The Students’ Perception toward Hypnotic Language Patterns (HLP) in English Classroom

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Abstract

The objectives of this research was to find out the students’ perception toward Hypnotic Language Patterns (HLP) used by the lecturer in English classroom. This research was qualitative research and it applied purposive sampling technique. The participants were 2 English lecturers and the second semester students of Informatics Engineering Study Program, Faculty of Computer Engineering, Cokroaminoto Palopo University. The instruments of the research were observation and interview. Then the data collected were transcribed to analyze by using Miles and Huberman model. The researcher also conducted interview to the lecturers and the students to gain the relevant data. The results of the research showed about the students’ perception. The students perceive that Hypnotic Language Patterns are very useful in teaching and learning process in English classroom because by using Hypnotic Language Patterns, the lecturers could organize and build up communication with students as well as make their students motivated, enjoyable and comfortable. So, the students paid more attention to the material explained by the lecturers during teaching and learning process.

Keywords: Hypnotic Language Patterns

1. Background

Language has a series of words, sentence patterns, and functions based on individual’s needs and time in delivering message. It makes our internal world visible, audible and tangible to others. It allows us to share a world of experience and to communicate abstract ideas, to understand and be understood. Nowadays language is not only as descriptive, but it is more generative and creative. It means that language can also create events. That is why we should be careful in using a language. This research is going to explain about a series of word which gives influences in hypnotic process.

Giving suggestion can be conducted in coercive or persuasive way. All these ways can give either positive or negative impact, it depends on a person who gives suggestion. Giving suggestion in coercive way can be applied by snapping. We always give punishment so it indirectly emerges suggestion that he has to do the command. But this suggestion is still in simple step. In persuasive suggestion, we give suggestion softly but actually it is very powerful. Hypnosis is included in giving suggestion persuasively. There will appear relaxed condition on that situation because according to Hakim (2010: 2) that hypnosis can be defined as one of relaxed condition, focus, or concentration.

There is a study which applies hypnosis in education system namely Neuro-Linguistic Programming (NLP). NLP is described as the study of human excellence and demonstrates
how to communicate effectively and influence others. It was developed in the 1970s by a group of psychologists who were studying successful people in order to analyze human behaviour. The group included Richard Bandler (psychologist), John Grinder (linguist) and Gregory Bateson (anthropologist). They considered styles of language, brain patterns and how words and actions are linked together to form certain programs or sequences of behaviour.

One part of Neuro Linguistic Programming is Milton Model or Hypnotic Language Patterns. This technique is based on conversational hypnosis, namely hypnosis which uses Ericksonian approach. This approach was from modern hypnotist Milton Hyland Erickson. He was the most popular hypnotist in 1970s – 1980s. Then these Hypnotic Language Patterns (HLP) are formulated by Richard Bandler and John Grinder as the result of modelling of Milton H. Erickson in his hypnosis’ activity. Therefore, this technique is called Milton Model Patterns or it is commonly called Hypnotic Language Patterns (HLP). O’Connor (2001: 174) says that the Milton model is a set of language patterns used for inducing trance or an altered state of consciousness and utilizing unconscious resources to make desirable changes and solve difficult problems. It directly tries to talk to unconscious mind.

Joseph O’Connor and John Seymour (1993: 113-114) say that Milton Model is a way of using language to induce and maintain trance in order to contact the hidden resources of our personality. It follows the mind works naturally. Trance is a state where you are highly motivated to learn from your unconscious in an inner directed way. The Milton Model is a way of using language to: (1) pace and lead the person’s reality, (2) distract and utilize the conscious mind, and (3) access the unconscious and resources.

Based on the definitions, it can be comprehended that hypnotic language patterns are a technique of influencing or persuading which apply hypnosis approach. Shortly, it can be comprehended that hypnosis is an art to communicate with unconscious mind. It is not a mistic, not a magic and power, but it is a communication skill. Commonly, certain words can appear hypnotic effect to someone. These hypnotic language patterns aim to bypass person’s critical factor and to insert information into person’s mind. By using the hypnotic language patterns, we are able to bypass the conscious resistance and to communicate with the unconscious mind. When someone’s critical factor is bypassed, the information inserted will be considered as a truth.

Classroom interaction should engage students’ attention so they can be more active to join the activities. Students’ attention can be triggered in the moment by certain environmental factors such as teacher hypnotic language patterns. Students who experience heightened emotional attention are pulled toward a subject because they are energized, excited, and emotionally engaged by the lecturer hypnotic language patterns. But sometimes teaching and learning activities become monotonous and lack of students’ attention.

