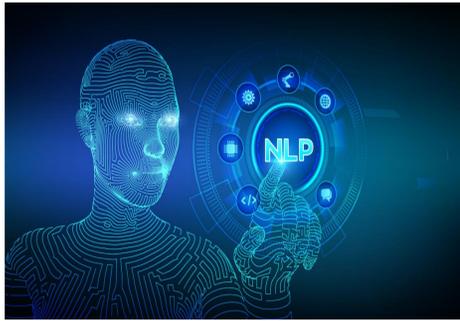


ENHANCING THE ENGLISH-SPEAKING SKILL DEVELOPMENT THROUGH NEUROLINGUISTICS PROGRAMMING TECHNIQUES. A PRELIMINARY STUDY.

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INTRODUCTION

This research wants to establish a link between the principles of neuro-linguistic programming --NLP-- techniques (activities aiming to improve the general emotional state of students aiming at facilitating learning) and the development of speaking skill (the act of conveying information verbally). The interest in this topic began by noticing the poor academic performance of students. Improving interaction through neuro-linguistic programming techniques will go a long way in helping students perform better and, at the same time, communicate with others in a second language.

RESULTS AND DISCUSSION

It can be said that in figures 9 and 10 the comparison were made by subtracting 52% from the average of the expected value of the previous test from 16% of the average of the expected value in the subsequent test, there would be a difference of 36%. Giving a concert that there is an increase in the level of knowledge and in the development of oral skills of the English language before and after applying the Neuro-linguistic Techniques.

Discussion

Arjualayana, Rafli and Ansoriyah (2019), conducted a research about Neuro-linguistics Programming concept for teaching productive skill. This aimed to report the English teacher understands of teaching productive skills through Neuro-linguistics Programming. From the data analysis, the result shows that most English lecturers know the NLP approach in teaching language, and they are always brainstorming as a part of NLP concepts. Thus evidencing that the use of NLP stimulates the critical thinking of learners because they learn in a seriously but relaxed way. Agreeing with this research in the way that to play a better role, English teachers must improve teaching by having a better understanding of new strategies and techniques such as NLP techniques, interesting techniques to attract students' attention and interest. So that students can easily understand the material. The English teacher must bring the situation to life and involve students in activities during the teaching-learning process. Students must be interested to learn English. They must actively participate in activities during class hours and also when doing their homework. Practice, especially in speaking skills, whether in English classes or at home, is very helpful in improving your pronunciation and interaction. Therefore, students will not be shy when it comes to interacting and giving an idea, they will not be afraid of making mistakes because mistakes are part of the learning process.

MATERIALS AND METHODS

This research used quantitative research to analyze the findings. Apuke, 2017 affirms that "Quantitative research involves the collection of data so that the information can be quantified and subjected to statistical treatment in order to support or refute claims of alternative knowledge" Therefore, the researchers used statistical methods to analyze the initial (pre-test) and final (post-test) results. Also it is a non-experimental correlational study because it focuses on the statistical relationship between two variables but does not include the manipulation of an independent variable.

The 30 students, have been considered, being the total universe used to carry out the research, the sampling formula is not carried out giving that mentioned population does not require because it is minimal. The initial data was collected through a pre-test to identify the level of the students in terms of speaking skills. While a post-test was used to show the level of students at the end of the process. These data showed how the initial results changed when applying neuro-linguistics techniques, which are reflected in the final results. As well as in the pre-test and post-test, the test includes 3 parts, the first teacher-student inaction with 4 back-up prompts, the second student-students interaction with 3 back-up prompts and finally, a group interaction with 4 back-up prompts. The evaluation rubric will contain 4 evaluation criteria vocabulary, grammar, comprehension and interaction in which the score 4 is the highest and 1 the lowest. All this due to, determine the level of students at the beginning and at the end of the investigation. According to what was mentioned, some neuro-linguistics techniques (Anchoring, Creating rapport, Mirroring, and maintaining the flow) were implemented during a 4-month period.



CONCLUSION

The application of neuro-linguistic programming techniques during the learning process had a positive impact on the improvement of student learning outcomes. Because these techniques have the ability to develop oral dexterity better than the use of conventional or traditional methods. NLP strategies have the ability to absorb the problems they encounter, make students feel safe, especially when speaking, increase motivation to speak, and also improve performance with thoughts that run through their own brains without any stimulation.

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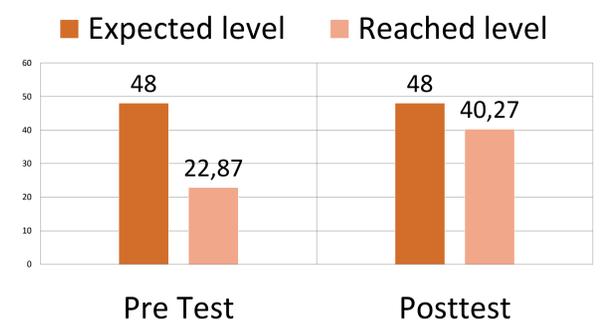
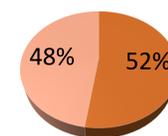


Figure 8: Pre and posttest analysis Results of pre and posttest (SPSS)

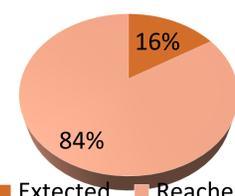
Variation Pretest



Expected Reached

Figure 9: Variation pretest Results of variation pretest (SPSS)

Variation Posttest



Expected Reached

Figure 10: Variation posttest Results of variation posttest (SPSS)