THE IMPLEMENTATION OF NEURO-LINGUISTIC PROGRAMMING TECHNIQUES ON INDONESIAN STUDENTS' SELF-EFFICACY AND WRITING ABILITY IN THE CONTEXT OF ENGLISH AS FOREIGN LANGUAGE

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Abstrak: Beberapa penelitian telah membuktikan bahwa teknik Neuro-linguistic Programming (NLP) efektif untuk meningkatkan *Self-efficacy* dan kemampuan menulis siswa. Bagaimana pun penelitian dan implementasi NLP pada konteks EFL masih terbatas. Penelitian ini bertujuan untuk menemukan apakah terdapat peningkatan pada *Self-efficacy* dan kemampuan menulis teks *Recount* setelah mereka diajar dengan teknik NLP dan untuk mengetahui aspek menulis apa yang meningkat paling signifikan. Penelitian dilakukan pada 30 murid siswa Kelas X yang telah mempelajari bahasa Inggris pada konteks EFL. Instrumen yang digunakan adalah kuesioner dan tes *writing*. Desain penelitian yang digunakan adalah *one group pretest posttest*. Data dalam bentuk skor didapatkan dari pre tes dan post tes, dianalisis menggunakan Paired Sampel t-test. Hasil dari pre tes ke post tes menunjukkan terdapat peningkatan yang signifikan pada *self-efficacy* siswa dan kemampuan menulis teks *recount.* Aspek menulis yang meningkat paling signifikan adalah *vocabulary*, tetapi setiap aspek meningkat. Teknik NLP membantu siswa untuk menikmati proses pengajaran dan pembelajaran, bahkan mendorong siswa untuk terus melatih kemampuan *writing* agar mendapatkan hasil yang lebih baik dari hari ke hari.

Abstract: A few studies have proved that Neuro-linguistic Programming (NLP) Techniques are effective to improve students' self-efficacy and writing ability. However, the study and the implementation of NLP in the EFL context are still limited. This study aims to find out whether there were any improvements of the students' self-efficacy and writing ability in recount text after they have been taught by using NLP Techniques and to investigate which aspect of the students' writing skill improved the most. The study was conducted on 30 students of grade X who have been learning English in the EFL context. The instruments were questionnaire and writing test. The design used was one group pretest-posttest. The data were in form of scores taken from the pretest and posttest and were analyzed by using Paired Sampel t-test. The result from pretest to the posttest score showed that there were significant improvements of both students' self-efficacy and writing ability in recount text. The aspect of writing which improved the most was vocabulary, but indeed each aspect of writing improved. NLP techniques help the students to enjoy the process of teaching and learning, even encouraged students to practice writing by themselves to get a better result from day to day.

Keywords: Writing, recount text, Neuro-linguistic Programming techniques, self-efficacy

INTRODUCTION

Writing is one of fundamental skills that students should master in the language learning process. In line with one of the goals of the teaching and learning English as a foreign language in Senior High School of Indonesia, makes students to be able to write texts in English (Permendikbud, 2013). It is important to teach writing for students since writing has a special status in education. The society regards writing as the communication used in higher education. This means to communicate with the professor, professional, peers, etc. students need a good writing ability. When students want to continue to study abroad or willing to experience students exchange program, they have to show their writing ability in order to prove that they are eligible to go through.

In fact, the students feel difficult to achieve the objective. Writing is perceived among EFL students as the most difficult language skill to master (Huwari & Noor Hashima, 2011). Most of students have negative attitude to writing (Setyowati & Sony S, 2016). Not only EFL students, even native speakers feel difficulty in showing a good command of writing (Johnstone, Ashbaugh, & Warfield, 2002). Thus, they often view writing as a difficult task (Setyowati & Sony S, 2016). Within Indonesian context as EFL learners, the students face linguistics problems, cognitive problems in relation to paragraph organization and text structure, and psychological problems, such as moods and difficulty to start writing (Rahmatunisa, 2014). Perception of writing as difficult and boring activity leads the students to dislike the activity of writing (Ismail, Elias, Albakri, Perumal & Muthusamy, 2010). Accordingly, students' belief about their capability to succeed in completing the task becomes low, in other words, they are not confident.

