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REVOLUZIOTING SPEAKING SKILS: THE POWER OF NEURO-LINGUISTIC PROGRAMMING (NLP) FOR TENTH-GRADE STUDENTS AT SMK BINONG PERMAI AN-NURMANIYAH

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Abstract

The aim of this study was to investigate whether Neuro-Linguistic Programming (NLP) was effectively used by tenth-grade students at SMK BINONG PERMAI to improve their speaking skills. NLP is a learning method that integrates language and thought processes to optimize behavior in learning. It focuses on character development through structured thinking programs that enhance communication abilities. Applying NLP to speaking skills can be an effective strategy, as it helps students gain confidence and fluency. This study employed a quantitative approach with a quasi-experimental design to assess NLP's effectiveness. The results indicated that NLP significantly improved students' speaking skills. In the experimental class, the average pre-test score was 59.5, increasing to 63.6 in the post-test. Meanwhile, in the control class, the average pre-test score was 58.2, with a post-test score of 58. The post-test t-test results showed a significant difference between the experimental and control groups. With t-count α = 5% and d*f* = 60 at 2.69, compared to the t-table value of 2.00, the results confirm that NLP is highly effective. Thus, NLP is recommended for teaching speaking skills, as it fosters confidence and ease in communication. Teachers should consider NLP as a valuable strategy for language learning.

Keywords: Neuro Linguistic Programming, Speaking skill, Teaching Speaking

INTRODUCTION

Language proficiency, particularly speaking skills, is a central component of English language learning and is widely acknowledged as both essential and challenging. Speaking allows learners to articulate ideas, engage in dialogue, and participate in real-world interactions (Brown, 2004; Thornbury, 2005). It is also regarded as the most anxiety-provoking skill among EFL learners due to its spontaneous and expressive nature (Liu & Jackson, 2008; Al Nakhalah, 2016). However, despite years of formal English instruction in Indonesian schools, students often struggle to speak English fluently and confidently. This issue is particularly evident at vocational high schools, where students are expected to graduate with practical communication skills for the workplace (Harmer, 2015; Hikmah, 2022).

At SMK Binong Permai An-Nurmaniyah, internal assessments and teacher observations revealed that many tenth-grade students lacked confidence, fluency, and accuracy in speaking English. The school's average speaking performance, based on mid-term speaking tests, remained below the minimum competency standard (KKM) of 70. Several factors contributed to this issue: over-reliance on rote memorization, minimal authentic speaking opportunities, teacher-centered instruction, and psychological barriers such as fear of making mistakes and low motivation (Horwitz et al., 1986; Mustafa, 2020;

Setiawan & Sukarno, 2021). This aligns with broader findings across Indonesian vocational institutions, where English is often treated as a theoretical subject rather than a communicative tool (Rohmah, 2021).

Recent pedagogical trends emphasize the need for innovative, student-centered methods to address these issues. Communicative Language Teaching (CLT), task-based learning, and technology-enhanced instruction have been suggested to better engage learners and promote active speaking (Richards, 2006; Yunita & Sofwan, 2020). Neuro-Linguistic Programming (NLP) has emerged as one such alternative. NLP involves techniques that reframe learners' thought patterns, emotions, and behaviors to boost performance and overcome psychological barriers (Bandler & Grinder, 1979; Knight, 2019). NLP principles are based on modeling successful behaviors and fostering self-awareness, which can positively impact language acquisition (Tosey & Mathison, 2003). Previous studies have found that NLP techniques positively influence students' self-confidence, reduce anxiety, and enhance language fluency (Pishghadam et al., 2020; Afshar & Rahimi, 2014; Salehi & Abdi, 2015). These benefits are often attributed to strategies like visualization, anchoring, and reframing negative beliefs, which help learners approach language use with a growth mindset (Sharma, 2018). However, most of these studies were conducted in general or writing contexts, and few focused specifically on speaking instruction in Indonesian vocational schools (Rahmawati & Kurniawan, 2023).

