

THE HYPNOTEACHING MODEL IN TEACHING JAVANESE SPEAKING SKILLS TO GENERATION Z HIGH SCHOOL STUDENTS

¹*Eliza Naviana Damayanti, ¹Suwardi Endraswara, ¹Mulyana

¹ Javanese Language Education, Postgraduate Program, Universitas Negeri Yogyakarta, Jln. Colombo No. 1, Karangmalang, Caturtunggal, Sleman, Yogyakarta, Indonesia

Corresponding Author Email: elizanaviana.2025@student.uny.ac.id

Article Info	Abstract
Article History Received: March 2026 Revised: May 2026 Accepted: June 2026 Published: July 2026	<i>This study is motivated by the declining ability of senior high school students, as representatives of Generation Z, to speak Javanese fluently and confidently due to globalization, the dominance of Indonesian and foreign languages, changing communication patterns, and the continued use of conventional teacher-centered learning methods. These conditions reduce students' interest, participation, and confidence in using Javanese in both formal and informal communication. Therefore, innovative and interactive learning approaches are needed to support speaking competence while also contributing to regional language preservation. This study aims to analyze the implementation of the hypnoteaching model and its contribution to improving students' Javanese speaking skills. The research employed a qualitative descriptive approach through literature review and document analysis using journal articles, educational documents, learning modules, and previous studies related to hypnoteaching and language learning as data sources. The data were analyzed using descriptive content analysis supported by thematic categorization and source triangulation to ensure validity. The findings indicate that hypnoteaching creates a supportive and psychologically conducive learning environment through stages such as intention and motivation, pacing, leading, positive words, rewards, modeling, and yelling. These stages contribute to improving students' motivation, confidence, participation, speaking fluency, vocabulary accuracy, and willingness to communicate in Javanese. Furthermore, hypnoteaching is considered relevant to the interactive and experience-based learning characteristics of Generation Z students.</i>
Keywords Hypnoteaching model; Javanese speaking skills; Language learning model; Generation Z;	
How to cite: Damayanti, E.N., Endraswara, S., & Mulyana, M. (2026). The Hypnoteaching Model in Teaching Javanese Speaking Skills to Generation Z High School Students. <i>JOLLT Journal of Languages and Language Teaching</i> , 14(3), 933-945. Doi: https://doi.org/10.33394/joltt.v14i3.20045	

Copyright© 2026, Damayanti et al.

This is an open-access article under the [CC-BY-SA](#) License.



INTRODUCTION

The Javanese speaking ability of high school students, as part of Generation Z, tends to remain low. This is evident in the lack of fluency, accuracy in using language variations, and the students' courage to communicate using Javanese in both formal and informal situations. This phenomenon is not only related to linguistic aspects but also reflects changes in attitudes and language habits among the younger generation (Maesiyah et al., 2025). This low speaking ability is a significant concern because speaking skills are one of the main indicators of active language acquisition. This situation is inseparable from the increasingly strong influence of globalization in everyday life. The dominance of Indonesian as the national language and the use of foreign languages, particularly English, in various fields such as education, social media, and digital communication, have contributed to the decline in the use of regional languages. This shift is reinforced by the finding that globalization, modernization, and technological developments have accelerated the adoption of foreign languages in communication among the

younger generation (Zamhari et al., 2025). Furthermore, the dominance of Indonesian in various aspects of life has also resulted in a shift in the use of regional languages, including Javanese (Fitriani & Sukoyo, 2026). This phenomenon indicates that regional languages are increasingly marginalized in everyday communication practices.

Concurrently, student interest in learning Javanese also tends to be low due to perceived lack of interest and relevance to current needs. This perception arises from instruction that fails to provide a fun and meaningful learning experience for students. In the context of language learning, low interest and boredom often occur when the learning process is monotonous and non-interactive (Wijaya & Rahmawati, 2024). This condition results in low student engagement in learning, resulting in underdevelopment of language skills, particularly speaking skills.

This problem is further exacerbated by the use of conventional, teacher -*centered learning models*. This model tends to position students as passive recipients, thus limiting opportunities for speaking practice (Rozali et al., 2022). Monotonous learning strategies, such as the lecture method, have been shown to reduce student motivation and make students easily bored (Susilowati & Sukoyo, 2025). Therefore, innovations in learning are needed that can increase active student engagement. One alternative that can be implemented is the *hypnoteaching model*, namely the art of teacher communication through positive suggestions to create a relaxed and conducive learning environment so that the material is more easily accepted by the student's subconscious mind (Bella, 2023).

On the other hand, preserving the Javanese language is crucial as part of cultural identity and local wisdom. Language serves not only as a means of communication but also as a representation of a society's values, norms, and culture. The shift in regional languages can result in the loss of cultural identity and the weakening of cultural heritage (Insani & Ridha, 2025). In fact, the phenomenon of a Javanese language crisis among the younger generation has begun to emerge due to various internal and external factors, including changes in communication patterns and the social environment (Fira, 2022). Therefore, efforts to preserve the Javanese language need to be carried out systematically, one of which is through formal education.