These conditions will not improve the students’ skills in understanding the English subject. Attention is then seen as a mediating variable between teaching and learning (Torki, 2011). So, in teaching learning process, the lecturers should not only use common languages, but also they should deliver lesson material by using unconscious languages to emerge suggestion for the students into full concentration about materials explained by the lecturers because unconscious mind has a large dominant to the working process of our brain.

Based on the fact, it is important to research about language patterns used by lecturers in the classroom. So, the researcher then tries to find out the answer of some research questions about hypnotic language patterns used by the lecturers in learning process. They are: (1) To what extent are the reasons of lecturers for using hypnotic language patterns in English classroom? (2) What are the students’ perceptions toward hypnotic language patterns used by the lecturers in English classroom?
This research is intended to give description, interpretation, and explanation on the use of hypnotic language patterns in English classroom. The result is expected to be beneficial theoretically and practically to the field of teaching. By using the hypnotic language patterns, we are able to bypass the conscious resistance and to communicate with the unconscious mind. Sandy Mc. Gregor in Novian Triwidia Jaya (2010:11) says that unconscious mind dominates human’s mind 88%, while conscious mind dominates human’s mind only 12%. Bob G. Bodenhamer and L. Michael Hall (1999: 188) say that ‘conscious’ is defined as whatever you aware of at a moment in time. ‘Unconscious’ is everything else.

In practically, a lecturer must take (hypnotize) the students into relax condition, full of concentration, unconscious mind. Shortly, how lecturers use languages can get students’ attention, make relax and comfortable for the learners. By using hypnotic language patterns in the classroom, teaching learning process will be more dynamic and there is a good interaction between lecturers and learners. The learners are able to dominate materials easily because their attention is drawn and they are motivated to study. The students will study cheerfully and its result will be faster and keep it in long memory because the students’ attention will be fully focused to the materials.

There are some kinds of Hypnotic Language Patterns or Milton Model Languages according to Richard Bandler, Bob G. Bodenhamer and L. Michael Hall, Joseph O’Connor, and Idrus Perkasa Putra. They elaborate their own divisions about Hypnotic Language Patterns. The division of hypnotic language patterns elaborated by O’Connor (2001) can be shown as follow:

**Deletions**
1. Simple Deletion
2. Unspecified Referential Index
3. Unspecified Verb
4. Comparison
5. Judgement

**Distortions**
6. Complex Equivalences
7. Mind Reading
8. Nominalization
9. Cause-Effect
10. Presupposition

**Generalizations**
11. Universals
12. Modal Operators of Necessity
13. Modal Operators of Possibility

**Pacing a Person’s Experience**

**Distracting the Conscious Mind**
14. Phonological Ambiguity
15. Syntactical Ambiguity
16. Scope Ambiguity
17. Punctuation Ambiguity
18. Double Binds

**Accessing Unconscious Resources**
19. Conversational Postulates
20. Tag Questions
2. Method

This research was a qualitative research. The researcher applied descriptive method. Descriptive method is applied in order to describe the current conditions, investigate relationship and explain the interpretation of phenomena (Gay, 2006). The subjects of this research were two English lecturers of Cokroaminoto Palopo University who were teaching at the second semester students of Informatics Engineering Study Program, Faculty of Computer Engineering of Cokroaminoto Palopo University. In selecting the research subject, the researcher used purposive sampling technique.

Purposive sampling is a sampling technique of data source with a certain consideration, for instance the subject is considered knowing more about what we expect or he has authority so he can enable the researcher to obtain deep information about the research object researched (Sugiyono, 2014). By using this sampling approach, the researcher chose two English lecturers and twenty students of the second semester of Informatics Engineering Study Program, Faculty of Computer Engineering of Cokroaminoto Palopo University as the subjects of this research. To collect the data of this research, there were two kinds of instruments used, they were observation and interview.

The researcher interviewed two English lecturers as participants to reveal their way in using the aspects of hypnotic language patterns. The researcher also interviewed 20 students to obtain important data about their perception toward hypnotic language patterns used by the lecturers.

The data were analyzed by using Miles and Huberman model (1994). Activities of data analysis were data reduction, data display, and conclusion: drawing/verification. While the data from the interviews were analyzed through several steps; first, transcribing the result of the interview and analyzing the answer of the students. Next, classifying data into the selected categories and interpreting the student’s answer to find out their perception towards hypnotic language patterns used by the teachers in learning process. The interview is expected to give the additional or recovery information about the students’ perception. And the last, presenting the result descriptively.

