by certain people. However, hypnosis is a branch of scientific knowledge that anyone can easily master and apply in any field as needed, for example, in entertainment, medicine, and of course, in the world of education.

Many experiments using hypnosis in education were done by the researcher at various levels from elementary to high school since 2006 that is available at YouTube (Hypnoeducation, 2020). However, we cannot deny that the



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application of hypnosis in education, in general, is still scarce. Nevertheless, this research may inspire many teachers, language and literature teachers, and hypnosis as an alternative educational medium in teaching their respective subjects in schools. When hypnotic writing is used as a medium for learning, many children are helped multiply their ability to explore bright ideas in their minds and then more easily process them into a great literary work: inspiring poetry.

When students have managed their imaginary space, the tremendous thing that happens is the increased ability to write creatively. Creative writing is an activity carried out by someone in expressing ideas, opinions, experiences, knowledge, and feelings, all of which require imagination so that the writing has a unique impression on the readers (Arsanti, 2018).

In general, English writing is one of the important skills that students must master. At a minimum, they use it to communicate with each other, as a means of ideas and emotional expression, because when they write their ideas and their emotions creatively, it can indirectly become a separate work as it involves English as a foreign language (Widyawati, 2018). Like writing, it takes practice, and there is a process that must

be passed. It has never been as easy as turning your palm, but the students can do it as long as they are accustomed to writing literature (Ahsin & Ristiyani, 2014).

This research's basic objective is to prove the effectiveness of using hypnotic writing methods in improving students' ability to write poetry. Furthermore, the students included in this study were in grade 10 at the National Immersion Senior High School (NISHS) Ponorogo, East Java. By proving this effectiveness, it is expected that hypnosis will have wider benefits in education, especially in language and literature learning.

The result of this study is expected to be an alternative in the techniques of writing poetry. It is based on the assumption that basically student's obstacles are the low power of imagination and the ability to generate ideas due to lack of practice. Indeed, with hypnotic writing, such as instant, these problems can be resolved. These findings can serve as a new but proven effective model for teaching writing poetry.

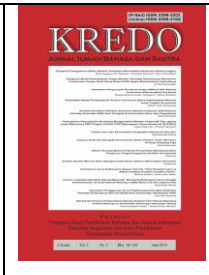
THEORETICAL REVIEW

The Teaching of English Poetry Writing

Writing poetry in English is a fairly challenging stage of language learning.



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Learning to write poetry is included in creative writing which of course requires special techniques to make it an interesting teaching and not difficult for students. At the university level, especially sophomore students majoring in English Education, it turns out that writing English poetry is not easy for them. This is because writing poetry involves several aspects such as imagery, rhyme, rhythm, and sound devices. It can be seen in the poetry written by students. However, the proper technique of training poetry writing will have an effective impact on improving the quality of learners' skills, particularly in developing students' poetry writing skills (Mahmud, 2017). In principle, the success of poetry writing cannot be separated from the ability of learners to develop their ideas.

Teaching writing in English today is not only about grammatical accuracy but instead relies on how students develop their ideas through creative writing, one of which is through the teaching of poetry writing. In the context of teaching English as a foreign language, there has not been much discussion about how teachers creatively develop English poetry teaching strategies. In this case, teaching English poetry demands several important points such as heightening student's attention to the nuances and

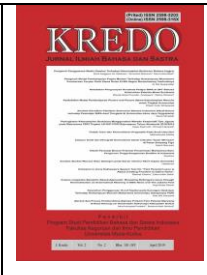
aesthetics of language, and the articulation of the learner's identity through the poetry (Cahnmann-Taylor et al., 2017). This challenge is the main factor why not many EFL teachers study the teaching of English poetry writing.

To teach poetry writing, the first step is to introduce L2 learners to various types of poetry. In addition, the experience of writing poetry is also an important factor. A study that looked at the poetry writing skills of students in Eastern Asia, Middle East, and Africa, showed that writing experience greatly influences English poetry writing skills. If students pay more attention to the elements of grammar and structured writing experiences, they are more inclined to perceive that they have a lower perceived poetry writing ability. However, the results of this study need to be followed up because English poetry writing shows great potential to enrich writing instruction in L2 writing classrooms. In addition, it can trigger the exploration for L2 students to find their own personal purposes of writing as multilingual writers (Liao, 2017).