A number of study previously show that application of the *hypnoteaching model* own potential in increase quality learning. Research by Nayogi et al. (2024) shows that method *hypnoteaching* influential significant to improvement motivation Study student in learning Arabic, with change perception student to previous material considered difficult become more easy understood. This is in line with findings Saputri and Mardiaty (2024) stated that that implementation technique *hypnoteaching* capable increase results Study as well as activity student in a way significant, shown with height level completeness learning and engagement student in the learning process. Besides that, research Muliddya et al. (2022) also proved that method *hypnoteaching* effective in increase ability Study in aspect counting in children age early through atmosphere more learning conducive and enjoyable.

Other research also supports the effectiveness of the *hypnoteaching model* in the context of language learning. Susilowati and Sukoyo (2025) found that the use of *hypnoteaching* in Javanese language learning in high school significantly improved student motivation and learning outcomes compared to conventional methods. Similarly, research by Wijaya and Rahmawati (2024) showed that the application of *hypnoteaching* in Arabic language learning can increase students' interest and enthusiasm for learning. These findings indicate that *hypnoteaching* is a relevant, innovative approach to improving the quality of language learning.

In addition, the decline in Javanese speaking ability among Generation Z students is closely related to changes in communication patterns and learning preferences in the digital era. Generation Z tends to interact more intensively through social media and digital platforms, resulting in reduced use of regional languages in daily communication. The younger generation is now more accustomed to using Indonesian, slang, and foreign languages because they are

considered more modern and practical in social interaction. This condition gradually weakens students' confidence and fluency in speaking Javanese, especially in applying speech levels appropriately according to social context. Research by Insani (2025) explains that many students experience difficulties in learning Javanese because the learning process is still perceived as rigid, monotonous, and less relevant to the characteristics of today's learners. Similarly, studies on Generation Z indicate that this generation prefers interactive, flexible, technology-based, and experience-oriented learning environments rather than one-way conventional instruction. Therefore, the challenges in Javanese speaking learning are not merely linguistic issues, but also pedagogical and sociocultural problems that require innovative instructional approaches (Insani & Kholiq, 2025).

Furthermore, the hypnoteaching model is considered relevant for improving Javanese speaking skills because it emphasizes psychological comfort, positive communication, motivation building, and active student participation during the learning process. Hypnoteaching creates a more relaxed and enjoyable classroom atmosphere through positive suggestions, persuasive communication, ice breaking, modeling, and interactive learning activities that can stimulate students' confidence to speak. This approach is highly suitable for Generation Z students who tend to learn more effectively in supportive and engaging environments. Previous studies revealed that hypnoteaching can increase students' motivation, participation, confidence, and learning outcomes compared to conventional lecture-based methods. Research conducted by Damayanti and Sukoyo (2025) demonstrated that the application of hypnoteaching in Javanese language learning significantly improved students' learning achievement and classroom engagement.

Despite the growing number of studies discussing hypnoteaching and Javanese language learning, research specifically focusing on Javanese speaking skills among Generation Z high school students remains very limited. Previous studies generally concentrated on learning motivation, general learning outcomes, reading skills, or Javanese script instruction, while productive speaking competence has not been explored comprehensively. In addition, most previous studies emphasized classroom effectiveness without specifically relating the hypnoteaching approach to the learning characteristics of Generation Z students in the modern digital era. This study therefore offers novelty by integrating three important aspects simultaneously, namely the hypnoteaching model, Javanese speaking skills, and the characteristics of Generation Z learners. The study not only examines hypnoteaching as an instructional model but also analyzes its relevance in addressing the challenges of regional language preservation amid globalization and changing communication trends among younger generations (Sukoyo et al., 2024).

Based on these considerations, this study is focused on answering two main research questions: (1) how is the hypnoteaching model applied in Javanese speaking learning for Generation Z high school students, and (2) how does the hypnoteaching model contribute to improving students' Javanese speaking skills. These research questions are expected to provide a clearer direction for analyzing the implementation of hypnoteaching as an innovative learning approach that supports both the effectiveness of language learning and the preservation of regional languages in modern educational contexts.

RESEARCH METHOD

Research Design

This study used a qualitative descriptive research design. The design focuses on describing and analyzing educational phenomena systematically without using statistical or numerical analysis. The primary focus of the study is the implementation of the hypnoteaching model in Javanese language learning, particularly in developing students' speaking skills. The study also examines the relevance of hypnoteaching to the learning characteristics of Generation Z students, who tend to prefer interactive, communicative, and experience-based

learning environments. The research was conducted through literature review and document analysis techniques. Literature review was used to collect theoretical and empirical studies related to hypnoteaching, speaking skills, Javanese language learning, Generation Z characteristics, and regional language preservation. Meanwhile, document analysis was applied to examine learning documents, teaching modules, instructional procedures, and previous research findings related to the implementation of hypnoteaching in language learning contexts.

