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**THE EFFECT OF HYPNOTEACHING INTERVENTION METHODS ON INTEREST  
IN READING STORY TEXTS**

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<b>Abstract</b>	The purpose of this study is to analyze the correlation and influence between the Hypnoteaching method and the interest in reading story texts in MIN 1 Bogor students. The study is experimental research using the True experimental design model and a posttest-only control design approach. The analysis was carried out based on questionnaire data that was disseminated and interpreted through descriptive analysis and inferential analysis to describe the influence of the two research variables. The data obtained is processed through; 1) descriptive analysis to describe one of the variables with a percentage value. 2) Inferential statistical analysis is used to see correlations using the Product Moment formula. 3) Then, a differential test was carried out using t-test statistics to determine the effect. The results of this study showed that the results of the paired simple test using SPSS version 27 showed that the significance value was $0.001 < 0.05$ which means that there was an average questionnaire about the interest in reading story texts using the Hypnoteaching intervention method. It can be concluded that there is an effect of the use of Hypnoteaching intervention methods on the interest in reading story texts in MIN 1 Bogor Regency students.
<b>Keywords</b>	Hypnoteaching, Reading, Story Text

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## **INTRODUCTION**

The low literacy of Indonesian students has resulted in our country being in the spotlight in the eyes of the world (Saadati & Sadli, 2019). Therefore, literacy skills are still a hot topic among academics (Gunawan, 2020). Moreover, these days Indonesia is rumored through [databooks.katadata.co.id](http://databooks.katadata.co.id) that the Organization for Economic Cooperation and Development (OECD) conveyed the results of the 2022 PISA that Indonesian students' reading ability is relatively low on the ASEAN scale (Ahdiat, 2023). Various strategies have been carried out by the government to improve literacy skills, one of which is through policies, such as; Permendikbud Number 23 of 2015 concerning the Growth of Ethics that a student is required to get used to reading before learning begins (Kebudayaan, 2015). The Ministry of Education and Culture of the Republic of Indonesia through the Decree of the Head of the Curriculum Standards and Education Assessment Agency number 033/H/KR/2022 concerning learning outcomes that literacy skills must continue to be developed through language learning (Kebudayaan, 2022). One of the language skills is reading skills. And many other regulations aim to improve the literacy of Indonesian students (Gunawan & Nur Anbarsari, 2021).

According to Adawiyah, Y. N., Zakiah, N. E., & Zamnah, L. N., literacy is the ability that a student needs today because literacy itself is the ability that is the foundation of students to interact (Adawiyah et al., 2023). Literacy is a reading activity, a study activity, and writing the results of reading activities and increasing the understanding of information in a critical, creative, and reflective manner (Ni Made Rusniasa et al., 2021). Reading activities are activities that require awareness in oneself about the importance of reading, before thinking activities are carried out. Harianto in Ingrid said that reading itself is a thinking activity to understand, decipher, and translate which is conveyed through writing symbols (Ingrid et al., 2023). Based on the understanding described, reading activities require encouragement to build an interest in reading itself. If students have a good interest in reading, then Indonesian students will also have good literacy skills.

However, based on Safitri, I. C., Asri, S. A., & Ayuningrum, S., that there are still many students who do not have an interest in reading which causes students to be unable to understand the text, students find it difficult to find the main idea, students find it difficult to find the main idea, students find it difficult to reconvey the content of the reading, students are unable to answer questions about the content of the reading, and students have difficulty in concluding the content of a discourse (Safitri et al., 2020). This problem was also found by the researcher during the

observation activity that students of Madrasah Ibtidaiyah Negeri 1 Bogor grade VI did not have a high interest in reading which caused students to be unable to understand the content of the text. Even though teachers have gotten used to it before starting learning, students read texts. However, the results remain unsatisfactory. Especially when students are asked to read the story text issued by the Indonesian Ministry of Education and Culture, students are more engrossed in seeing the colors contained in the book than reading to understand the story text. In fact, story texts have many benefits such as moral education that can be applied by students in daily life. ((Hartini et al., 2023).