This study aims to fill this gap by examining how NLP can enhance English-speaking skills among tenth-grade students at SMK Binong Permai An-Nurmaniyah. By exploring the impact of NLP-based instruction compared to traditional methods, this research offers insights into its practical application in vocational settings. It is expected that NLP techniques can transform classroom dynamics by fostering a more psychologically supportive and linguistically rich learning environment. Therefore, the research aims to explore the development of English-speaking skills among tenth-grade students at SMK Binong Permai An-Nurmaniyah by addressing several key questions. First, it investigates the primary challenges these students face in cultivating their speaking abilities. Understanding these difficulties is essential to formulating targeted interventions that address specific learner needs. Second, the study examines how the limited use of English within the classroom setting influences students' confidence and communication abilities. Reduced exposure to authentic language input and practice opportunities may significantly hinder learners' progress and willingness to speak (Nation & Newton, 2009; Rukmini, 2017).

In addition, the research evaluates the impact of the Neuro-Linguistic Programming (NLP) technique on students' speaking performance, particularly in terms of fluency, accuracy, and self-confidence. By examining this innovative approach, the study seeks to determine whether NLP can serve as an effective alternative or complement to more traditional pedagogical methods. Furthermore, it compares the effectiveness of NLP-based instruction with conventional teaching approaches in enhancing students' English-speaking competence, providing a critical assessment of each method's strengths and limitations. Through the exploration of these questions, this study aims to offer meaningful insights for educators, policymakers, and curriculum developers in designing more effective English-speaking instruction.

Specifically, this study is seeks to (1) identify major obstacles students face in speaking English, (2) analyze the impact of limited classroom language exposure, (3) assess

the influence of NLP techniques on students' oral proficiency, and (4) evaluate the comparative advantages of NLP over traditional teaching methods. As communicative competence remains central to language learning, adopting innovative strategies such as NLP could offer structured, psychologically supportive, and learner-centered solutions that foster student confidence and engagement (Ur, 1996; Dörnyei & Ryan, 2015). However, the success of such approaches relies on thoughtful implementation grounded in pedagogical principles, learner motivation, and effective instructional design. Ultimately, this study aspires to bridge the gap between conventional instruction and NLP-based methodologies, contributing to the advancement of English language education in a more dynamic and impactful manner.

METHOD

Research Design

This quasi-experimental study employed the Nonequivalent Control Group Design. Two tenth-grade classes (X OTKP 1 and X OTKP 2) from the Office Administration program at SMK Binong Permai An-Nurmaniyah participated. The experimental group received instruction using NLP strategies, while the control group followed traditional speaking instruction. The intervention lasted for four weeks, with two 90-minute sessions per week.

Participants

Table 1. Research Participants

Group	Class	Number of Students	Program	Description
Experimental Group	X OTKP 1	30	Office Administration	Received treatment using Neuro-Linguistic Programming (NLP) techniques
Control Group	X OTKP 2	30	Office Administration	Received conventional English-speaking instruction

Data Collection Methods

Four instruments were used:

1. **Speaking Test (Pre-test and Post-test)**: Students' speaking performance was assessed before and after the treatment. The rubric used was adapted from (Brown, 2004,p.172) speaking descriptors, focusing on pronounciation, grammar, vocabulary, fluency.
2. **Observations**: The researchers conducted non-participant classroom observations, focusing on students' engagement, participation, and confidence indicators, such as volunteering to speak and eye contact.
3. **Semi-Structured Interviews**: Interviews with six students and two teachers explored their perceptions of the NLP-based lessons. The interviews addressed themes such as motivation, ease of speaking, classroom atmosphere, and preference for instructional method. Interview questions were informed by previous NLP-in-education frameworks (Tosey & Mathison, 2003).
4. **Questionnaires**: Distributed to all students in both groups, the questionnaire consisted of 15 Likert-scale items measuring students' attitudes toward English speaking, self-confidence, and their perception of the teaching method. The items

were adapted from Knight (2019) and validated in a pilot study with 15 non-participant students for reliability.

Data Analysis

Quantitative data from pre- and post-tests were analyzed using paired and independent sample t-tests. Normality and homogeneity tests were performed using chi-square and Fisher's F-test, respectively. Qualitative data from interviews and observations were analyzed thematically, using inductive coding to identify recurring patterns across responses.