Data Sources

Since this study did not involve direct participants, the “research participants” section was replaced with “data sources.” The data sources in this study consisted of scientific journal articles, books, learning modules, educational documents, teacher guidelines, and previous studies related to the hypnoteaching model and Javanese language learning. The selected sources were obtained from reputable academic databases and educational publications published between 2021 and 2026 to ensure data relevance and credibility. The inclusion criteria in this study included: (1) studies discussing hypnoteaching or innovative learning models, (2) studies related to speaking skills or language learning, (3) studies focusing on Generation Z learners or regional language preservation, and (4) publications from reputable journals, conference proceedings, books, or academic documents. Meanwhile, the exclusion criteria included sources with unclear credibility, irrelevant topics, duplicated findings, or outdated publications that no longer matched the context of modern learning.

Research Objects

The instruments used in this study were document analysis guidelines, literature review frameworks, and analysis matrices developed by the researcher. The document analysis guideline was used to identify, classify, and interpret important information from selected literature and educational documents. The literature review framework was designed to examine the relationship between hypnoteaching principles and the development of Javanese speaking skills among Generation Z students. The analysis matrix included several categories, such as: (1) the principles and stages of hypnoteaching, including intention and motivation building, pacing, leading, positive words, modeling, reward, and yelling strategies; (2) indicators of speaking skills, including fluency, pronunciation accuracy, vocabulary use, confidence, participation, and communication effectiveness; and (3) the relevance of hypnoteaching to modern and interactive learning environments. These instruments enabled the researcher to systematically compare and interpret findings from various sources.

Instruments

The data collection process was conducted through literature searching, document selection, screening, and classification. The researcher searched for relevant literature using academic databases, online journal platforms, books, and educational documents related to hypnoteaching and Javanese language learning. Keywords such as “hypnoteaching,” “Javanese speaking skills,” “regional language learning,” “Generation Z learning,” and “language preservation” were used during the search process. After collecting the sources, the researcher conducted a screening process based on relevance, publication year, credibility, and research focus. The selected documents were then categorized according to themes related to hypnoteaching implementation, speaking skill development, and Generation Z learning characteristics. This systematic procedure was carried out to ensure that the analyzed data were relevant, credible, and appropriate to the objectives of the study.

Data Analysis

The data analysis technique used in this study was descriptive content analysis. The collected data were analyzed through several stages, including data reduction, thematic coding, categorization, interpretation, and conclusion drawing. The researcher first identified important

information from the selected literature and documents, then grouped the findings into themes related to hypnoteaching stages, speaking skill indicators, learning motivation, student participation, and regional language learning. The categorized data were interpreted descriptively to explain the relevance and potential contribution of the hypnoteaching model in improving Javanese speaking skills among Generation Z students. To strengthen the validity and credibility of the findings, source triangulation was applied by comparing information from different literature sources, journal articles, books, and educational documents. This triangulation process was intended to ensure consistency, accuracy, and scientific reliability of the research findings.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

Research result This arranged based on study literature from various study previously about application of the *hypnoteaching* model in learning language, with focus on learning speak Language Javanese in high school students as representation Generation Z. Analysis literature show that *the hypnoteaching* model emphasize on communication persuasive, suggestion positive, and creation atmosphere comfortable and conducive learning. Approach This relevant in learning Language Java Because capable reduce awkwardness and increase courage student in use Language areas, especially in context communication oral.

The literature review findings generally indicate that the hypnoteaching model has a positive contribution to language learning, particularly in increasing students' motivation, classroom participation, confidence, and communication skills. Across the analyzed studies, hypnoteaching was consistently described as an interactive learning approach that combines persuasive communication, positive suggestion, and psychological engagement to create a more supportive learning environment. In the context of Javanese language learning, this approach is considered relevant because it helps students overcome anxiety, hesitation, and fear of making mistakes when speaking Javanese. Previous studies also emphasized that Generation Z students tend to respond more positively to interactive and emotionally supportive learning environments compared to conventional lecture-based instruction (Susilowati & Sukoyo, 2025; Wijaya & Rahmawati, 2024; Zamhari et al., 2025). Therefore, the findings of this literature study suggest that hypnoteaching has strong potential to support the development of Javanese speaking skills through both linguistic and psychological reinforcement.

Based on study literature, steps *hypnoteaching* and its relevance in learning speak Language Java can served in Table 1 as follows.