The Policy Research Center of the Research and Development Agency and Books of the Ministry of Education and Culture said that the problem of student's inability to understand the content of reading texts as a whole is caused by a lack of interest in reading (Kebudayaan, 2022). The factor that causes low interest in reading is the internal factor of the students themselves. One of them is that students are too lazy to read because they think that reading is not important (Waningyun et al., 2023). If laziness is the problem, then the role of teachers in learning who can touch their subconscious is to foster a desire to read and change the mindset that reading is very important (Nur Wandira et al., 2023). This means that teachers must use persuasive and suggestive learning methods to touch the subconscious. If this happens, then there is a great possibility that students will have an interest in reading well.

According to Slameto in Suastini, interest is interested in an activity without intervention from others (Suastini et al., n.d.). Interest is related to unforced feelings (Gunawan & Aziz, 2018). However, if forced, the interest in reading is absent (Anjani et al., 2019). That is, with an unforced sense of desire, it can determine the frequency of reading, determine reading comprehension, and determine the level of student participation in reading outside the classroom (Safitri et al., n.d.). So, the interest in reading is a strong desire for texts so there is a desire to improve reading skills (Suastini et al., n.d.). Safitri et al., in their journal, said that the interest in reading also has a strong desire to have an interest in reading without any intervention, but with their awareness and followed by a sense of pleasure so that they can understand the content of the reading (Safitri et al, 2020.).

A student who has a good interest in reading will show the effort that can be made to continue reading (Septiani, 2022) . Such as filling his free time with reading, he has even prepared a special time for reading activities (Marlina & Ardiyaningrum, 2021). Meanwhile, students who do not have an interest in reading, feel reluctant to see or read a text (Putu Ayu Gede Wedawati, 2023).

Therefore, if the interest in reading is good, then the comprehension ability is also good, and vice versa if the interest in reading is low, then the comprehension ability is also low (Safitri et al., 2020).

Based on the definition described, requires the role of a professional teacher in the 5.0 era in influencing students to want to read texts and become human resource capital in the future (Gunawan et al., 2020.). The factors that affect the interest in reading are due to internal factors (Eka Nanda Banowati et al., 2023). These factors include feelings, motivation, and attention, while external factors are the role of teachers (Anjani et al., 2019). Of these two factors, it must be a special concern for a teacher in providing reading skills learning (Hijjayati et al., 2022). Moreover, the internal-motivational factor, because having motivation is strongly correlated with learning success (Saputra et al., 2018). So with a good interest in reading, you will have an understanding of a reading text. The measure of a student's interest in reading is that they feel happy to read, feel the need to read, feel interested in reading, feel like reading, and want to find reading materials (Anjani et al., 2019).

Interest is closely related to taste. The sense is within the students. In this case, the psychology of the students themselves. Psychiatry must be solved through psychiatry as well. Such as changing the mentality of the students. Changing the mental block of students requires more exploration of the student's consciousness. So through the *Hypnoteaching* method, students will be directed to change their mental block of students into students who have high enthusiasm, curiosity, and also interest in reading story texts.

If the interest in reading is good, it will increase the ability to understand the content of the text. Sri, R. conveyed the results of her research that reading interest has a good correlation with understanding a reading text (2023). This means that if students have a low interest in reading, then the understanding of the content of the text is also the same, on the other hand, if the interest in reading is high, then the understanding of the content of the text is also high.

The learning method in which the material is delivered persuasively and positively to give confidence in the learning material is called *Hypnoteaching* (Zega et al., 2022). Confidence is built by eliminating mental blocks in students. According to Noer, Zega said that a mental block is a psychological condition of a person who feels incapable, lazy, weak, stupid, lacking, and others (Zega et al., 2022). Thus, researchers consider that this method has a relationship in solving students' internal factors, namely laziness or considering the work done unimportant.

