The Effectiveness Of Neuro Linguistic Programming To Increase Students' Confidence In Learning English For Islamic Junior High School Students

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Abstract. There are a lot of methods in teaching English for students. An ideal teacher will always change the method to help students to accelerate their mastery to the skills. In the past decades the language teachers used methods and techniques which did not emphasize much on the neurological aspect of language learning of the students. Amongst the numerous reasons, there are also challenges the learner faces that are psychological in nature. The objective of this study is to evaluate the effectiveness of Neuro Linguistic Programming (NLP) for language Learning especially the confidence of Islamic junior high school students. The study used quasi experimental design by performing pretest and the post-test on the experimental and control groups, the effect of the NLP treatment sessions on the experimental group was investigated for two months. The results of this study confirmed that NLP not only provides the techniques and solutions to the issue, but it also helps students to increase their confidence to learn English. In this study, NLP showed to have a significant effect on EFL learning, however, it is necessary to conduct further research to validate the results of this kind of innovative study.

Keywords: Neuro-Linguistic Programming, English Language Learning, Confidence, junior high school students

INTRODUCTION

There are many alternatives and techniques that provided by the experts and researchers in which they can solve the problem, one of those techniques is Neurolinguistic programming (NLP). NLP helps the teachers and the learners to overcome those challenges in particular. NLP is a process that can be applied to a model of excellence in various fields (Walter & Bayat, 2003). It used to become a technique for a doctor talk with patients, the technique of a teacher to communicate with students, the technique of a lawyer or a police officer talking to witnesses, a technique of politicians to influence subordinated and other various applications (Sharif & Aziz, 2015). NLP is an interpersonal communication system which focuses on analysing and integrating three main areas: Neuro, Linguistic and Programming. Neuro refers to neurological processes, i.e. the way the body and mind interact. 'Linguistic' doesn't restrict its relevance to language alone but also thought patterns and the language one uses in interpersonal communication. 'Programming' refers to how the mind can be trained by analyzing behavioral patterns and use of language to improve focus and achieve specific goals (Siddiqui, 2018).

NLP is also known as software of the brain or brain software to achieve excellence (Sharif and Aziz, 2015). Based on the explanation, NLP would be great techniques if implemented in language learning. This is in line with Richards dan Rodgers (2001) who state that the principle of NLP has been applied in a variety of other fields, including management training, sports training, communications sales and marketing, and language teaching. Applying NLP techniques to Language learning processes facilitates exerting an influence on the learners' mind through the use of language and other means of communication and consequently, enables learners to rearrange mentally the way the brain reacts to a stimulus, and works towards a change for the better as well as novel behaviour patterns (Tosey, 2003 In Khalandi and Zoghi, 2017). NLP is administered in order to assess the multi-dimensional process in humans that involves behavioral development in terms of flexibility and competence (Alroudhan, 2018). In addition, Moharamkhani et all (2016) stated that neuro linguistic programming as a technique of controlling mind based on feelings which have implication in any field especially in language learning.

In its essence, NLP involves developing and molding states, encouraging learning, and enhancing the internal representations of learners

to direct them towards the desired outcome (Bandler & Grinder, 2012). If applied successfully NLP is a model that can help teachers develop a functional relationship with students and direct their motivation and efforts towards the desired outcome (Kong, 2012). Applying NLP techniques to Language learning processes facilitates exerting an influence on the learners' mind through the use of language and other means of communication and consequently, enables learners to rearrange mentally the way the brain reacts to a stimulus, and works towards a change for the better as well as novel behaviour patterns (Tosey, 2003). Thus, the important role of the teacher here is to recognize this problem and find out appropriate techniques and suggestions which have been recently applied in NLP and to guide to the learners to cope with this problem in the language learning process (Saman, 2006).

Therefore, the explanation given above becomes the reason why the study chose NLP becomes the problem solver when there are so many techniques and methods that can improve students' skills and proficiency. with NLP, students not only improve their skills, but they also know how they should learn, such as knowing their goals, strategies, and increasing their confidence and motivation. The most basic problem found in students is lack of confidence and motivation in learning. Based on the assumption mentioned before, this study wants to solve the problem that occur in students through NLP. This study focuses on the following main research question: "Is neuro linguistic programming effective in teaching English for Islamic junior high school Students?" thus to investigate this question there is a sub questions that the study wants to find out: How is the effect of neuro linguistic programming to increase students' confidence in learning English for Islamic Junior High School Students?

METHOD

The study conducted an experimental research. with the factorial design 2x2 as the research design. This study employed a quasi-experimental design because random assignment of classroom was not possible. The purpose of this design is to study the independent and simultaneous effects of two or more independent variables on a result (Creswell, 2012).

The subject of this study consisted of two classes from the seventh-grade students in a private Islamic Junior high school in Cirebon, west Java, Indonesia. 'Simple random sampling' method is used for selecting the participants for the primary research so as to avoid bias in the participants' responses. Each class consists of 31 students. One class was be treated as the experimental group and the other became the control group. The experimental group was taught using Neuro linguistic Programming technique while the control group was not, they were taught using another technique. Three NLP techniques were used to perform this experiment namely Anchoring (a mental trigger), Framing (recalling positive and negative emotions) and Mirroring (to build rapport and trust) (ilyas, 2017).