3. Results & Discussion

The Reasons of Teachers for Using Hypnotic Language Patterns

From the data gained through the interview with two English lecturers, it could be concluded that the reasons of lecturers for using hypnotic language patterns in English classroom in Informatics Engineering Study Program, Faculty of Computer Engineering of Cokroaminoto Palopo University were because of the students condition, beside that it could be used as a technique to explain English material, motivate the students to study, encourage the students to pay attention when the teachers explained material, create a comfortable and enjoyable state in order to get the students’ attention, and involve them in teaching and learning process.

Then, by using hypnotic language patterns the lecturers could encourage students to speak in discussion class, clarify material, give instructions, and increase the students motivation and the lecturers also agreed that the use of hypnotic language patterns in teaching and learning process was very useful because it could be used as a technique in explaining English material, motivating the students to study, analyzing problem and encouraging them to pay more attention when the lecturers explained material, this is similar with statement of McLauchlin (2003) said that the Milton Model allows you to use language...
that is artfully vague so that clients can give it a meaning that is appropriate for them. The Milton Model can be used to pace and lead the person’s reality, distract and utilize the conscious mind and to access the unconscious and the person’s resources.

The lecturers mostly used hypnotic language pattern, conversational postulate, because basically it was powerful to explain English material, to create a comfortable and enjoyable state, and to involve the students in teaching and learning process. It was powerful patterns especially when the lecturers wanted to invite the students to participate in classroom activity. And then the students followed the lecturers’ instructions cheerfully without feeling forced. The main point was actually to get the students’ attention in order to make them focus and full of concentration in teaching and learning process. It was a rhetorical question that required a direct action as response, so the lecturers seemed to be polite and gentle in giving their instruction. The instruction could be firm but it seemed to be gentle by using conversational postulate.

One of hypnotic language patterns used by the English lecturers is Mind Reading. It is a statement that claims to have the ability to know what the students are thinking or feeling. This pattern gives strong belief to the students. The English lecturers claim to know the thoughts or feelings of students without specifying how they know the info. For example when the lecturer1 said: “Students, I’m sure you have a good spirit this morning.” This statement of mind reading pattern makes the students feel that the lecturer gives them attention although for example it is not what exactly happens.

Another statement of hypnotic language patterns combination from English lecturer2 when she said: “I know it is quite difficult for you to write because you have a little vocabulary, but just try and try. I’m sure you can.” Mind reading pattern in this sentence: “I know it is quite difficult for you to write”, make our students feel that the lecturer gives them attention. When she said, “because you have a little vocabulary”, this is a cause and effect pattern that claims there is a cause and effect relationship between one thing and another thing. This to keep a resistance toward assignment that was given. In sentence “but just try and try”, this sentence makes the lecturer gives encouraging to the students. Moreover when the sentence is continued, “I’m sure you can”, the lecturer used modal operator pattern and unspecified verb pattern. This case suggests that it is required to happen namely the students can do the assignment.

There are also double bind patterns used by the English lecturer2 when she said: “ok 15 minutes or 20 minutes? Ok 20 minutes, hurry up.” This statement offers two choices that are in fact the same choice separated by ‘or’, when the students choose one of them, the lecturer keeps obtaining what she desires.

In another statement of double bind patterns used by the English lecturer2 when she said: “eh you, have a seat on yours or sit down here.” This statement offers two choices that are in fact the same choice separated by ‘or’, sit down on his own seat or on another empty seat. When he chooses one of them, the lecturer keeps obtaining what she desires that the student sits down on the chair.

Embedded commands and embedded questions are another hypnotic language patterns used by English lecturer2. For instance, when she said: “I really want to know about your opinion, I’m happy to see it. Come on, just a sentence about the story.” This statement is embedded command pattern, it is command embedded in a longer sentence. Another embedded command statement from the English lecturer 2 when she said: “It is really nice if you can show me what lesson you can get from the text”.

Then she also applied combination of embedded question pattern and conversational postulate pattern when she said: “What about you Retno, Nurul? I really expect can you give me your opinion about the story?” The embedded question is the indirect question that arises in flow of the conversation. The students respond internally as if the question had been
asked directly. Then the statement, *can you give me your opinion about the story?*, is conversational postulate pattern. It is a statement in the form of a question which when asked and taken literally would require a yes or no answer. This statement is normally taken as a command to perform the requested action. It is a rhetorical question that, if taken literally, would require a response or action. And this conversational postulate was the most frequently used by both the English lecturer1 and the English lecturer2 during teaching and learning process in classroom from the first meeting to the fifth meeting.