The role of teachers in fostering interest in reading in students is urgently needed. So teachers need to master one of the learning methods that can form a good mentality within students. *Hypnoteaching* is a learning method that uses very persuasive and suggestive communication skills with the intention that students understand the learning material (Nainggolan et al., n.d.). Furthermore, Haryadi & Yusifa in Amalia said that this method has benefits in developing students' interest in learning, such as students having a passion for learning and feeling thirsty for learning which affects learning outcomes (Amalia et al., 2022).

The *Hypnoteaching* method can eliminate students' internal mental blocks. According to Noer, Zega said that a mental block is a mental condition within students, where the mentality is believed by students, such as students feeling incapable, feeling lazy, feeling lacking, feeling stupid, and other feelings that cause unproductivity (Zega et al., 2022). Thus, this method can overcome students' laziness in reading a reading text.

Steps in implementing the *Hypnoteaching* learning method include; the first is self-hypnosis, the second is Pacing, the third is Leading, the fourth is positive statement, the fifth is modeling, and the sixth is reward (Zega et al., 2022). However, according to Hanifah in Amalia, the steps in applying this method exceed those conveyed by Zega et al., namely there are seven steps; the first is intention and motivation, the second is pacing, the third is leading, the fourth is using positive words, the fifth is giving praise, the sixth is modeling, and the seventh is mastering the material comprehensively (Zega et al., 2022). From these two opinions, these steps are a reference in applying the *Hypnoteaching* method.

In principle, this method gives students confidence that the learning material has very important benefits. Moreover, the activity of reading story texts. The way to give confidence is that students are made to feel comfortable, relaxed, and calm both mentally and emotionally through suggestive words. However, before being given suggestive words, teachers and students must first establish an agreement on learning intentions. After being given suggestive words, teachers should not use negative words but rather give positive words to influence learning outcomes. Furthermore, the most important thing is that the teacher provides a clear model of the story text. After students read the story text, then students will judge by themselves the importance of reading the story text.

Based on the search carried out, this research topic has not been carried out by previous researchers. The researcher considers that the internal factors of students must be solved by touching on the soul part of the student itself, namely through the *Hypnoteaching* method. With the selection

of this new topic, the results of the research will provide many significant benefits, especially for learning teachers, generally for driving schools that must run literacy movement programs.

## METHOD

True experimental design was used in the research. This method is suitable for experimental research because the research design presented controls external variables that affect the course of the experiment (Sugiyono, 2017). The approach chosen is a posttest-only control design. This means that this approach is only an experimental group that acts (Hypnoteaching), while the control group is not given an action (general action). This research was carried out in one of the Madrasah Ibtidaiyah Negeri 1 in Bogor Regency Class V (Lima). The VA class is the control class and the VB class is the experimental class.

Research data collection includes observation, questionnaire, and documentation activities. The steps are as follows; First, observation activities are carried out to observe intensively about the course of the research. Second, a questionnaire was given to measure the level of interest in reading after actions were taken in the experimental group and the control group. Third, documentation is carried out to complete the research data that is used as report material.

The analysis was carried out based on questionnaire data that was disseminated and interpreted through descriptive analysis and inferential analysis to describe the influence of the two research variables. The data obtained is processed through; 1) descriptive analysis to describe one of the variables with a percentage value. 2) Inferential statistical analysis is used to see correlations using the Product Moment formula. 3) Then, a differential test was carried out using t-test statistics to determine the effect.

## FINDINGS AND DISCUSSION

### Findings

Based on the research methodology that has been determined, this study uses a true experimental design, which means that this research requires an experimental class and a control class for research data collection. The class selected in the study was the high class (class V) after being randomly carried out in the high class. For more details, please see below;

**Table 1.** Respondent Data

Description	Experiment	Control
Male	14	10
Female	14	19
Total	28	29

Based on Table 1, the respondents used in this study were class V (five) after being randomized. The experimental class is the VB class with details of the number of boys as many as 14 students and the number of girls as many as 14 students, while the control class is the VA class with details of the number of boys as many as 10 students and the number of girls as many as 19 students. Furthermore, the researcher described the data of respondents who obtained a value or percentage of the number of research indicators at the time of the post-test both in the experimental class and in the control class.