Ethical Considerations

The study followed ethical research protocols. Written informed consent was obtained from participants and school authorities. Participation was voluntary, and students were assured of confidentiality and anonymity.

FINDINGS

Data Description

The research has been conducted at Smk Binong Permai An Nurmaniyah. The researcher divided the samples into two classes, X OTKP 1 as the experimental class and X OTKP 2 as the control class. The researcher obtained the data from pre – test and post – test. The pre – test was given before the researcher gave the treatments to the students. The post – test was given after the researcher gave the treatments to the students. For this research, the researcher gave different treatments to both classes in teaching introduction. For the experimental class, the researcher used Neuro Linguistic Programming (NLP) and for the control class without NLP (Conventional technique). In this research, the data used for the research is in the form of scores which are obtained from the result of the students speaking test. The score of the students speaking test in more detail can be described as follows:

Students' pre – test in experiment class

Based on the calculation result, the lowest score in pre – test is 40 and the highest score is 84. The range is 44, from the data (n) 30. The number of class used is 6 and the interval of class used is 8. From the calculation statistics result about central tendency data, the mean score ($\bar{X}$) of the data is 59.5, the median (Me) score is 59.5, the mode (Mo) score is 67.13, the standard deviation (S) score is 11.1, and the variance (S^2) score is 123.7.The frequency distribution of students' pre-test score in experimental class can be seen in the table 4.1, histogram in figure 4.1, polygon in figure 4.2, and ogive in figure 4.3.

Table 2. Table of relative frequency distribution variable ***YE***

CLASS	INTERVAL		BOUNDARIES		F.A	F.R (%)
	LLC	ULC				
1	40	47	39.5	47.5	5	17%
2	48	55	47.5	55.5	8	27%
3	56	63	55.5	63.5	4	13%
4	64	71	63.5	71.5	9	30%
5	72	79	71.5	79.5	3	10%
6	80	87	79.5	87.5	1	3%

SCORE	30	100%

Based on the table above, the researcher found that most of the students in experimental class has medium skill in speaking. Some of students get score low standard that is 70. The students who get scores in the interval 40-47 are five students, by the explanation a student who get score 40 there is one students and four students who get scores 44. The students who get scores in the interval 48-55 are eight students, by the explanation there are five students who get scores 48 and three students who get score 52. The students who get scores in interval 56-63 are four students, by the explanation there are three students who get score 56 and one student who get score 60. The students who get scores in interval 64-71 are nine students, by the explanation there are seven students who get scores 64 and two students who get score 68. The students who get scores in interval 72-79 are three students, by the explanation a student who get scores 72 there are three students and who get score 72 there are two students. The students who get scores in interval 80-87 is only one students.

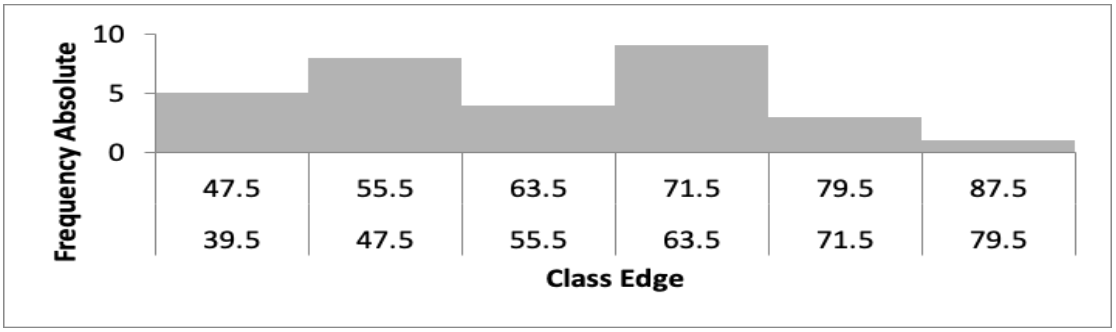

Figure 1. Histogram of students' pre – test score in experimental class

From the graphic above, the result of pre - test scores of experimental class the smallest frequency are two class boundaries the first class boundaries of 87.5-79.5 as much as one students, and the highest frequency is in the class boundaries of 71.5-63.5 as much as nine students.