Those are some examples of hypnotic language patterns used by English lecturers in English classroom. According to Bolstad (2003) that Milton model of language patterns used by Dr. Milton H. Erickson provides us with a comprehensive analysis of the way words affect internal representations. This ability of what we say to affect the unconscious responses of others is what has traditionally been called “hypnosis”. Choosing to use positive language and carefully selecting the presuppositions you want are examples of the patterns that NLP has called the Milton Model.

Then the researcher concluded that hypnotic language patterns used by the teachers in teaching and learning process can be used to explain English material, to motivate the students to study, to encourage the students to pay attention, to create a comfortable and enjoyable state, and to involve them in teaching and learning process. The main point of these all functions is actually to get the students’ attention in order to make them focus and full of concentration in teaching and learning process.

From this functions, it can be known that hypnotic language patterns are a technique of influencing or persuading which applies hypnosis approach. These hypnotic language patterns aim to bypass the students’ critical factor and to insert information into students’ mind. By using the hypnotic language patterns, we are able to bypass the conscious resistance and to communicate with the unconscious mind. When the students’ critical factor is bypassed, the information inserted will be considered as a truth.

Therefore, it can be comprehended that hypnosis is an art of communication. It is an art to communicate with unconscious mind. Thus, the researcher considers that hypnotic language patterns are actually a rhetoric skill in communication which have a persuasive power in giving instructions. It is about how to make the students perform what we want through conversation called conversational hypnosis.

Basically, hypnotic language patterns are different from simple language patterns because in the application of hypnotic language patterns, it applies more indirect and covert utterances. These hypnotic language patterns aim to give instructions, but the students who listen to it do not feel being ordered directly. So, the teaching and learning process can be more interesting and persuasive. It actually more emphasizes to certain suggestions conveyed covertly, thus the students have attractiveness to follow the teachers’ instructions comfortably.

Shortly, by using hypnotic language patterns we can give instructions or suggestions intelligently and gently to the students. Consequently, the students follow the instruction conveniently. In this case, we can say that using hypnotic language patterns will let the students do the instructions or suggestions with pleasure although for example the instructions have a big possibility of resistance. But hypnotic language patterns make it seem to be convenient, so our instructions are granted dutifully by the students.

**The Students’ Perceptions toward Hypnotic Language Patterns Used by the Lecturers**

From the result of data interview of the students, they were more communicative, powerful and more interactive with their lecturers who used hypnotic language patterns in teaching and learning process because the lecturers tried to encourage the students to talk and interact, then the lecturers made their students understand about the material that the
lecturers explained. The lecturers did not mostly concern of delivering material, so the students could catch the material easily and pleasantly. These results are consistent with findings of Hamzar (2010) discovered that students were motivated in learning English by using hypnosis (hypnolearning).

It indicates that attention is mentally conditions of someone that produce a response to particular situation or object that give pleasure as well satisfaction. That’s make the students more pay attention to follow the process of teaching and learning. According to Torki (2011) that attention is seen as a mediating variable between teaching and learning. So attention is response of liking. Students’ attention depends on their lecturer capability in teaching. The lecturers’ capability in creating an interesting class and the most important is when delivering material it can make the students motivated by choosing an appropriate language patterns in classroom process.

According to the students’ answers that they tend to pay more attention to the lecturers when the lecturers uttered good, polite, and enjoyable language patterns. And the students also give more attention and response if the lecturers give them instruction politely, for example when the lecturer asked them to open the book by saying, “Can you open your book on page 135?” Or when the lecturer asked the students’ opinion by saying, “Can you give me your opinion about the story?”

It is about how to communicate with the students not only consciously but also unconsciously. How the lecturer suse unconscious languages in delivering material in teaching and learning process will really influence the students’ attention. The students perceived that Hypnotic Language Patterns was very useful in teaching and learning process in English classroom because by using Hypnotic Language Patterns, the lecturers could organize and build up communication with the students as well as made their students motivated, enjoyable and comfortable. So, the students paid more attention to the material explained by the lecturers during teaching and learning process.

4. Conclusion

The reasons of the English lecturers of Cokroaminoto Palopo University for using Hypnotic Language Patterns in teaching and learning process because it could be used as a technique to explain English material, to motivate the students to study, to encourage the students to pay more attention when the lecturers explained material, to create a comfortable and enjoyable state in order to get the students’ attention, and to involve the students in teaching and learning process.

The students perceived that Hypnotic Language Patterns were very useful in teaching and learning process in English classroom because by using Hypnotic Language Patterns, the lecturers could organize and build up communication with students as well as make their students motivated, enjoyable and comfortable. So, the students paid more attention to the material explained by the lecturers during teaching and learning process.

5. Citation and References