Table 1

Summary Implementation of the <i>Hypnoteaching</i> Model in Learning Speaking Javanese		
Hypnoteaching Steps	Implementation in Javanese Language Learning	Key Findings
Intention and Motivation	The teacher builds motivation student For brave use Language Java	Increase mental readiness and reducing embarrassment in speaking (Nayogi et al., 2024)
<i>Pacing</i>	The teacher adjusts language and style communication with student	Student feel more comfortable and not stressed moment use Language Java (Wijaya & Rahmawati, 2024)
<i>Leading</i>	The teacher directs student For start speak use Language Java in a way gradually	Help student more believe self in practice speaking (Wijaya & Rahmawati, 2024)
Positive Words	The teacher gives encouragement verbal moment student try speak	Increase courage and confidence self students (Bella, 2023)
Praise (<i>Reward</i>)	The teacher gives appreciation on business student in speak	Push participation active in practice communication Language Java (Saputri & Mardiati, 2024)

Hypnoteaching Steps	Implementation in Javanese Language Learning	Key Findings
<i>Modeling</i>	The teacher gives example use Language Good and correct Javanese	Help student copy structure and variety Language Java in a way right (Susilowati & Sukoyo , 2025)
<i>Yelling</i>	Activity together For increase Spirit moment exercise speak	Reduce saturation and increase energy learning (Wijaya & Rahmawati , 2024)

The following table summarizes the main findings from previous literature regarding the implementation of hypnoteaching in Javanese speaking learning. The table is presented to illustrate and organize the conceptual findings obtained from the analyzed studies. Therefore, the table does not serve as empirical evidence of the effectiveness of hypnoteaching in classroom practice, but rather as a descriptive representation of the theoretical and practical contributions identified in previous research. The analyzed literature demonstrates that each stage of hypnoteaching contributes differently to the development of students' Javanese speaking skills. The pacing and leading stages were frequently associated with increased student confidence and reduced speaking anxiety because students felt more psychologically comfortable during classroom interaction. Meanwhile, the modeling stage was identified as an important component in helping students understand pronunciation, vocabulary use, language variation, and speech levels in Javanese communication. Through direct examples provided by teachers, students were able to imitate and practice appropriate forms of communication more effectively.

Implementation of the *Hypnoteaching* Model in Learning Speaking Javanese

Based on study literature, application of the *hypnoteaching* model in learning speak Language Java done through a series step systematic which emphasizes integration between aspect psychological, linguistic, and pedagogical. This model No only oriented towards knowledge transfer, but also towards the formation of students' mental condition to be better Ready receive, process, and practice Language in a way active. *Hypnoteaching* Work through mechanism suggestion positive, strengthening behavior, as well as creation atmosphere conducive learning, so capable increase effectiveness learning in a way comprehensive.

In context learning speak Language Java at the level School Upper Middle, approach This become very relevant Because student No only sued understand structure language, but also able to use it in communication real. Besides that, there is trend decline use Language areas among generation young demand existence innovation capable learning increase interest, motivation, and courage student in speaking Java. Therefore that , the steps *hypnoteaching* which includes intention and motivation, *pacing*, *leading*, use of positive words, giving praise (*rewards*), *modeling*, and *yelling* become a comprehensive strategy in overcome problem.

Intention and Motivation

Initial step in implementation *hypnoteaching* is build intention and motivation in teacher self as facilitator learning. Strong intention will form *mindset* positive reflection in the way teachers communicate, convey materials, as well as respond students. In perspective psychology education, conditions emotional and motivational teachers have influence direct to climate class and involvement student.

In learning speak Language Javanese, teacher motivation becomes key in reduce obstacle psychological students, such as feeling shy, afraid of making mistakes, and lacking believe self . Through communicative and expressive approach, teachers can foster a sense of security so that student more brave try speaking. Research show that implementation *hypnoteaching* in a way significant increase motivation Study student Because existence strengthening through suggestion recurrent positive (Haniffah et al., 2025). With However, the teacher's intentions

and motivation do not only become step beginning, but also become foundation success the entire learning process.

Pacing (Equalizing) Position

Pacing is a strategy for build proximity emotional and psychological between teachers and students. This process done with method equalize style communication, language body, intonation, and rhythm interaction in accordance with condition students. In theory communication, *pacing* functioning For build *rapport*, namely harmonious and mutual interpersonal relationships believe. In learning Language Java, *pacing* is very important Because use Language area often influenced by factors social and cultural, such as level speech (*ngoko*, *krama*, and *krama inggil*). With do *pacing*, teachers can adapt approach communication in accordance with background behind students, so that they feel more comfortable in interact. Conditions This in a way direct impact on increasing participation student in activity speaking. In addition that, *pacing* also helps create atmosphere inclusive and non- inclusive learning thrilling, which Generation Z desperately needs.

Leading (Directing)

After connection emotional formed, stage furthermore is *leading*, namely the process of directing student going to objective learning. At this stage this, the teacher started provide stimulus in the form of instructions, questions open, and activities that encourage student For active speak. In learning Language Java, *leading* can realized through various method interactive, such as discussion group, simulation conversatio, and *role play*. Approach This allows student For practice Language in a way direct in meaningful context. Research show that use *hypnoteaching* in learning Language capable increase skills speak in a way significant compared to method conventional, because student involved in a way active in the learning process. With thus, *leading* play a role important in transform student from learners passive become communicator active.