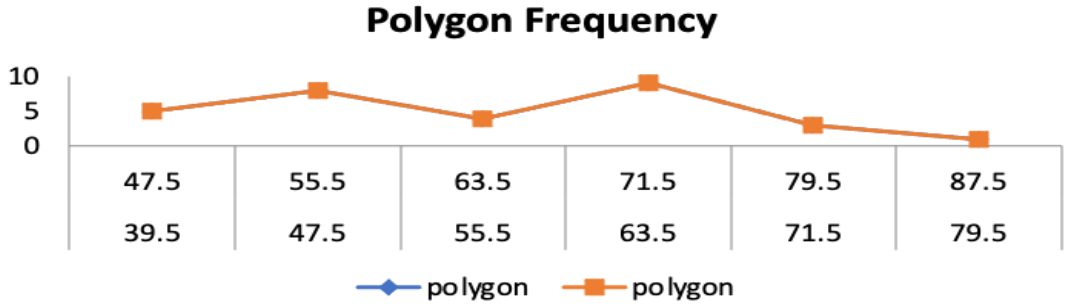

Figure 1. Polygon of students' pre – test score in experimental class

Based on the graphic above, it can be summarized that in class boundaries of 47.5-39.5 at the frequency of five. Then, there is an increase in class boundaries of 55.5-47.5 to frequency of eight and there is an increase in the class boundaries of 63.5-55.5 to frequency of four, there is an increase in class boundaries of 71,5-63.5 to frequency of nine, there is in

increase in class boundaries of 79.5-71.5 to frequency of three, there is an increase in class boundaries of 87.5-79.5 to frequency of one. Meanwhile, to make ogive chart of the more than and less than data, it can be explained from the table and presented by ogive chart as follows:

Table 3. Frequency Distribution Cumulative

NO	DATA	FC	DATA	FC
1	Less than 39.5	0	More than 39.5	30
2	Less than 47.5	5	More than 47.5	25
3	Less than 55.5	13	More than 55.5	17
4	Less than 63.5	17	More than 63.5	13
5	Less than 71.5	26	More than 71.5	4
6	Less than 79.5	29	More than 79.5	1
7	Less than 87.5	30	More than 87.5	0

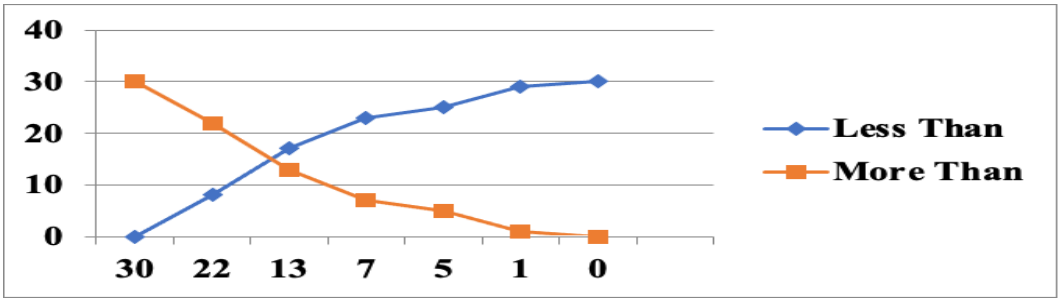

Figure. 2. Ogive of students' pre – test score in experimental class

Students' pre – test in control class

Based on the calculation result, the highest score in pre – test is 78 and the lowest score is 40. The range is 38, from the data (n) 30. The number of class used is 6 and the interval of class used is 7. From the calculation statistics result about central tendency data, the mean score ($\bar{X}$) of the data is 58.2, the median (Me) score is 48.47, the mode (Mo) score is 48.80, the standard deviation (S) score is 14.26, and the variance (S^2) score is 203.58. The frequency distribution of students' pre-test score in experimental class can be seen in the table 4.3, histogram in figure 4.4, polygon in figure 4.5, and ogive in figure 4.6.