However, to have a good writing ability, students need to really spend time to practice on it. Graham et al (1991) assert that in order to master the skill, students need more than four days of writing practice a week. In addition, he also urged the promotion of meaningful and purposeful writing activities which could keep the students' writing enthusiasm active and alive. This could be done if the students have a confidence that they can finish the task well, considered as self-efficacy.

One of the ways that can be used to enhance students' self-efficacy is Neuro-linguistic Programming (NLP) Techniques. NLP was developed in the 1970s by Richard Bandler and John Grinder in an attempt to create a framework that could be used to model, and thereby recreate the effective communications techniques utilised by a number of renowned therapists including Milton Erickson, Fritz Perls and Virginia Satir (Skinner & Croft, 2009). A research was done by Skinner and Croft (2009) whether or not NLP Techniques can effectively improve the self-efficacy of undergraduate dissertation students. They found that NLP techniques got positive feedbacks from the students and contributed to improve their self-efficacy. The other research was conducted by Sufratna (2018) found that NLP can effectively improve the self-efficacy of counseling guidance students who experiencing Academic Procrastination in UIN Sunan Ampel.

Related to writing, the research was done by Wikanengsih (2013). She found out that the students' writing ability improved after the treatment using NLP. Another research is Experimental writing: neuro-linguistic programming techniques in innovative writing by Katz (2013) that proves, NLP techniques serve the creative piece of writing effectively and provide an extensive theoretical framework in which to work.

The role of Neuro-linguistic Programming in education is important. However, the use of NLP techniques to improve students' self-efficacy and their writing ability in the EFL context, moreover in Indonesia have not been widely studied yet. Considering the explanation above, the writer wants to find out whether NLP techniques can improve the students' self-efficacy, and what aspect of writing will improve the most after they are taught using NLP techniques.

METHODS OF THE RESEARCH

This study applied one-group pretest-posttest design of pre-experimental design (Setiyadi, 2006a). In this research, the students were given self-efficacy questionnaire and writing recount pre-test before the treatment to find out the students' initial ability then they were given self-efficacy questionnaire and writing recount post-test after the treatment. The researcher used one class as the sample of the research. The researcher conducted five meetings. Each meeting spent two hours lesson (2 x 45 Minutes). The first meeting was pre-test session, then the next day is the treatment for the students which conducted three times and the last day was post-test. The pre-test was done to find out the students' basic ability in writing recount text and their self-efficacy level before the treatment. Then, treatments were done to guide the students in order to enhance the students' self-efficacy and writing ability in recount text. The last, post-test was done to find out the students' improvement in writing recount text and their level of self-efficacy.

There are three variables in this research, those are Neuro-linguistic Programming techniques, students' self-efficacy, and the writing. Where NLP techniques are the independent variable, self-efficacy and students' writing are the dependent variable. The data were in form of scores and were analyzed by using Paired Sampel t-test.

In order to measure self-efficacy level of the students, the researcher used a questionnaire consisted of 15 items. The questionnaire was adopted from Wening (2016) to identify the self-efficacy score of students in writing recount text. Wening combined questionnaire which was previously constructed used by Magogwe et al. (2015), Chea et al. (2014) and Flores (2013). It measures writing self-efficacy by providing choices ranging from "never true of me "to "always true of me" and the scores range from 1 to 4. To avoid misunderstanding, it was translated into Indonesian before administered. The students should fulfill the questionnaire before and after the treatment. This questionnaire is based on the theory of self-efficacy brought by Pajares (2003) which states that there are three key areas of self-efficacy namely levels, generality, and strength. Wening (2016)

counted on the validity of the questionnaire only based on this theory since it has been used by some previous studies.