Use of Positive Words

Use of positive words is the core of approach *hypnoteaching*, because related direct with giving influencing suggestions condition lower aware students. The language used by the teacher is not only functioning as tool communication, but also as means For build perception self student. In learning speak Language In Java, the use of positive words is very important. For overcome anxiety language (*language anxiety*). Teachers need avoid criticism of a positive nature negative and replace it with constructive expressions, such as give encouragement or strengthening to business students. This is in line with findings that use suggestion positive in learning capable increase mental readiness and effectiveness Study students (Yulianti et al., 2024). With thus, positive words play a role as a strengthening stimulus trust self student in communicate.

Praise (Reward)

Giving praise or *reward* is form strengthening positive purpose For increase motivation intrinsic students. In theory behavioristic, reinforcement positive will increase possibility emergence desired behavior. In context learning Language Javanese, *reward* can in the form of verbal praise, recognition in front of class, as well as form appreciation others. The praise given in a way precise and proportional capable increase confidence self student as well as push they For more active in speaking. Besides that, the strengthening that is done in a way repeating can also be done form habit positive in study. Research show that approach *hypnoteaching* effective in form behavior and habits Study through mechanism reinforcement and suggestion.

Modeling (Giving) Example

Modeling is a process of giving example real by the teacher in use Language Java in a way appropriate and contextual. Teachers play a role as a language model that shows How

method good speaking, start from pronunciation, intonation, up to use level appropriate speech. In learning Language Javanese, *modeling* own a very important role Because Language This own complexity in use level politeness. Students need example concrete so that it can understand difference use Language in various situation social. Through *the* process of imitation, students can internalize pattern correct communication and applying it in practice talking. This is proven capable increase skills speaking in a way significant.

Yelling (Returning) Focus

The final step in *hypnoteaching* is *yelling*, namely technique For return focus and improve energy class through activity together. This technique can in the form of cheers, movements, or verbal responses made in a way collective. In context Generation Z, which tends to own range more attention short and easy distracted by technology, *yelling* be a very effective strategy. Activities This No only functioning For increase concentration, but also creates atmosphere fun and dynamic learning. In learning Language Javanese, *yelling* can associated with vocabulary or expression certain, so that at a time strengthen understanding language students.

Discussion

The findings of this study indicate that hypnoteaching has strong potential to improve students' Javanese speaking skills, particularly among Generation Z learners at the upper secondary school level. The improvement was not limited to linguistic performance but also covered affective and psychological dimensions, such as confidence, willingness to communicate, motivation, classroom participation, and reduced speaking anxiety. This finding confirms previous studies which argue that effective language learning should integrate cognitive, affective, and communicative aspects simultaneously rather than focusing only on linguistic mastery (Heryati et al., 2025; Wijaya & Rahmawati, 2024). In the context of Javanese speaking learning, this is particularly important because students often feel hesitant, embarrassed, or afraid of making mistakes when using regional language forms. Hypnoteaching addresses this issue by creating a supportive classroom atmosphere where students receive positive suggestions, emotional encouragement, and opportunities to practice speaking directly. Therefore, the findings extend the existing body of knowledge by showing that hypnoteaching is not merely a motivational technique but a pedagogical model that supports holistic language development.

The role of teacher intention and motivation emerged as an essential foundation in the success of hypnoteaching. Teachers who entered the classroom with strong motivation, emotional readiness, and positive instructional intention were more able to create a learning atmosphere that encouraged students to speak. This finding supports Haniffah et al. (2025), who found that hypnoteaching can significantly increase students' learning motivation through suggestive language and emotional approaches. In Javanese language learning, motivation is not only a supporting factor but also a driving force that enables students to overcome hesitation and participate in oral communication. The present finding extends previous research by emphasizing that students' speaking improvement begins not only from instructional materials or exercises but also from the teacher's psychological readiness to guide the class. In other words, the teacher's intention becomes part of the learning climate that shapes students' confidence and readiness to communicate.

The findings also show that pacing and leading played an important role in increasing students' confidence and speaking fluency. Pacing helped teachers build psychological closeness with students by adjusting communication style, gesture, and classroom interaction to students' conditions. After this emotional connection was established, leading allowed teachers to guide students toward speaking activities more effectively. This confirms the findings of Azahra and Santoso (2024) and Heryati et al. (2025), who reported that hypnoteaching can improve speaking skills through directed and interactive practice. In the

present study, pacing and leading helped reduce students' fear of speaking incorrectly, which is one of the common barriers in regional language learning. This finding extends previous studies by showing that speaking fluency is not only produced by repetition or drilling but also by psychological safety. When students feel emotionally accepted and supported, they are more willing to try speaking, respond to questions, and adapt their language use to different communicative situations.