Based on the acquisition of data, the average percentage obtained after post-test activities in the experimental class and the control class had a significant difference in results. The experimental class got an average percentage score of 79%, while the post-test control class got a score of 64%. This means that the post-test in the experimental class gets a greater score than the control class. For more details, the researcher elaborated the descriptive analysis in the form of a table below with the help of using SPSS version 27 to urinate in detail.

**Table 2.** Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
EKSPERIMEN	28	67	91	79.14	6.276
KONTROL	29	52	75	64.10	6.218
Valid N (listwise)	28				

Based on Table 2, the number of respondent data for the experimental class was 28 students, while the control class was 29 students. The maximum score of the experimental class was 91, while the maximum score of the control class was 75. The average score obtained from the overall results is the largest experimental class 79.14.

The results of observations made by classroom teachers (research partners) when the researcher conducted research at Madrasah Ibtidaiyah Negeri 1 Bogor Regency showed that learning activities with the *Hypnoteaching* Intervention Method were carried out by the predetermined application indicators. For more details, please see the table below;

**Table 3.** Application of *Hypnoteaching* Intervention Methods

No.	Indicators	Activity Description	Description
1.	<b>Intention and self-motivation;</b> Teachers (researchers) and students have the same intentions and motivations, so the frequencies in their minds are aligned. In addition, teachers (researchers) and students also have a sense of enthusiasm and enthusiasm to participate in classroom learning.	In the early stages, teachers (researchers) conveyed their intentions and motivated students to learn story texts. "Learning about stories has many benefits, such as; increasing imagination, creativity, and morality, and learning is also fun. "By reading the text of the story, students become great"	Highly Suitable
2.	<b>Student relaxation;</b> Students are invited to calm down / relax in participating in the story text learning.	In the next stage, the teacher (researcher) invites and directs students together to close their eyes and inhale slowly and repeatedly to get calm and comfort in the learning that will take place.	Highly Suitable

No.	Indicators	Activity Description	Description
3.	<b>Concentration;</b> Students are invited or directed to focus their attention on the teacher's commands.	During the relaxation process, teachers (researchers) often say "Reading story texts are fun, by reading story texts you become a great child, reading story texts is exciting, by reading that text you can achieve the goals you want" In the relaxation process, the teacher (researcher) invites and directs students to feel the air coming in and out through the nose while closing their eyes to focus by listening to sounds heard from a distance. During this process, no one opens their eyes during the process.	Appropriate
4.	<b>Yelling;</b> Teacher Rahming focuses more on the teacher's commands	In the next stage, the teacher invites and instructs students to say " <i>Hey..</i> " repeatedly to concentrate on focusing on one command of the teacher (researcher)	Highly Suitable
5.	<b>Magic Statement;</b> The teacher said that " <i>reading the text of the story will be a great student</i> " to show students' curiosity.	In the next stage, the teacher or researcher said " <i>Whoever likes to read stories, then you will become a great person</i> " This statement is conveyed repeatedly.	Highly Suitable
6.	<b>Positive words and always give compliments;</b> In delivering material, teachers always use positive sentences, not sentences.	During the learning process (the researcher) always uses positive words and praises students, even though they have used negative words, such as "don't"	Appropriate
7.	<b>Suggestion of Emphasis;</b> In ending the learning process, the teacher conveys to the students the interest in reading fun texts and writing great story texts, to have full confidence in students.	In the closing activity, the teacher or researcher affirmed that reading the story text is fun, reading the story text is a great student, and reading the story text forms morals.	Highly Suitable

Based on Table 3, learning activities that use the *Hypnoteaching* intervention method in the experimental classroom are run by the indicators of its application. As for those who received a "suitable" assessment, namely on concentration indicators and positive words. In the concentration indicator section, 2 students were not concentrating when the teacher (researcher) asked them to close their eyes. Meanwhile, in the indicator of "positive words", the teacher should not utter a single word with a negative connotation, but during the learning, the teacher said "no" and "don't" 2 times during the learning process. The rest of the indicators run by the standard of the research size and receive a very appropriate assessment from the research partner (school teacher).

