IMPROVING STUDENTS’ SPEAKING SKILL USING NEUROLINGUISTIC PROGRAMMING TECHNIQUE
(A Classroom Action Research at the Tenth Grade of MAN 2 Surakarta In 2015/2016 Academic Year)

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ABSTRACT

The aims of the research are: 1) To know that Neurolinguistic Programming Technique could improve students’ speaking skill and 2) To know the improvement of students’ speaking skill using Neurolinguistic Programming Technique. In order to achieve the aim, the researcher conducted a Classroom Action Research.

This research was conducted to the students of class X MIA 1 at Madrasah Aliyah Negeri 2 Surakarta from October 2015 until November 2015. There were 24 totals students. It was a Classroom action Research. The researcher took two cycles. Each cycle consisted of two meetings. Each cycle had four steps: planning, action, observation and reflection. In collecting the data, the researcher used observation, interview, document and oral test (pre-test and post test). In analyzing the data, the researcher used quantitative and qualitative data.

Based on the result of the study, there were some improvements in the students’ speaking skill. The students’ mean score of Pre-test was 65.33, it improved to 72.16 in cycle one and improved to 78.16 in cycle two. The atmosphere of the classroom became alive and the students were active during the teaching learning process.

In teaching learning English, especially Speaking, it is important to implement the appropriate technique. The impact of the implementation of Neurolinguistic Programming Technique is that the students become more enthusiastic and more active in the teaching learning process. Neurolinguistic Programming Technique in teaching learning speaking at X MIA 1 is good in teaching learning speaking.

Keywords: Speaking Skill, Neurolinguistic Programming Technique, Classroom Action Research
ABSTRAK

Tujuan penelitian adalah : 1) Untuk mengetahui bahwa teknik Neurolinguistic Programming dapat meningkatkan kemampuan berbicara siswa dan 2) Untuk mengetahui seberapa jauh peningkatan keahlian berbicara siswa menggunakan teknik Neurolinguistic Programming. Agar dapat meraih tujuan, peneliti melaksanakan Penelitian Tindakan Kelas.


Berdasarkan hasil dari kajian, terdapat beberapa peningkatan kemampuan berbicara siswa. Nilai rata-rata pre-test siswa adalah 65,33, meningkat menjadi 72,16 di cycle pertama dan meningkat menjadi 78,18 di cycle kedua. Suasana di kelas menjadi hidup dan siswa menjadi aktif selama kegiatan belajar mengajar.

Pada pembelajaran bahasa Inggris, khususnya berbicara. Sangat penting untuk menerapkan teknik yang cocok. Dampak dari teknik neurolinguistic programming adalah siswa menjadi lebih antusias dan lebih aktif di kegiatan belajar mengajar. Penggunaan teknik Neurolinguistic Programming di X MIA 1 di kegiatan belajar dan mengajar sangat baik di kegiatan belajar berbicara.

Kata Kunci: Kemampuan berbicara, teknik Neurolinguistic Programming, Penelitian Tindakan Kelas
INTRODUCTION

Language is a tool for the people all over the world to communicate each other. They express their ideas, opinions, feelings and thoughts by the language. They need to communicate each other in order to do or achieve what they want or need. In globalization era, people have to master other languages not only local language which they have learned before. Most of the people have to learn about any language to follow globalization era. One of language which has established to be an international language is English.

In Indonesia, English become the foreign language which has an important role. In English itself there are four language skills that must be mastered. There are listening, reading, writing and speaking. Among these four language skills, speaking is often considered as the most difficult skill to be learned by the students.

Richard and Renandya (2002: 204) says that “speaking is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions”. Speaking was one of the competencies that must be taught by the teacher. One of the basic competences of speaking was that the students must be able to expressed meaning and can implement English in daily activity.

In MAN 2 Surakarta, the minimum score or KKM (Kriteria Ketuntasan Minimum) for English is 75 but several of students at X MIA 1 still hard to acived that standart competence. Most of the students in X MIA 1 did not like English subject especially speaking. There were several caused of problems in teaching learning process. The problems came from students, teacher and school.

One way to solve the problems was the use of technique. According to Anthony ( in Richard and Rodgers, 2001: 19), “Technique is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method, and therefore in harmony with an approach as well.” it means that technique was a strategy to solved a problem in teaching and
learning process which has a purpose. Technique that could be used in teaching and learning speaking was Neurolinguistic Programming.

The connection of the neurological processes, language and behavioral patterns was learned through experience and that these could be changed to achieved specific goals in life. NLP technique was appropriate to be applied in X MIA 1 because it was easy to understand. Shah (2011: 157), says that “NLP technique is a powerful process that can accelerate learning of skills and competencies”. Neurolinguistic Programming Technique is one of the best technique that is appropriate with the students’ characteristic to be more active and easier in teaching learning speaking.