What is no less interesting than the teaching of poetry writing is that not only students but also EFL teachers benefit. Studies show that poetry writing illuminated the possibility of shaping TESOL teachers' identities through the



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metaphor of “poet-teachers”. Furthermore, poetry writing teachers will feel that beyond the teaching as a routine, they view L2 instruction as creative, unscripted, concise, communicative, and cultural teaching. Thus, teaching is an art, and this makes teachers not stop to further develop their creativity. Based on the teacher's experience in poetry writing, it will indirectly support students grow as creative and collaborative meaning-makers, not just passive receptors of language form (Hwang, 2016).

Hypnotic Writing

The basic theory on hypnosis is taken from Joe Vitale's book entitled *Hypnotic Writing* (2008), that was about how to persuade customers to buy certain products that we sell. However, it is potential for using Hypnotic Writing for another purpose, in this case, to improve students' ability in writing English poetry. This theory has a solid foundation when examined from the perspective of the learning theories put forward by hypnotists.

If students, when learning to write poetry, can imagine and feel appreciation for their efforts, they will be more enthusiastic in learning. This is reinforced by behaviorists who view individuals as being very reactive in responding to the environment. This

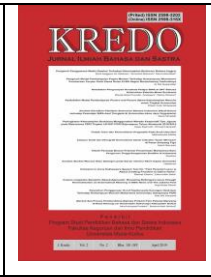
means that an individual, including students, will be very suggestive of their environment. Some of the masters of this learning theory firmly believe in reward and punishment. This is by the principle of giving suggestions, which highly upholds the appreciation of students' subconscious minds (Santrock, 2007).

Another behaviorist who is one of the founders of how to program the subconscious mind has made major contributions in the form of a theory that has been used by many researchers around behaviorism until now. This contribution came from the research results of Ivan Petrovich Pavlo (1849-1936). Pavlo (in Bell, 1994) conducted laboratory experiments on dogs. In this experiment, the dog was given a rusty stimulus so that a rusty reaction occurred in the dog. This experiment explains how the reactive response of a suggestion to dogs occurs. This also occurs in humans to form subconscious patterns with certain steps that have the same effect as what was done in Pavlov's experiment.

In hypnotic writing, deliberate subconscious pattern formation is essential. This formation or conditioning is essential to control students' emotions and keep them excited during learning. The principle of forming this subconscious pattern is carried out in a hypnotic trance. Thus, the students'



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ability in writing poetry also increased as expected.

Studies show that hypnotic techniques are very influential on the academic performance of students, particularly on their writing skills. The research participants were psychology students in South Africa. Within two months, it has significantly shown a significant effect on the academic achievement of the participants of the training (De Vos & Louw, 2006).

Hypnotic suggestions are proven to have a positive impact on learning performance. A study of systematic literature review explains that this technique can improve cognitive processes which greatly determine success in listening, reading and writing correctly and creatively (Wark, 2011). With this increase, it is very reasonable if it is followed by betterment in academic performance.

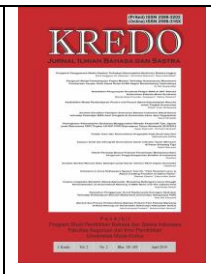
RESEARCH METHOD

This study employs experimental research method as a research design. It is intended to determine cause-effect relationships. Johnson and Christensen (2004: 38-39) stated that experimental research methods make it easier for researchers to identify causal relationships because these methods

allow us to systematically observe the effects of changes from one or more variables. This method is chosen to figure out whether or not the poetry writing skills in grade 10 at National Immersion Senior High School (NISHS) Ponorogo can be developed through hypnotic writing.

In NISHS Ponorogo, class 10, there are two class groups with a specific name, to be precise. One class is called the Shakespeare class with 20 students, and the other is the Hemmingway class with 22 students. In general, according to the English teacher who taught there, the two classes had the same average quality of English proficiency; in fact, both also had difficulties in improving their ability to write poetry. Thus researchers need not hesitate in taking research samples randomly. Then in the random selection of research samples, Shakespeare's class was chosen as the research subject.

This study used pre-test and post-test, which were carried out before and after the implementation of hypnotic writing. The pre-test here is a test done to determine the students' initial ability to write poetry before being given hypnotic writing action. Meanwhile, the post-test here is a test that is carried out after the implementation of hypnotic writing to find out how much influence or effectiveness of the application of this



action is to improve the students' ability to write English poetry at NISHS Ponorogo.

The poetry writing test given is on free theme. In giving tests to students, both pre-test and post-test, researchers used 6 important components to be assessed, namely: sense (S); subject matter (SM); feeling (F); tone (T); total of meaning TM; and theme and intention (TI). These six components are critical to have in a good literary work, (Sutejo and Kasnadi, 2008: 49-50).

