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Integrating Deep Learning and Hypnoteaching to Improve Oral Communication Skills: A Research of Dental Nursing Students at Poltekkes Kemenkes Makassar

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ABSTRACT

This research aimed to investigate the effectiveness of integrating Deep Learning and Hypnoteaching in improving the oral communication skills of dental nursing students at Poltekkes Kemenkes Makassar. The significance of this research is based on the importance of oral communication competence in health education, while many students experience anxiety and low self-confidence, especially in the context of multicultural interaction. The novelty of this research lies in the implementation of a holistic learning approach that combines technology-based Deep Learning features with the psychological technique of Hypnoteaching to simultaneously address cognitive and emotional aspects of communication. The method used is a quantitative approach with a one-group pretest–posttest pre-experimental design involving 40 Dental Nursing students of Class 2A Diploma IV in the 2025 Academic Year, during six intervention sessions with an assessment of oral communication skills using a structured performance rubric. The findings revealed a statistically significant improvement in students' oral communication performance, with the mean score increasing from 15.9 in the pretest to 22.2 in the posttest, representing a 39.6% improvement, particularly in self-confidence, pronunciation clarity, and response accuracy. Qualitative feedback further indicated reduced anxiety, increased motivation, and improved focus during speaking tasks. The results of research contribute to providing an innovative learning model based on the integration of technology and an effective psychological approach, and concludes that the application of Deep Learning and Hypnoteaching is proven to be able to improve the quality of oral communication of dental nursing students.

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INTRODUCTION

Oral communication skills are very important for dental nursing students to interact effectively with patients and the health care team. This is one of the objectives of learning English in the dental nursing department of Poltekkes Kemenkes Makassar. As (Kourkouta & Papathanasiou, 2014) explains, "communication competence is crucial in health

professions, influencing both patient outcomes and professional relationships." This skill is especially critical when students encounter patients from diverse linguistic backgrounds, including foreign nationals also each patient has his own specific characteristics that influence not only behavior in the process of communication, but also if and how to cooperate with nursing services

However, many students struggle with communication anxiety and a fear of making mistakes, which can significantly impair their performance (Fadillah et al., 2024). According to (Vahidi et al., 2025) A major barrier to nursing students speaking up about patient safety was their anxiety, lack of confidence and assertiveness skills. This reluctance is heightened in multicultural clinical environments, where language differences can add to the complexity of communication. Therefore, developing oral communication skills is not only about knowledge but also about overcoming psychological obstacles.

Traditional pedagogical methods, such as lectures and role-playing, often fail to address these psychological components. (Afiqah et al., 2024) found becomes more efficient when conventional techniques are seamlessly combined with tools and technolgy. These findings suggest the need for more innovative and personalized approaches that meet the needs of each individual learner. So we need methods in addressing students' anxiety and fear of failure during real-life patient interactions.

This research distinguishes itself by integrating Deep Learning, a form that personalizes learning paths based on student performance, with Hypnoteaching, a teaching technique that uses hypnosis principles to induce relaxation and enhance focus. As (Ji, 2024) noted, personalized adaptive learning technologies can significantly improve skill acquisition by targeting learner-specific weaknesses. Additionally, Idrsi (2025) highlighted that hypnoteaching can reduce anxiety and improve retention by negative thoughts through positive suggestion so learning is an enjoyable process." This reduction in anxiety leads to improved academic performance and a greater willingness to participate in class.

Focusing on dental nursing students at Poltekkes Kemenkes Makassar, where patient diversity is growing, this research aims to validate these innovative methods in a real educational setting. The combination of cognitive and emotional support strategies is expected to better prepare students for professional challenges, as emphasized by (Kadagidze, 2025) who advocated the collaborative teaching model, students identified reading academic texts and improving oral presentation skills as the most beneficial aspects of the course. The research highlights the value of integrating diverse teaching methodologies to enhance both linguistic skills and communication strategies in medical contexts. The goal is to foster greater confidence and competence in students, ensuring they are better equipped to provide quality care in diverse healthcare environments.

METHODOLOGY

This research employed a quantitative approach with a pre-experimental one-group pretest–posttest design to objectively measure the effect of integrating Deep Learning and Hypnoteaching on students' oral communication skills through numerical data and statistical analysis. The research was conducted among 40 dental nursing students of Class 2A in the Diploma IV (D4) Program, Academic Year 2025, at Poltekkes Kemenkes Makassar.

Research Procedure

Before the intervention, a pretest was administered to assess students' basic oral communication skills using a performance-based rubric. Two instruments were used: a validated performance-based rubric and a Likert-scale questionnaire**.** The intervention involved integrating two instructional strategies: Deep Learning, which provided personalized, and Hypnoteaching, which applied relaxation and suggestion techniques to reduce communication anxiety, enhance concentration, and foster self-confidence during speaking activities.

The meeting consisted of six sessions. The first session consisted of a pretest and an explanation of what would be done in class. The intervention was delivered over four sessions. Each session combined digital learning activities and guided practice incorporating both Deep Learning and Hypnoteaching principles After the final session, a posttest was conducted using the same assessment instrument to measure improvement in oral communication skills.

Data were analyzed using paired sample t-tests to determine the statistical significance of the difference between pretest and posttest scores. Qualitative observations and student feedback were also collected to support the quantitative findings.