Furthermore, the researcher analyzed the percentage assessment based on research indicators both conducted in the experimental class and the control class. For more details, the researcher elaborates in the form of the table below;

**Table 4.** Percentage of Reading Interest per Indicator

No.	Indicators	Dimension	Percentage	
			Experiment	Control
1.	Feel happy	Students have a feeling of pleasure when reading	85%	62%
2.	Feel the need	Students consider reading activities to be a necessity	86%	77%
3.	Feeling Interested	Students consider that the story text is unique so it becomes interesting	85%	70%
4.	Feeling Wanted	Students have their willingness to read	55%	55%
5.	Feeling like you have to follow up	Students feel still thirsty to read, so they read other texts.	84%	68%

Based on Table 4 about the percentage of students reading interest after actions in the experimental class and the control class, there was a significant difference in results. In the indicator "Students have a feeling of happiness when reading" in the experimental class they got a score of 85%, while in the control class, they got a score of 62%. This means that the experimental class that uses the *Hypnoteaching* intervention method, shows a greater increase in students' pleasure when reading the story text than in the control class that uses conventional techniques.

In the indicator "Students consider reading activities to be a necessity" in the experimental class they got a score of 86%, while in the control class, they got a score of 77%. This means that the experimental class that uses the *Hypnoteaching* intervention method, shows the attitude that the activity of reading the story text is a necessity in learning rather than in the control class that uses conventional techniques.

In the indicator "Students consider that the story text has uniqueness so that it becomes interesting" in the experimental class they get a score of 85%, while in the control class, they get a score of 70%. That is, an experimental class that uses the *Hypnoteaching* intervention method, shows that students assess the form of their attitude that the story text is interesting.

In the indicator "Students have their willingness to read" the experimental class and the control class get the same score, which is 55%, that is, in this indicator the experimental class that uses the *Hypnoteaching* intervention method and the control class that uses conventional techniques show the same impact, namely students have the same motivation in their desire to read the story text.

In the indicator "students still feel thirsty to read, so they read other texts" the experimental class got a score of 84%, while the control class got a score of 68%. This means that when comparing the control class and the experimental class that uses the *Hypnoteaching* intervention method, it shows that students feel satisfied after participating in the learning which has an impact on their desire to read other texts.

The conclusion from the percentage value produced in the experimental class was greater than that of the control class. This means that the experimental class that applied the *Hypnoteaching* intervention method in its learning showed a good interest in reading. Although the indicator of "students' willingness to read" has the same score from both classes

Furthermore, the data obtained were tested hypothetically to find out whether there was an influence of the Hypnoteaching intervention method on the interest in reading story texts in students of Madrasah Ibtidaiyah Negeri 1 Bogor Regency. However, before conducting a hypothesis test, the researcher first conducted a prerequisite test, namely a normality test.

This test was carried out to prove that the data was normally distributed as a condition before other tests were carried out. Therefore, the researcher conducted a data normality test for the experimental class and the control class. For more details, the researcher conveyed in the form of the table below which was assisted by using SPSS version 27.

**Tabel 5. Uji Normalitas Data**

Tests of Normality							
Kelas	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk			
	Statistic	df	Sig.	Statistic	df	Sig.	
Pengukuran Minat Membaca	Eksperimen	.098	28	.200*	.977	28	.773
	Kontrol	.092	29	.200*	.970	29	.554

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

a. Lilliefors Significance Correction

The basis for decision-making in determining normally distributed data is that if the significance value is both carried out through the Kolmogorov-Smirnov test and the Shapiro-Wilk test > 0.05, then it is declared normally distributed, while if it is <0.05, the data is declared not normally distributed. Based on table 14 about the results of the data normality test using SPSS version 27 both conducted through Kolmogorov, Smirnov, and Shapiro-Wilk, the significance values of the experimental class are 0.773 and 0.554. This means that the experimental and control data are declared to be normally distributed. Therefore, the data used in this study is worthy of other tests. As supporting data to produce optimal data, the researcher analyzed to find out the degree of correlation of each research variable. For more details, the table is presented below;