The minimum score from this evaluation is 0, and the maximum score is 100. To determine the acquisition of the interval value of students' ability to write English poetry at the National Immersion Senior High School (NISHS) Ponorogo, the researchers determined the interval value in table 1.

Table 1. Interval value of English poetry scores.

Scores	Frequency	Percentage	Qualification
80-100	1	5%	Excellent
70-79	5	25%	Good
56-69	2	10%	Enough
45-55	8	40%	Poor
0-44	4	20%	Very poor

RESEARCH RESULTS AND DISCUSSION

This section presents the findings on the efforts to determine the effectiveness of using Hypnotic Writing to improve the

ability of the tenth graders students in writing English poetry.

Table 2. Assessment of the pre-test results

No.	Components						Total Scores	
	S	SM	F	T	TM	TI		
1	3	3	3	3	3	3	18	70
2	1	1	2	1	2	2	9	25
3	2	2	3	2	3	2	14	50
4	2	2	3	2	3	2	14	50
5	4	3	3	3	3	3	19	75
6	3	3	3	3	3	3	18	70
7	3	3	3	3	3	3	18	70
8	2	3	3	2	2	2	14	50
9	2	1	2	2	2	2	11	35
10	2	2	3	2	2	2	13	45
11	2	2	2	2	2	2	12	40
12	2	2	3	2	2	2	13	45
13	2	2	3	2	2	2	13	45
14	2	1	3	2	2	2	12	40
15	3	3	3	3	3	3	18	70
16	3	2	3	3	3	3	17	65
17	2	2	3	2	2	2	13	45
18	3	2	3	3	3	3	17	65
19	2	2	3	2	2	2	13	45
20	2	2	2	2	2	2	12	40
	Σ						288	1040

Based on table 2, the average value of the students' ability in writing English poetry is 52. It means that they are at a weak level. There was one student who got an interval score of 80-100 or 5% at a very good or excellent level. Then there are five students whose interval scores are at 70-79 or 25% are at a good level. Then 2 students score 56-69 or 10% at enough level. Then the other 8 students scored 45-55, or 40% were at a weak level. Then there are 4 students with grades 0-44 or 20% at an inferior or a very poor level.



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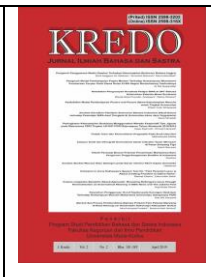


Table 3. Assessment of post-test results

No.	Components						Total	Scores
	S	SM	F	T	TM	TI		
1	4	4	4	3	4	4	23	95
2	2	2	2	2	2	2	12	40
3	3	3	3	2	3	3	16	60
4	4	3	4	4	4	3	22	90
5	4	4	4	3	4	4	23	95
6	3	4	3	3	4	4	21	85
7	3	3	4	3	4	4	21	85
8	2	2	3	2	2	2	13	45
9	3	3	3	3	3	3	18	70
10	3	3	3	3	3	3	18	70
11	3	3	4	3	4	3	20	80
12	2	2	3	2	3	3	15	55
13	3	3	2	2	3	3	16	60
14	3	3	4	3	3	4	20	80
15	3	3	4	4	4	4	22	90
16	2	2	4	3	3	3	17	65
17	2	2	3	2	2	2	13	45
18	3	4	4	3	4	4	22	90
19	3	2	3	3	2	2	15	55
20	3	3	4	3	3	3	19	75
	Σ						366	1430

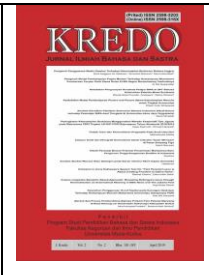
Based on the post-test results above, the average score is 71.5. It shows that their ability is at the level of good. Among them, 9 students obtained interval scores of 80-100, or 45% of students were in the very good or excellent category. Then there are 3 students whose interval scores are 70-79 or 15% at the good level. 3 students score an interval of 56-69 or 15% at enough level. Furthermore, 4 students get 45-55 interval scores, or 20% are at a weak level. Then there is 1 student who gets an interval value of 0-44, or 5% of students are at a very weak or a fragile level. From this, it reads very clearly that most of the students were at an excellent level.