Research Instruments

1. **Oral Communication Performance Rubric**

   This structured rubric assessed seven key aspects of oral communication:
   - Clarity of pronunciation
   - Vocabulary use
   - Patient response ability
   - Facial expression and body language
   - Confidence while speaking
   - Contextual language use
   - Active listening skills

   Each aspect was rated on a 4-point Likert scale:
   1 = Poor, 2 = Fair, 3 = Good, 4 = Excellent.

RESULTS

The findings of this research revealed a statistically significant improvement in the oral communication skills of students following the intervention that integrated Deep Learning

and Hypnoteaching. Based on the pretest and posttest scores assessed using a structured oral communication rubric (maximum score: 28), the average pretest score was 15.9, while the posttest average increased to 22.2, reflecting a 39.6% improvement in overall performance.
A closer examination of each assessment category showed notable improvements in specific communication aspects:

- Clarity of pronunciation improved from a mean score of 2.4 to 3.2.
- Vocabulary appropriateness increased from 2.3 to 3.1.
- Patient question response ability improved from 2.5 to 3.4.
- Use of facial expressions and body language rose from 2.2 to 3.0.
- Confidence while speaking showed one of the most significant gains, increasing from 2.0 to 3.3.
- Contextual appropriateness of language improved from 2.1 to 3.2.
- Active listening skills rose from 2.4 to 3.0.

These results indicate that the integration of Deep Learning and Hypnoteaching not only improved the students' linguistic and expressive abilities but also positively influenced their psychological readiness for communication.

In addition to the quantitative data, qualitative feedback gathered through student reflection sheets and open-ended survey responses reinforced these findings. Many participants reported feeling less anxious, more motivated, and more engaged during the learning sessions. Some students noted that the Hypnoteaching sessions helped them “feel calmer” and “focus better” during oral tasks. Others mentioned that the Deep Learning modules allowed them to “practice at their own pace” and “identify mistakes quickly without feeling judged.”

Taken together, the quantitative improvements in oral communication performance and the rich qualitative feedback suggest that the combined use of Deep Learning and Hypnoteaching provided a supportive, learner-centered environment that was effective in enhancing both the technical and emotional aspects of oral communication skills.

DISCUSSION

The results of this research demonstrate that the integration of Deep Learning and Hypnoteaching significantly improves oral communication skills among dental nursing students. The statistical increase in posttest scores, coupled with positive qualitative feedback, supports the notion that combining technological and psychological teaching methods can produce meaningful educational outcomes. This finding aligns with previous studies emphasizing the need for innovative and holistic approaches in health education.

One of the most striking improvements observed was in students’ confidence while speaking. As several participants reported, the Hypnoteaching sessions contributed to a calmer mental state, which helped reduce communication anxiety. This supports findings of (Sukoyo, 2025) who noted that hypnoteaching techniques, such as a relaxed and enjoyable learning

atmosphere. Relax and enjoybale can help students reach higher cognitive stages by reducing anxiety and enhancing focus, aslo can effectively lower stress levels and promote focus during learning. The reduction in anxiety is crucial, especially in healthcare education, where students often fear making mistakes in clinical or patient-centered settings.

Hypnoteaching employs persuasive and suggestive communication techniques to facilitate students' understanding of the material (Sukoyo, 2025). It can create a comfortable and enjoyable learning environment by incorporating engaging elements such as hypnoteaching games, praises, and interactive activities, making the material more easily accepted by student

In addition, the personalized learning aspect provided through Deep Learning have significant learners' pronunciation, and better vocabulary also deep learning play a significant role in reducing anxiety .This aligns with (Rizal et al., 2025) who Deep learning (DL) technologies play a significant role in reducing speaking-related anxiety among EFL learners by targeting each learner's specific weaknesses.

This combined strategy also helps bridge the gap between cognitive and affective learning domains. Traditional teaching methods often emphasize material delivery while neglecting students' emotional readiness. The findings of this research suggest that integrating cognitive reinforcement (through Deep Learning) and emotional support (through Hypnoteaching) creates a more balanced and effective learning environment. This aligns with (Lekarskie et al., 2022) who advocate a holistic approach in teaching can improve communication skill.

Another important implication is the relevance of this research to real-world clinical practice, particularly in multicultural healthcare settings. As the patient population becomes increasingly diverse, dental nursing students must be able to communicate clearly and confidently with individuals from various linguistic backgrounds. The intervention used in this research offers a practical solution for preparing students to meet those challenges.

CONCLUSION

This research demonstrates that the integration of Deep Learning and Hypnoteaching is effective in enhancing the oral communication skills of dental nursing students at Poltekkes Kemenkes Makassar. The significant improvement in post-test scores indicates that this instructional approach not only strengthens students' cognitive abilities—such as vocabulary mastery and sentence structure—but also helps reduce psychological barriers like anxiety and lack of confidence when speaking.

Deep Learning provides a personalized and adaptive learning experience, while Hypnoteaching creates a conducive learning atmosphere through relaxation techniques and positive suggestion. The combination of these two methods forms a holistic learning strategy that simultaneously enhances both the technical and emotional readiness of students to communicate effectively, especially in multicultural healthcare settings.

Thus, this integrated strategy can serve as an innovative alternative within health education curricula, particularly in developing soft skills such as oral communication, which are often overlooked. This research also contributes to the academic discourse on more student-centered and comprehensive learning methods in health professional education.

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