The study administered two tests. The test administered before treatment (pre-test) and after treatment (post-test). In order to find out the students' confidence, the researcher used questionnaire. The questionnaire administrated at the beginning of the study and at the end of the study or after the treatment. It was done in order to find out students' confidence in using English. The study wanted to know whether the students feel interested in English or not, and the researcher also wanted to know whether the students felt their ability increased or not after they used NLP technique in their class. Moreover, the study investigated the improvement of students confidence after they experience learning using NLP technique.

RESULTS AND DISCUSSION

By implementing this technique, the students confidence in learning english are increased. It means that the implementation of Neuro Linguistic Programming (NLP) technique give a good effect to increase students' confidence. by implementing this technique, the students have a big chance to use the language freely but they still in line to the teacher guidance. The students are guiding by the teacher and the procedures of NLP technique to help the students understanding the material such as good grammar, a good vocabulary, and a good fluency of the material given by the teacher.

Table 1. Students' result of pre-test and post test.

No	Students score	Pre-Test Freq	%	Students score	Pre-Test freq	%
1	0-65	25	80.65	0-65	10	32.26
2	66-70	5	16.13	66-70	7	22.58
3	71-75	1	3.23	71-75	11	35.48
4	76-80	0	0	76-80	3	9.68
5	81-85	0	0	81-85	0	0
		31	100.00		31	100.00

Based on the table 1 above, the study concluded that there is significant difference between the students score in pre-test and post-test. It means that there is improvement in students' ability in learning English. Before the treatment, there are 25 students or 80.65% get 0-65 score, 5 students or 16.13% get 66-77 score, and only one student or 3.23% gets 71-75 score. However, there is no students in the class who could get 76-80 to 81-85 score. Therefore, it can be stated that students' ability in English is weak and low. Whereas, difference with score in the pre-test, there is an improvement in students' achievement in post-test. The data shows that students who get 0-65 score decrease from 25 students into 10 students or 32.26%, students who get 66-77 score increase from 5 students into 7 students or 22.58%. students who get 71-75 score increase from 1 to 11 students or 35.48%, and students who get 76-80 are increase from 0 to 3 students or 9.68%. Unfortunately, there is still no students who could achieve 81-85 score. The result in the post-test appear increasingly after they have given the treatment using Neuro Linguistic Programming (NLP) technique. Table 1 shows that almost 50% of students score is higher than 70. It can be concluded that the NLP technique have a good effect in students' learning achievement.

Table 2. Students Scale of Students Questionnaire

NO	Criteria	The scale	Pretest Freq	%
1	High	31-45	5	16.13
2	Medium	15-30	17	54.84
3	Low	0-15	9	29.03
TOTAL			31	100.00

Regarding the case of students' confidence increasement, in the beginning of the research, the researcher distribute confidence questionnaire to know how far their confidence in using English. The questions of the questionnaire are divided into two kinds that are positive question and negative question. In the first meeting, before the implementation of the NLP techniques, the study found that the students felt shy and afraid in making mistake if they learn and use English. Most of the students have a high scale in negative questions but they also have a high scale in positive questions and some of them have a medium scale in positive questions.

Based on the explanation above it can be seen that this technique is good and effective to be in teaching and learning English because this technique helps the students activated their critical thinking in using each aspects of English and makes them complete the task in clearly adequate understanding. In the beginning of the study, the study conducted pre-test in order to identify the problems both in English ability and also their confidence. The pre-test was a multiple choice and essay consisting reading, writing, grammar and vocabulary questions. Based on the result, the study identified that the students in this class was still weak in mastering the English. First, it was as consequences of lack of confidence. The students felt unconfident to learn as well as complete the test because they felt hesitant and afraid of making any mistakes. Besides, their limited vocabulary also becomes one of the problems. Moreover, students had to think for long to answer questions especially essay questions.

The study also identified that the teacher still used the conventional technique and almost used Indonesian language the whole section. It makes the students not activated their critical thinking and lack of exposure to familiar with English sentence. In this case the students don't have opportunities to use English actively and passively, because they use Indonesian language

in the learning activities. The low of students result in the pre-test could also be identified from the following causes. The students had difficulties in using grammar, vocabularies and pronunciation, and creating a good sentence. The students also had difficulties to explore what's on their mind so they could not learn comfortably. Besides, the students felt unconfident in learning English in the class because they were too shy and worry if their friend will laugh at them. For instance, the students could not pronounce the words well because of less in practicing the language.

CONCLUSIONS

This study investigated the topic of the incorporation of NLP in the practice of teaching and learning English especially for junior high school students. This topic was selected due to the researcher's belief that this technique can make a significant change in students' learning experience. Previous study has shown that using NLP can increase students' motivation level and, at the same time, make classes less demanding for teachers. NLP provides techniques and solutions to problems and enables teachers to form their own flexible responses to specific problems.

The use of NLP technique can increase students' confidence in learning English and students' ability which identified by the comparison score of students' in pre-test and post-test. The technique is effective to help the students understanding the materials. This technique gave a chance for the students to explore their capacities as well as competencies in the class. There is also a relationship between confidence and students' achievement. The higher competency they will achieve and the better psychological adjustment and cross-cultural adaptation they experience.

It is hoped that these findings could have a positive impact, especially on the quality of work performed by teachers in schools. This is because the teacher is not just imparting knowledge, but also educates students from all areas outlined. If this technique can be applied by all teachers to motivate students in the teaching and learning process in the classroom, it will be a real learning situation arises that is more comprehensive that is expected to produce students who are really knowledgeable and not measured based on exam performance alone.

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