According to O’Connor; McDermott; Revell and Norman (in Richards and Rodgers, 2001: 127), there are four key principles lie at the heart of Neurolinguistic Programming (NLP), as follows:

1. **Outcomes**: the goals or ends. NLP claims that knowing precisely what you want helps you achieve it. This principle can be expressed as “know what you want”.

2. **Rapport**: a factor that is essential for effective communication–maximizing similarities and minimizing differences between people at nonconscious level. This principle can be expressed as “Establish rapport with yourself and then with others.”

3. **Sensory acuity**: noticing what another person is communicating, consciously and nonverbally. This can be expressed as “Use your senses. Look at, listen to, and feel what is actually happening.”

4. **Flexibility**: doing things differently if what you are doing is not working: having a range of skills to do something else or something different. This can be expresses as “Keep changing what you do until you get what you want.”
METHOD

The researcher used a Classroom Action Research method in this research. According to Ebbutt (in Hopkins, 1993: 45), “Action Research is about the systematic study of attempts to improve educational practice by groups of participants and by means of their own practical actions and by means of own reflection upon the effects of those actions”. Each cycle includes planning (plan), action (action), observation (observation), and reflection (reflection)

In this research the researcher used technique of analyzing data, they are Qualitative and Quantitative.

1. Qualitative Data Analysis

According to Miles and Huberman (in Sugiyono 2012: 247), describe the major phases of data analysis:

a. Data Collection

Before collecting the data, the researcher should know why the researcher collecting the data, what exactly the researcher collecting, where and when the researcher will collect the data and for how long, who will collect the data, and how the data will be analyzed and the finding shared.

b. Data Reduction

Data reduction refers to the process whereby the mass of qualitative data the researcher may obtain – interview transcripts, field notes, observations etc. – is reduced and organised, for example coding, writing summaries, discarding irrelevant data and so on.

c. Data Display

Display is an organized assembly of information that permits conclusion drawing and action talking. Looking at displays helps the researcher understand what happening is and to do further analysis or action based on that understanding.

d. Conclusion Drawing and Verification

Conclusion drawing involves stepping back to consider what the analyzed data mean and to assess their implications for the question at hand.
2. Quantitative Data Analysis

The researcher gives some test to training students’ speaking skill. In this research, the researcher gives some pre-test and post-test. Then, the researcher analyzes the results of the test to know whether there is an improvement of the students’ ability.

a. The mean of pre-test and post-test could be calculated with the formula:

\[ x = \frac{\sum x}{N} \]

Where:
- \( \bar{x} \) = mean of pre-test score
- \( \bar{y} \) = mean of post-test score
- \( n \) = the number of students

(Ary, Donald; Jacobs, L.C; and C. Sorensen, 2010: 108)

b. The t-value could be calculated with the formula as follows:

\[ t = \sqrt{\frac{\sum D^2 - (\sum D)^2}{(N-1)N}} \]
RESULTS AND DISCUSSION

Results

Before the research started implementing the action the researcher did pre-research to identify problems of the students in teaching and learning process at class X MIA 1. The pre-research was divided into three parts: 1) Observed the teaching learning process, 2) Interviewed the teacher and the students, 3) Gave pre-test to the students.

Based on the result of the observation, interview and pre-test there were some problems in the students’ speaking skill such as the students were hard to made a sentence, the students were mumbling on their speech, and the teacher more focused on reading and writing skill rather than speaking skill. The researcher proposed Neurolinguistic Programming Technique (NLP) as a technique that could improve the students’ speaking skill.

This research was conducted in two cycles. The first cycle was held in three meetings, two meetings for conducting the teaching-learning process and one meeting for conducting post test 1. The second cycle consisted of three meetings, two meetings for conducting teaching-learning process and one meeting for conducting the post-test 2.

Each cycle of the research consisted of: Identifying the problem, planning the action, implementing the action, observing the action, reflecting and revising the plan.
The result of the research indicated that the students’ speaking skill increased in all aspects. The improvement could be seen in the table 1 below:

Table 1. The Improvement of Students’ Mean Score

<table>
<thead>
<tr>
<th>The mean of pre-test</th>
<th>The mean of post test 1</th>
<th>The mean of post test 2</th>
<th>T-value of post test 1</th>
<th>T-value of post test 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>65.3</td>
<td>72.1</td>
<td>78.1</td>
<td>5.2</td>
<td>8.5</td>
</tr>
</tbody>
</table>

The improvement of the speaking skill could be seen from the students’ achievement from cycle 1 to cycle 2. The mean score of the pre-test was 65.3, the mean score of post-test 1 was 72.1, and the mean score of post-test 2 was 78.1. It meant that the students’ speaking skill increased significantly.