The use of positive words and praise also contributed to students' motivation and active participation. Positive expressions from the teacher functioned as psychological reinforcement that encouraged students to continue speaking even when their vocabulary, pronunciation, or sentence structure was not yet accurate. This finding is consistent with Saputri and Mardiaty (2024) and Yulianti et al. (2024), who found that hypnoteaching improves learning activities and outcomes through consistent positive reinforcement. It also supports Della Yuza et al. (2025), who argued that repeated suggestive approaches can shape positive communication behavior. In the context of Generation Z learners, this finding is highly relevant because students in this generation tend to respond well to immediate feedback, recognition, and emotionally supportive interaction. However, the finding also adds nuance to previous research by suggesting that praise should not be used as empty appreciation. Instead, praise becomes effective when it is specific, meaningful, and connected to students' speaking efforts, such as their courage to answer, improvement in pronunciation, or successful use of appropriate Javanese expressions.

Modeling was another important component in improving students' speaking accuracy. Through modeling, teachers provided concrete examples of how Javanese should be spoken in terms of pronunciation, intonation, vocabulary choice, and sentence structure. This finding confirms Susilowati and Sukoyo (2025), who found that hypnoteaching-based learning can improve learning outcomes and communication quality compared with conventional methods. In Javanese language learning, modeling is crucial because students do not only need courage to speak but also need accurate examples of how language should be used in appropriate contexts. Javanese has levels of speech and politeness norms that require students to understand not only what to say but also how, when, and to whom expressions should be used. The present study therefore extends previous findings by highlighting that modeling functions as a bridge between psychological encouragement and linguistic accuracy. Hypnoteaching does not simply motivate students to speak; it also provides them with clear examples that guide accurate and context-sensitive communication.

The use of yelling or collective verbal responses helped maintain students' focus and classroom energy. This finding supports Wijaya and Rahmawati (2024), who emphasized that Generation Z learners need interactive and dynamic learning environments. Because Generation Z students are often exposed to fast, visual, and digital communication, they may have shorter attention spans and may become easily distracted during conventional language instruction. In this context, yelling can function as a classroom management strategy that refreshes attention, builds togetherness, and encourages participation. This finding extends previous research by showing that hypnoteaching can respond to the learning characteristics of Generation Z through activities that are emotionally engaging and socially participatory. Nevertheless, yelling should be used carefully and purposefully. If it is used too often or without connection to the learning objective, it may become merely entertaining rather than pedagogically meaningful. Therefore, teachers need to integrate yelling with speaking tasks, vocabulary practice, dialogue activities, or motivational transitions.

The findings further indicate that hypnoteaching is relevant to the broader challenge of preserving Javanese language among young people. Globalization and digital communication have changed the way Generation Z communicates, creating opportunities for creativity but also contributing to the declining use of regional languages (Salsabila et al., 2024; Zamhari et

al., 2025). The present study confirms previous studies suggesting that innovative and contextual learning approaches are needed to maintain regional language sustainability in the digital era (Insani & Ridha, 2025; Zamhari et al., 2025). Hypnoteaching supports this goal because it makes Javanese language learning more interactive, enjoyable, and psychologically supportive. Students are not positioned as passive recipients of language rules but as active speakers who practice communication through role play, storytelling, dialogue, and contextual interaction. This finding extends the existing literature by showing that language preservation efforts should not only focus on curriculum content but also on the emotional and pedagogical experience of learners.

The findings also align with studies on Generation Z pedagogy which emphasize the importance of interactive, collaborative, flexible, and emotionally meaningful learning experiences (Salsabila et al., 2024; Sebayang et al., 2024). Hypnoteaching reflects this pedagogical orientation because it combines positive suggestion, interpersonal closeness, active communication, and reinforcement. Unlike conventional teacher-centered language learning, hypnoteaching gives students more space to participate and practice. This confirms previous studies that innovative and participatory classroom environments can increase students' engagement and motivation. At the same time, the present study extends the discussion by connecting Generation Z pedagogy with regional language education. This connection is important because many studies on Generation Z focus on digital learning, general education, or global language contexts, while fewer studies address how this generation can be encouraged to preserve and use local languages.

Although the findings support previous studies, they also need to be interpreted carefully because this study was based on literature review and document analysis rather than direct classroom observation or experimental implementation. Therefore, the findings are conceptual and descriptive, not empirical measurements of students' speaking achievement. This limitation does not contradict previous experimental or classroom-based studies, but it suggests that the effectiveness of hypnoteaching still needs to be tested more directly in real Javanese language classrooms. Future studies should examine whether hypnoteaching produces measurable improvement in speaking fluency, vocabulary accuracy, pronunciation, participation, and motivation through classroom action research, quasi-experimental research, or mixed-method designs. Despite this limitation, the current study contributes to the literature by synthesizing how hypnoteaching can be theoretically and pedagogically positioned as an innovative model for Javanese speaking learning among Generation Z students.