**Table 6. Paired Samples Correlations**

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	Eksperimen & Kontrol	28	.211	.280

The basis for making decisions on correlation analysis is that if the correlation value is 0.00-0.20 it means very weak, 0.21-0.40 means weak, 0.41-0.70 means moderate, 0.71-0.90 means strong, and 0.91-0.99 means very strong. Based on Table 15, the r-value of 0.211 is in a weak position, namely at 0.21-0.40.

After conducting a data normality test as a prerequisite, the researcher then analyzed using the t-test sample technique to find out if there was an effect between the data generated from the experimental class and the control class. For more details, you can see the SPSS results in the table below;

**Table 7. Paired Samples Test**

		Paired Samples Test								
		Paired Differences				t	df	Sig. (2-tailed)		
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
					Lower	Upper				
Pair 1	Eksperimen - Kontrol	14.643	7.680	1.451	11.665	17.621	10.089	27	<.001	

The basis for deciding the paired sample t-test is that if the significance value is  $<0.05$ , then it is stated that there is a difference in the average results of the questionnaire about the interest in reading story texts using the *Hypnoteaching* intervention method. However, if it  $> 0.05$ , then it is stated that there is no difference in the average questionnaire about the interest in reading story texts. Based on table 7 about the results of the paired simple test using SPSS version 27, the significance value is  $0.001 < 0.05$  which means that there is an average questionnaire about the interest in reading story texts using the *Hypnoteaching* intervention method. It can be concluded that there is an effect of the use of *Hypnoteaching* intervention methods on the interest in reading story texts in MIN 1 Bogor Regency students.

Furthermore, to find out how much the influence is, the researcher conveys the results of his paired sample statistics using SPSS version 27 below;

**Table 8. Paired Samples Statistics**

		Paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Eksperimen	79.14	28	6.276	1.186
	Kontrol	64.50	28	5.947	1.124

Based on Table 8, the average score obtained by students from each class, namely the experimental class, got a score of 79.14, while the control class got a score of 64.50. It can be concluded that the post-test in the experimental class got the highest score, which means that there was a significant increase in the results of interest in reading story texts influenced by the application of the *Hypnoteaching* intervention method in MIN 1 Bogor Regency students.

### Discussion

Based on the results of the research that has been described in this research report, the researcher rediscusses in the form of a narrative discussion about the answer rather than the formulation of the problem that has been prepared previously. (1) What is the interest in reading story texts in MIN 1 Bogor students? (2) How is *Hypnoteaching* intervention applied in story text learning in MIN 1 Bogor students? (3) Is there a significant correlation and influence between the *Hypnoteaching* method and the interest in reading story texts in MIN 1 Bogor students? Based on the formulation of this problem, the researcher focuses on these three questions which are outlined as a research report.