To measure the reliability of this test, the researcher used Cronbach alpha for the internal consistency of the 15-items scale. From the SPSS analysis, it was found that 15 items of the questionnaire are reliable (0,871). It is stated that if the Cronbach's alpha score is >0,6, it means that the reliability of the item is accepted and can be used (Arikunto, 1998).

The researcher used content validity and construct validities to measure the validity of the test. The material of the test is recount text, so it is suitable with the curriculum 2013. Moreover, the students were the first grade of Senior High School in which recount text as the text that they should comprehend. It means the test is considered as valid in content. Meanwhile, the technique of scoring in this research considers five aspects of writing suggested by Jacobs et al (1981); content, organization, vocabulary, language use, and mechanics. Thus the test meets with the construct validity criteria.

In order to ensure the reliability of scores and to avoid the subjectivity of the test, the researcher used inter-rater reliability. Hatch and Farhardy (1982: 243) establish that the reliability of a test could be defined as the extent to which a test produces consistent result when it administered under similar conditions. Inter-rater reliability is used when score on the test is independently estimated by two or more judges or raters. In this research, the first rater is the researcher, and the second rater is the English teacher of the school. The result of reliability score of the pretest was 0,758 (high reliability) and the posttest was 0,931 (very high reliability).

RESULTS AND DISCUSSION

Results

This section attempts to answer the research questions; whether there is a significant improvement on students' self-efficacy and the most improvement aspects after students learn writing through Neuro-linguistic Programming techniques.

Table 1. Result of Self-efficacy Pre-test and Post-test

No.	Category	Frequencies of Pre-test	Percentage of Pretest	Frequencies of Post-test	Percentage of Post-test
1	High	2	7%	8	27%
2	Average	23	77%	21	70%
3	Low	5	17%	1	3%
	Total	30	100%	30	100%

The table shows that there were only two students who had high self-efficacy and five students who had low self-efficacy in the pre-test. But after being given the

treatment, there was only one student who had low self-efficacy and 8 students who had high self-efficacy.

Table 2. Self-efficacy Hypothesis Testing

		Paired Samples Test							
		Paired Differences					t	Df	
		Mean	Std. Deviatio n	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Posttest - Pretest	6,4666 7	8,20317	1,4976 9	3,4035 5	9,5297 8	4,31 8	2 9	,000

The table showed that the result of the analysis of two-tailed significance was 0,00 (0,00<0,05) which meant that there was significant improvement on the students' self-efficacy from the pre-test to the post-test. Thus, it could be concluded that the implementation of NLP techniques can significantly improve the students' self-efficacy in recount text writing.

Table 3. The Result of Writing Pre-test and Post-test

No.	Pre-test Interval Score	Number of Students	Percen tage	Post-test Interval Score	Number of Students	Percentage
1	60 – 64	3	10%	65 - 69	4	13%
2	65 – 69	10	33%	70 - 74	7	23%
3	70 – 74	5	17%	75 - 79	3	10%
4	75 – 79	5	17%	80 - 84	11	37%
5	80 – 84	6	20%	85 - 89	3	10%
6	85 – 89	1	3%	90 - 94	2	7%
TOTAL		30	100%		30	100%
MEAN		73			78	

The initial writing ability of the students was indeed not awful. It can be seen that the lowest score of students was 60, and the mean was 73. The researcher assumes it happened because during their Junior High School period, their teachers were somewhat successful in teaching recount text writing, however, there were still 13 students who got score below 70. After being given the treatment, the students writing ability improved. The lowest score was 65, and most of students could get score more than 70.

Table 4. Writing Recount Hypothesis Testing

		Paired Differences							
Paired Samples Test									
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	Df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Posttest - Pretest	5,13333	5,30928	0,96934	3,15081	7,11585	5,296	29	,000

The hypothesis testing of student's score in writing recount text from pre-test to post-test was significantly improved. The result of the analysis of two-tailed significance was 0,00 (0,00<0,05) which meant that there was significant improvement on the students' writing ability from the pre-test to the post-test. Thus, it could be concluded that the implementation of NLP techniques can also significantly improve the students' ability in recount text writing.