CONCLUSION

This study concludes that hypnoteaching has strong potential as an innovative instructional approach for improving Javanese speaking skills among Generation Z students. The model supports students' speaking development not only through direct language practice but also through psychological and affective reinforcement. The findings show that teacher intention and motivation create a positive learning climate, pacing and leading build emotional closeness and confidence, positive words and praise strengthen students' willingness to communicate, modeling improves speaking accuracy, and yelling helps maintain focus and classroom participation. These components work together to make Javanese language learning more communicative, supportive, and student-centered. Therefore, hypnoteaching can be viewed as a holistic approach that integrates linguistic, psychological, pedagogical, and communicative dimensions in speaking instruction.

The study also concludes that hypnoteaching is relevant to regional language preservation in the era of globalization and digital communication. Generation Z students need learning experiences that are interactive, meaningful, emotionally engaging, and connected to their daily communication patterns. By using hypnoteaching, teachers can make Javanese language learning more attractive and less intimidating, encouraging students to use regional language

more confidently in academic and social contexts. However, because this study is conceptual and based on literature review and document analysis, further empirical research is needed to test the effectiveness of hypnoteaching in real classroom settings. Future researchers are encouraged to apply classroom action research, quasi-experimental designs, or mixed-method studies to measure its impact on students' speaking fluency, vocabulary accuracy, confidence, participation, and cultural awareness. Overall, hypnoteaching offers a promising pedagogical strategy for improving speaking competence while supporting the sustainability of Javanese language and culture among younger generations.

DECELERATING OF USING AI TOOLS

The authors used AI-based tools for language editing, grammar checking, translation assistance, and manuscript polishing during the preparation of this article. However, all ideas, analyses, interpretations, and conclusions presented in this study are entirely the responsibility of the authors.

FUNDING

This research received no external funding.

REFERENCES

- Azahra , Y., & Santoso, I. (2024). Effectiveness method hypnoteaching in learning skills speak Language German participant educate Phase F of SMA Negeri 1 Salatiga . *Singular: Journal of Pedagogical Language, Literature, and Cultural Studies*, 1 (3), 103–110. <https://doi.org/10.63011/js.v1i3.18>
- Bella, AA (2023). Implementation method hypnoteaching in learning write text inspiring structure and aspect oriented language skills of participants educate Grade IX at SMPN 21 Bandung. *Didactics : Journal Scientific PGSD STKIP Subang*, 9 (2), 4550–4560. <https://doi.org/10.36989/didactic.v9i2.1276>
- Della Yuza , O., Martini, S., & Pastuty , R. (2025). The effect of hypnoteaching on the habit of using harsh language in elementary school grades 4–6 at Rumah Cheerful Learning . *Journal of Maternal and Child Health Sciences (JMCHS)*, 5 (1), 55–60. <https://doi.org/10.36086/maternalandchild.v5i1.2397>
- Damayanti, E. N., & Sukoyo, J. (2025). Effectiveness of the hypnoteaching learning model in Javanese language learning. *LITE: Jurnal Bahasa dan Sastra*, 21(1). <https://doi.org/10.33633/lite.v21i1.11732>
- Fira, FRA (2022). Crisis existence Language Java in the alpha generation : A study case participant Modong Elementary School education Subdistrict Tulangan . *Primary Journal (Study of Elementary Education and Humanities)*, 3 (2), 54–62. <https://www.ejournal.universitaspgridelta.ac.id/index.php/psd/article/view/449>
- Fitriani , R., & Sukoyo , J. (2026). Relationship habit use Language Javanese in the environment family with ability write essay Language Javanese Junior High School. *Bookchapter of Education, Semarang State University*, 10 , 17–33. <https://bookchapter.unnes.ac.id/index.php/kp/article/view/640>
- Haniffah , R., Hendrik, M., & Meifinda , Y. (2025). The Influence method hypnoteaching to motivation Study participant educate Grade III of SD Negeri 60 Pangkalpinang . *Scholaria : Journal of Education and Culture* , 15 (3), 288–297. <https://doi.org/10.24246/j.js.2025.v15.i3.p288-297>
- Heryati , Y., Kosim , A., Ginanjar , AY, & Maulana, MF (2025). Optimization skills speak student through the hypnoteaching model : Innovation learning 21st century . *Ghancaran : Journal of Indonesian Language and Literature Education* , 870–880. <https://doi.org/10.19105/ghancaran.vi.21460>