### Interest in reading story texts in MIN 1 Bogor Regency students

- 1) Feel-Good Indicator. There are results based on the percentage of students who are happy with the story text in the experimental class by 85% and the control class by 62%. These results showed that the class that used the *Hypnoteaching* intervention method felt more comfortable reading the story text than the control class that used the conventional method. A higher percentage indicates that the *Hypnoteaching* intervention method is successful in creating a fun and conducive learning atmosphere. According to Ryan, R. M., & Deci, E. L. pleasure in certain activities is an important point in increasing a person's motivation to voluntarily participate in other activities (2000), meaning that the use of this *Hypnoteaching* intervention method can increase students' motivation to read story texts because students feel happy. Likewise, research produced by Arianti, A. that a pleasant learning atmosphere causes students to be actively involved in learning itself (2019). So the *Hypnoteaching* intervention method has a positive impact on students' emotions in terms of happiness when reading story texts in the experimental class.
- 2) Indicators of Feeling Need. There were results based on the percentage of students who felt the need for the reading of story texts in the experimental class by 86% and the control class by 77%. These results show that students' awareness of reading story texts is a higher need than the control class. This means that this higher result indicates that the application of the *Hypnoteaching* intervention method has succeeded in increasing students' awareness of the importance of reading story texts for self-development. According to Rahmajati, D. A. R., & Dewi, K. K., in the journal of the results of their research, a need that supports student competencies can affect students' interest in learning (2024). This means that the results of this study are in line with the statements of Rahmajati, D. A. R., & Dewi, K. K., which were conveyed in their journals. Therefore, by being aware of the need to read story texts, students will grow their interest.
- 3) Indicators feel interested. There were results based on the percentage of students who felt interested in reading story texts in the experimental class by 85% and the control class by 70%. This means that students' interest in reading story texts is higher in the experimental class than in the control class. In other words, the *Hypnoteaching* intervention method succeeded in increasing students' attractiveness in reading story texts in students' eyes, because the learning involved students' emotions. If the learning involves students' emotions, it will spark interest. This is in line with the results of research by Sukma, H. H., & Sekarwidi, R. A. that reading materials whose genre (emotional) is the same as their age, can increase a person's interest (2021). So, learning that uses this narrative approach touches the emotional part of the student which causes the student to feel interested in reading other story texts.
- 4) Feeling Wanted Indicator. There were results based on the percentage of students who felt like reading story texts in the experimental class by 55% and the control class by 50%. In this section, both classes have the same value. This means that the experimental class does not have a significant influence on increasing interest in reading story texts independently.

- 5) Indicators feel they have to follow up. There were results based on the percentage of students who felt that they had to follow up to read other texts in the experimental class by 84% and the control class by 68%. This means that the *Hypnoteaching* learning method given to the experimental class is more influential than the control class. These results show that there is a sense of desire to read other texts. Thus this method indicates that it can arouse a desire and continued interest in reading other texts.

### **Application of *Hypnoteaching* Intervention Method in MIN 1 Bogor Regency Students**

Based on table 10 about the application of the *Hypnoteaching* intervention method given to grade V students in the experimental class, shows with evidence from the results of observations made by teacher partners in MIN 1 Bogor Regency that the results are very consistent with the indicators. The descriptive analysis of each indicator will be described as follows;

- 1) Initial Intention and Motivation. In the initial activity, before the implementation of learning begins, it is mandatory to instill strong intentions and motivation in both a teacher and a student. For example, by instilling the intention "I want to read the story text because by reading the story text students become great", with the intention and motivation being the foundation in providing an interpretation of the benefits of reading story texts such as being able to increase students' imagination, increase student creativity, form student character, and make a positive foundation in students. Thus, the initial intention and motivation in learning to read story texts becomes a strong emotional impulse to increase students' interest in reading. This is in line with the results of research conducted by Lismalinda, L., & Moriyanti, M. that utilizing the subconscious mind can form positive beliefs in students (2019).
- 2) Relaxation to Improve Comfort. In the relaxation section, students will be invited to inhale slowly. Then, teachers use positive affirmations such as "reading story texts is fun, makes students great, makes students' ideals come true". No tension, no burden, and no fear are important points that need to be done by teachers, thus forming a positive modification in the students themselves. This is by the results of research conducted by Suyono, D., & Handarini, D. M., that relaxation techniques such as breathing regulation can significantly help students become the focus in learning (2016).
- 3) Focus and Concentration. The purpose of this stage is to train students to focus and concentrate on one of the points of concern, such as focusing their hearing on sounds heard from a distance. With this training, students have the potential to increase student involvement in such as reading story texts. This is in line with the results of research conducted by Saputro, U. G.,

Susilo, H., & Ekawati, R., that practicing focus on students or (mindfulness) will increase student concentration in learning (2023).