Besides to find out the implementation of NLP techniques to improve the students' writing ability and self-efficacy, this research was intended to find out the aspect of writing improve the most after the students were taught by using these techniques. Therefore, the hypothesis testing for the pre-test and the post-test scores in each aspect of writing was done which the results are shown in the following table.

Table 5. The Improvement of Students' Achievement in Writing Recount Text

Aspects of writing	Mean Score of Pretest	Mean Score of Posttest	Gain	Significant Value
Content	23,13	24,25	1,12	0,028
Organization	15,55	16,8	1,25	0,000
Vocabulary	14,5	16,13	1,63	0,000
Language Use	15,98	17	1,02	0,012
Mechanic	3,47	3,58	0,12	0,050
Total	72,63	77,77	5,13	

From the pre-test and post-test, the researcher got the result that there was an improvement in all aspects of writing. But, from the result of hypothesis testing on each aspect of writing mechanic aspect did not improve significantly.

Discussion of The Findings
The result of this study indicates that The Implementation of Neuro-linguistic Programming Techniques is effective to improve students' self-efficacy and writing ability in the context of English as Foreign Language. Therefore, the processed data have finally answered the research questions proposed at the beginning of this research. In addition, the research findings are relevant with several previous studies that revealed NLP techniques are effective to help the students to improve their self-efficacy and writing ability.

In order to get data related to the students' self-efficacy level and students' ability in recount text writing, the researcher administered a pre-test and a post-test. In the first meeting, the students were given the pre-test. The aim of conducting the pre-test was to find out the initial condition of the students before they received the treatments.

The pre-test result showed that there were only two students who had high self-efficacy, five students were categorized as low, and the rests were average.

In recount text writing ability, although the students could not be categorized as low, almost half of the students in this class got the score below 70. The researcher found out many students were already quite good in developing idea or content, but in organizing the texts, the students were confused to write their paragraphs coherently. The researcher also found out that students could not use some vocabularies properly. Many students still made mistake in grammar, commonly using simple present tense, that in recount text they should use the past tense to tell about their past experience. Students also made mistakes in mechanic aspect like not using punctuation properly, a frequent error of spelling, and not using a capital letter at the beginning of sentences.

At the last day of the research, the post-test was conducted in order to know the students' improvement. The results prove that there are improvements in the students' self-efficacy and recount text writing ability after they were taught through NLP techniques. It is confirmed by the result of SPSS 25,0 which showing signifinance value 0,00.

After being taught through NLP techniques, the students' self-efficacy improved. In the post-test, there was only one student who had low self-efficacy, 8 students had high self-efficacy, and the rests were average. This happened because NLP improves classroom communication, optimise learners' attitudes and motivation, facilitate their personal growth or even change their attitude to life. With NLP, a teacher can create a fun learning environment, which makes students enjoy the process of teaching and learning. It is very important because writing is a skill that needs a lot of practice. Without enjoying the process, it is difficult for students to keep practicing in order to get the maximum result. Then, some of NLP techniques used in this research such as rapport building, anchoring, reframing techniques, set SMART Goals in Learning English are beneficial in helping students to believe that they can pass every obstacle in learning English, namely self-efficacy. These techniques help students to achieve their excellence. As a result, the students' self-efficacy significantly improved and this affects the students' achievement.

This finding is in line with some previous studies related to NLP in education, specifically to improve the students' self-efficacy and writing ability. Skinner and Croft (2009) found that NLP techniques got positive feedbacks from the students and contributed to improving their self-efficacy. The other research was conducted by Sufratna (2018) who found that NLP can effectively improve the

self-efficacy of guidance and counselling students who experience Academic Procrastination in UIN Sunan Ampel.

The significant improvement at the same time also happened on students' recount text writing. The average score of the students' post-test was 77,77. It is 5,13 points higher than the students' average score in the pre-test. However because NLP techniques do not specifically focus on teaching mechanic aspect, the improvement of it was not significant.