After knowing in detail the calculation of the value of the pre-test and post-test results above, then the next stage is analyzing all the data to find out whether the use of the hypnotic writing method is effective for tenth-grade students. The result shows a significance level of 5% with degrees of freedom (d.f) is N-1 can be called effective or not. Based on the calculations made, it is known that the result of the t.test is 6.09. Furthermore, this value is compared with the value of the t.table with the degree of freedom (d.b = N - 1 = 20 - 1 = 19) = 2.09 and the significance level used is 5%. So it is clear that the value of t.test is higher than t.table (6.09 > 2.09). This means that the improvement of the ability to write English poetry through Hypnotic Writing in tenth-grade students at National Immersion Senior High School (NISHS) Ponorogo is effective, and the hypothesis is acceptable.

From the above discussion, it is true that Hypnotic Writing can improve students' ability in writing poetry. This is also in line with the findings of Faturrohmah (2019), which shows that this technique is also effective for teaching descriptive writing of junior high school students. (Faturrohmah, 2019). Improving students' abilities with hypnotic techniques is also strengthened by Mohl's (2018) argument.



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In the academic context, hypnosis can be regarded as facilitator of creativity. Therefore, in this study the students show better creativity to write poetry. In this case, active hypnosis is easily associated with creative emotions, so that the psychological reactions bring the readiness for creativity (Raikov, 1992). For instance, when the goal is to activate the thinking, participants of the hypnosis reported that it was easier to experience the suggested effects when given by the hypnotist (Mohl, 2013).

The benefit of hypnotic technique is not only found in the context of teaching English writing but also in teaching vocabulary for second language learners. The hypnotic technique presenting 21 Spanish words resulted in better vocabulary acquisition (Çetin et al., 2016).

However, the finding of this study does not support Jacobson et al. (2013), that affirm the use of hypnotic technique in academic setting. In their study, the hypnosis technique cannot be used in the context of learning new material to be tested. This is because the hypnosis made the student's relaxation cause in short term memory loss. Their finding is based on a single-study period which still needs verification. Similarly, a preliminary study of West (2006) was also doubt the power of hypnosis as it

showed negative correlation between academic achievement and hypnotic suggestibility. Probably, it is due to the wide range of taught modules in the assessment. When the evaluation method is not the same, it may result differently.

CONCLUSION

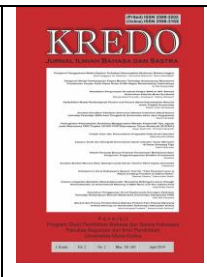
Based on the data analysis in the previous discussion, it can be concluded that first, the ability of tenth-grade students at the National Immersion Senior High School (NISHS) Ponorogo before getting the Hypnotic Writing treatment was at a weak level, namely 40% of students got intervals of 45 to 55.

There was also after the students received hypnotic writing treatments, the increase in their scores was fantastically visible. The abilities of the tenth graders at the National Immersion Senior High School (NISHS) Ponorogo were suddenly at a very good level. This is evidenced by the finding that 45% of students obtained interval values between 80 and 100.

Thus, according to the purpose of this study, namely to answer research questions, it is answered that the improvement of the ability of tenth graders at the National Immersion Senior High School (NISHS) Ponorogo through Hypnotic Writing is effective. The result



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of this study is expected to benefit all readers, language, and literature teachers, especially English language

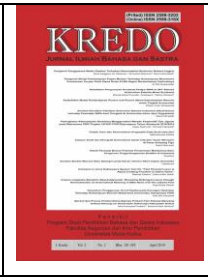
teachers who need alternatives to improve students' ability to write English poetry.

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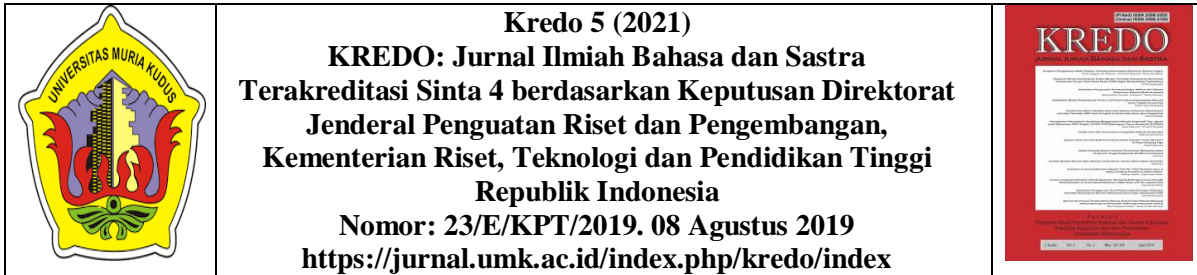
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