- Hidayat, MS, & Puspita, Y. (2024). Influence method hypnoteaching to intelligence emotional child age early. *Edusiana: Journal Educational Sciences*, 2 (1). <https://doi.org/10.70437/edusiana.v2i1.409>
- Insani, N. H., & Kholiq, Y. N. (2025). Exploring learning difficulties and causal factors in Javanese scripts: Student and teacher perspectives in Indonesian high school. *Jurnal Pemberdayaan Masyarakat*, 4(3), 642–662. <https://doi.org/10.46843/jpm.v4i3.511>
- Insani, NN, & Ridha, MR (2025). Threat shift Language areas and their impacts to sustainability inheritance Culture in the global era. *Writing : Journal Nusantara Research*, 1 (5), 91–96. <https://doi.org/10.59435/menulis.v1i5.236>
- Luksiawati, E., Natalia, F., & Fadilah, I. (2025). Analysis ecology Language to factor causes and prevention strategies extinction Language regions in Indonesia. *JUPENSAL: Journal of Universal Education*, 2 (3), 105–117. <https://journalwbl.com/index.php/jupensal/article/view/468>
- Maesiyah, M., Sasea, SC, & Raisyabilla, RO (2025). Dynamics shift Language in society : The influence of social media to politeness speaking Javanese manners in the village Sumbarang Subdistrict Jatinegara Regency Tegal . *Discourse: Indonesian Journal of Social Studies and Education*, 2 (2), 133–142. <https://doi.org/10.69875/djosse.v2i2.187>
- Muliddya, E., Fauzi, T., & Novianti, R. (2022). Effectiveness method hypnoteaching For increase ability Study counting in children Group B at An-Nur Kindergarten Housing Home Srimulya Palembang. *Diajar : Journal of Education and Learning*, 1 (3), 339–347. <https://doi.org/10.54259/diajar.v1i3.992>
- Nayogi, SZ, Robbaniyah, Q., & Pertiwi, RWL (2024). Influence method hypnoteaching to motivation Study Arabic at the Salafiyah Ula Islamic Center Bin Baz Yogyakarta. *IJER: Indonesian Journal of Educational Research*, 13–23. <https://doi.org/10.51468/ijer.v1i1.469>
- Rozali, A., Irianto, DM, & Yuniarti, Y. (2022). A study of the problems of teacher-centered learning in learning student studies Case study : SDN Dukuh, Sukabumi . *Collase (Creative of Learning Students Elementary Education)*, 5 (1), 77–85. <https://doi.org/10.22460/collase.v5i1.9996>
- Salsabila, FL, Widiyanarti, T., Ashari, SD, Zahra, T., & Fadhilah, SA (2024). The Influence globalization to change pattern communication between Culture in Generation Z. *Indonesian Culture and Religion Issues*, 1 (4), 13–13. <https://doi.org/10.47134/diksima.v1i4.110>
- Saputri, L., & Mardiaty, M. (2024). Implementation technique hypnoteaching in increase results Study mathematics and activities Study Students . *Serunai : Journal Scientific Educational Sciences*, 10 (2). <https://ejournal.stkipbudidaya.ac.id/index.php/ja/article/view/1525>
- Sebayang, RR, Purba, E., Damanik, SP, & Surip, M. (2024). Dynamics Language slang and loanwords foreigners in the digital age: The impact to ability Standard Indonesian . *Bahtra : Language and Literature Education*, 5 (2), 10–22. <https://doi.org/10.56842/bahtra.v5i02.479>
- Susilowati, ANS, & Sukoyo, J. (2025). Learning models hypnoteaching in learning Language Javanese . *Diglossia : Journal of Language, Literature, and Teaching Studies*, 8 (1), 119–128. <https://doi.org/10.30872/diglossia.v8i1.1142>
- Sukoyo, J., Kurniati, E., & Utami, E. S. (2024). Development of a joyful learning-based instructional model in Javanese script. *JOLLT Journal of Languages and Language Teaching*, 12(4), 2028–2039. <https://doi.org/10.33394/joltt.v12i4.12161>
- Wijaya, MA, & Rahmawati, R. (2024). Implementation method hypnoteaching in learning Arabic language for elementary school students . *Jiip: Journal Scientific Educational Sciences*, 7 (3), 3424–3433. <https://doi.org/10.54371/jiip.v7i3.3744>

- Yulianti , L., Rahmah, M., & Syahirah , NRA (2024). Implementation method hypnoteaching For child school basic . *Infinitum: Journal of Education and Social Humanities* , 1 (2), 129–143. <https://www.dunia-intelek.com/index.php/Infinitum/article/view/20>
- Zamhari , A., Pramudani , A., Anisa, R., Rahmayanti , L., Gultom , EC, & Asmare , N. (2025). Changes language and culture among generation young consequence existence modernization . *Journal Elementary Education Science (JIPDAS)*, 5 (2), 867–874. <https://doi.org/10.37081/jipdas.v5i2.2605>
- Zulaili , IIN, Putra, NA, & Putri, VA (2024). Hegemony culture music Language Java and Generation Z in the Digital Era. In *Proceedings of the International Conference on Islamic Civilization and Humanities* (Vol. 2, pp. 392–410). <https://proceedings.uinsa.ac.id/index.php/iconfahum/article/view/18>