The most improvement aspect of writing is vocabulary. This happened because NLP techniques can motivate students to always improve their English ability by reading English text, watching English video, even practice writing by themselves. As Setiyadi (2006a) states, learning a foreign language needs feeling secure and this condition may take place whenever students know how to say. Students need to know how to express certain expressions with proper words. In the process of learning English, students often feel insecure whether the words they express are right or not. NLP techniques help students feeling secure, as Shiddiqui (2018) states, with NLP students can be guided to achieve confident state of mind. NLP also motivates the students to build positive attitude towards learning. When students find some words that they have not understood, they will find the meaning in the dictionary. This helps them to use English vocabulary appropriately when the time comes for them to produce a text. But indeed, each aspect of writing improved.

This finding confirms some previous studies that implemented NLP to improve students' writing ability. Wikanengsih (2013) proves that Neurolinguistic-programming can improve students' writing ability. Experimental writing: neuro-linguistic programming techniques in innovative writing by Katz (2013) also found that NLP techniques serve the creative piece of writing effectively and provide an extensive theoretical framework in which to work.

According to the findings of those previous studies and the findings of this research, the students gained significance improvement after the implementation of NLP Techniques for their self-efficacy level and writing score. However, there was no research which focuses to find out whether NLP Techniques can improve students' self-efficacy and writing recount ability in the context of English as Foreign Language. That is the reason why the researcher conducted the first research about it. Besides confirming the previous studies, hopefully, this research can be used as one of the new innovative teaching writing techniques in the class. To sum up, Neuro-linguistic Programming Techniques are effective to improve student's self-efficacy and writing ability in the context of English as Foreign Language, especially in recount text writing.

CONCLUSION

The implementation of NLP techniques is effective to improve students' self-efficacy and writing skills. It could be seen by the results of SPSS analysis of two-tailed significance which showing 0,000 (0,00<0,05) which meant there were

significant improvements. NLP techniques also improve the students' skill in five aspects of writing namely, content, organization, vocabulary, language use, and mechanic by seeing the analysis of the students' works in the posttest in each aspect. The most improvement aspect of writing is vocabulary because NLP encourages the students to always improve their English ability. When they find some words that they have not understood, they will find the meaning in dictionary. This helps them to use English vocabulary appropriately when they have to produce a text. At the same time, the implementation of NLP techniques could improve students' self-efficacy and writing ability. It happens because the use of NLP helps the students to enjoy the learning process, understand the material easily, and encouraged the students to always practice in writing. NLP techniques increased students' enthusiasm in the teaching and learning process of writing.

Considering the advantages of NLP techniques, the researcher suggest the English teacher to; 1) implement it in the classroom, particularly in teaching writing. Perception of writing as a difficult and boring activity can be solved by teaching using NLP techniques. NLP not only help the students to improve students' self-efficacy, but also increase the students' writing ability. It helps both the teacher and students to do their excellent performance. NLP improves classroom communication, optimise learners' attitudes and motivation, facilitate their personal growth or even change their attitude to English. 2) The teacher has to organize the NLP based lesson plan well, so various techniques of NLP can be implemented without exceeding the provided time. 3) Because NLP techniques were not specifically designed to teach writing, teachers should be creative in adapting NLP techniques in their lesson plan according to students' need and condition in order to get the maximum result.

The suggestions for further researchers are; 1) This research focused to apply few NLP techniques such as rapport building, reframing, set SMART GOALS, anchoring, and mirroring, therefore the further research is suggested to find out the effectiveness of the other techniques such as well-formed outcomes, flexibility of response, state induction, etc. 2) This study was conducted in Senior High School level. Therefore, further researchers can try to find out the effect of using NLP in different level of school. 3) The students' scores were still low in mechanics aspect. Thus, the researcher suggests finding a way to improve students' mechanic aspect by using NLP techniques.

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