- 4) Magic Statements to Attract Curiosity. Magic statements are part of the key to success in learning because they will build students' curiosity or curiosity. In this part, the teacher's creativity is needed to make a positive statement. However, in this study, the researcher used the phrase "Whoever likes to read, will be a great person". The word "great" raises questions for students. Moreover, the word "great" among elementary students is a competition to become a great person, a superstar, and others. Thus, this suggestion changes the way students view reading activities that were previously considered ordinary to be hopeful for students.
- 5) Positive words. In this section, during the learning process, teachers must consistently give words of praise and avoid words that have negative connotations, such as don't, no, forbidden, not, and others. Thus, the student's brain always accepts sentences that contain positive values so that they are formed to strengthen the intrinsic motivation of students.
- 6) Suggestion of Assertion. This part is done at the closing of learning. That is, the teacher reaffirms the benefits of reading story texts, reading makes students great, and so on. This is done to convince students again so that the benefits of reading story texts are embedded in students intact.

### **The Effect of *Hypnoteaching* Intervention Methods on Interest in Reading Story Texts**

Based on the results of the hypothesis test, these two variables have a significant influence. The significance of the two variables is carried out based on the provisions of statistical analysis, namely before the paired sample t-test is carried out, it is necessary to carry out a validity test, a reliability test, and a data normality test.

In testing the paired sample to the t-test, there is a basis for concluding that if the significance value is less than 0.05, a difference is declared, while if the significance value is more than 0.05, there is no difference. The results of the paired sample t-test assisted by SPSS version 27 showed a significance value of  $0.001 < 0.05$ . This means that the value shows that there is a significant difference between the experimental class and the control class.

The difference between the experimental class and the control class has been proven by its significance value. Furthermore, the average percentage score obtained by the experimental class was 79% while the average percentage of the control class was 64%. These values show significant differences. This means that the *Hypnoteaching* intervention method influences the interest in reading

story texts in grade V students of Madrasah Ibtidaiyah Negeri 1 Bogor Regency. This method can attract attention and increase students' involvement in reading story texts.

*Hypnoteaching* is a learning method that uses the teacher's communication skills which is carried out persuasively and suggestively to increase students' confidence in the realization of learning goals. One of the learning objectives is to foster desire and confidence in literacy skills. The *Hypnoteaching* method focuses on suggestions and influencing students' subconscious minds by creating a comfortable, calm, peaceful, fun, likable, open learning atmosphere accompanied by positive words to foster confidence about the activity of reading story texts. This theory is on the principles of neuro-linguistic-programming (NLP) theory which focuses on how language and communication can affect students' behavior and mentality (Hajar, I., 2011). Therefore, this method can increase students' interest by changing students' views that were previously considered ordinary into fun reading activities and provide useful experiences.

The activity of fostering interest in learning in students is very important for teachers to pay attention to, so it is necessary to apply *Hypnoteaching* intervention methods in learning. Applying this method through affirmations given to students such as "reading is fun, by reading you become great" will foster intrinsic motivation so that students will be actively involved in learning. The involvement in question includes student attention, interest, and participation.

Based on the description above, it can be concluded that the causal factors of the *Hypnoteaching* method that can affect the interest in reading story texts can be caused by psychological and pedagogical factors. The factors in question are; (1) the use of relaxation techniques to reduce stress, (2) positive suggestions that lead to a change in perception of the reading view of the story text, (3) focus and concentration, (4) increased self-confidence (5) and increased emotional engagement of students.

## CONCLUSION

The use of Hypnoteaching methods such as positive affirmations, relaxation, and visualization in learning has been proven to be able to foster intrinsic interest. This technique has great potential to be applied in teaching reading story texts in elementary or secondary schools. This motto is an innovative method for improving other learning outcomes. The recommendations from the results of this study can be used as an alternative learning applied by teachers by paying attention; (1) before the learning activity takes place, use relaxation techniques to improve students' focus, (2) give positive affirmations to improve attitudes in reading, (3) focus on emotional

engagement with texts, (4) apply techniques to improve concentration, (5) give positive feedback.

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