Based on the result of the analysis using t-test, the result of the test between pre-test and post-test 1 was 5.2 and the result of pre-test and post-test 1 in cycle 1 was compared with \( db = (n-1) = (24-1) = 23 \). The t table in significance 5% = 2.069. It could be concluded that \( t_0 > t_{\text{table}} \) was significance 5% (5.2 > 2.069). It meant that there was significance from learning of speaking skill using Neurolinguistic Programming Technique in pre-test and post-test 1.

The result of the analysis using t-test between post-test 1 and post-test 2 is 8.5 and the result of post-test 1 and post-test 2 in cycle 2 was compared with \( db = (n-1) = (24-1) = 23 \). The t table in significance 5% = 2.069. It could be concluded that \( t_0 > t_{\text{table}} \) was significance 5% (8.5 > 2.069). It meant that there was significance from learning of speaking skill using Neurolinguistic Programming Technique in post-test 1 and post-test 2.

**Discussion**

The result of the research showed that the use of Neurolinguistic Programming technique (NLP) in the tenth grade of MIA 1 improved students’ speaking skill. The improvement could be achieved because Neurolinguistic
Programming technique (NLP) could serve the students to imagine from what they listened and they could explain what they felt. It is supported by Shah (2011: 157), he says that NLP technique is a powerful process that can accelerate learning of skills and competencies. The improvement of the students’ speaking skill could be recognized from the ability to answer the teacher’s questions after the implementation of the technique.

There were good atmosphere when Neurolinguistic Programming (NLP) was implemented in teaching and learning process in MAN 2 Surakarta. The class condition was more conducive. The main activity of Neurolinguistic Programming made the students behave calmly, because when Neurolinguistic Programming applied in the classroom the students had to concentrate on the materials while the researcher gave instructions. After Neurolinguistic Programming applied in the classroom all of students braver to speak up in front of their friends, they were able to express their opinion based on their own imagination. According to Shah (2011: 2), “Neurolinguistic Programming is a set of concepts and techniques to understand and change human behavior patterns”. It explained that NLP is a technique to know the human manner in the way they life and change it in better ways.

CONCLUSION AND SUGGESTIONS

Conclusion

Based on the research of this Action Research, the researcher could conclude that the use of Neurolinguistic Programming Technique in teaching and learning speaking at X MIA I of MAN 2 Surakarta in 2015/2016 academic years was successful, the conclusions are as follows:

1. The use of Neurolinguistic Programming Technique in teaching learning English at X MIA 1 improved students’ speaking skill. The students became more active and enthusiastic in the teaching learning process. Through this technique the students could be able to express their opinion based on their own imagination, it helped the students to produced sentences orally. It could be seen from the students’ score. The improvement was identified by
the students’ performances and from the students’ activities. The students became better in their vocabulary, grammar, fluency, pronunciation, and also their comprehension than before.

2. After the implementation of Neurolinguistic Programming Technique in teaching learning speaking at X MIA 1 the class was more alive and active. It could be seen during the teaching learning process, when the researcher gave questions, some of them tried to answer the questions, although the researcher did not ask them to answer it. It was looked very different with the situation before the Neurolinguistic Programming Technique was implemented in the teaching learning process, when the teacher gave them questions, the students tended to be passive. Nobody wanted to answer the questions. After Neurolinguistic Programming Technique had been implemented, the students were more enthusiastic and active in the lesson.

**Suggestion**

The researcher would like to propose several suggestions. The suggestions are:

1. To The English Teacher

   English teacher should enhance their knowledge and their ability in teaching. They should use an interesting way or technique to attract students’ attention and interest. So, the students can easily understand the material. English teacher also must make the situation alive and make the students get involve in the activities during teaching learning process.

2. To The Students

   Students should motivate themselves to learn English. They should get involve actively in the activities during the lesson and finish the task well. they must also do more practices especially for speaking English lesson either in school or at home because practices make perfect. Therefore, never be shy to speak up and never be afraid of making mistakes because mistakes are the part of learning process.
3. To The Other Researcher.

The result may inspire other researchers to do further research on the technique because there is no perfect research. This report of the research may become the step stone for the other researchers to do similar research which may become the answer to the problems that have not been answered in the research. It may also become the references to the similar research on the same subject but using different techniques or methods. It is suggested that before making research, search as many as possible books and other similar research to help the complete description on what you are going to deal with or what you are going to talk about.

REFERENCES