Table 4. Table of relative frequency distribution variable ***YC***

Class	Interval		Class Boundaries		F.A	F.R (%)
	BBK	BAK				
1	39	45	38.5	45.5	6	20%
2	46	52	45.5	52.5	3	10%
3	53	59	52.5	59.5	4	13%
4	60	66	59.5	66.5	11	37%
5	67	73	66.5	73.5	4	13%
6	73	79	72.5	79.5	2	7%
					30	100%

Based on the table, from the distribution frequency of the controlled class pre-test on the table 4.3 it can be seen some of students who get score low standard. Some of students get score low standard that is 70. The students who get scores in interval 39-45 are six students, by the explanation there three student who get score 40, three students who get score 44. The students who get scores in interval 46-52 are three students, by the explanation there are two

students who get scores 48, and one students who get score 52. The students who get scores in interval 53-59 are four students, by the explanation there are four student who get score 56. The students who get score in interval 60-66 are eleven students, by the explanation there are eight students who get score 60 and three students who get score 64. The students who get score in interval 67-73 are four students, by the explanation two students who get score 68 and two students who get score 72. The students who get score in interval 73-79 are two students, by the explanation there are two students who get score 78.

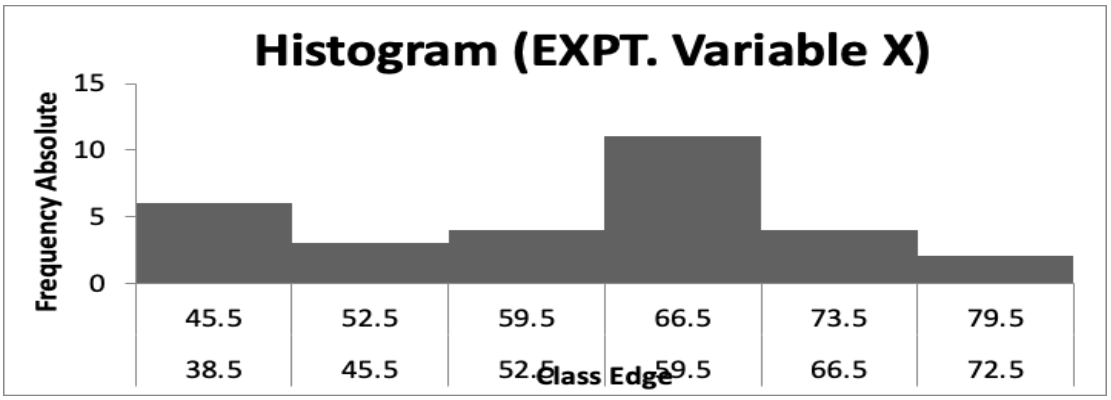

Figure 3. Histogram of students' pre – test score in control class

From the graphic above, the result of pre - test scores of control class the smallest frequency are two class boundaries the first class boundaries of 79.5-72.5 as much as two students, and the highest frequency is in the class boundaries of 66.5-59.5 as much as eleven students.

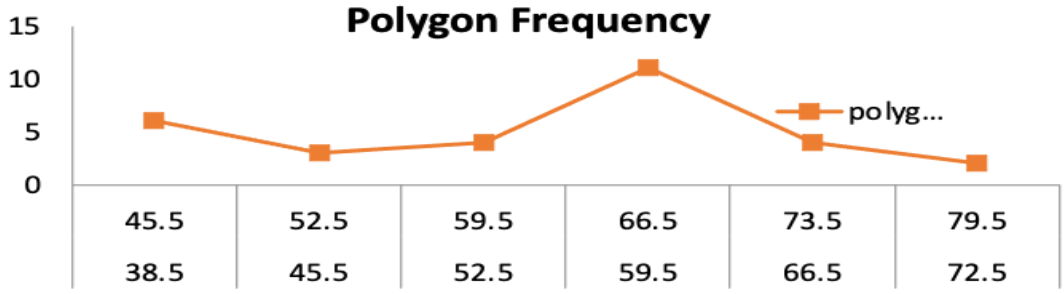

Figure 4. Polygon of students' pre – test score in control class

Based on the graphic, it can be summarized that in class boundaries of 45.5-38.5 at the frequency of six. Then, there is an increase in class boundaries of 52.5-45.5 to frequency of three and there is an increase in the class boundaries of 59.5-52.5 to frequency of four, there is an increase in class boundaries of 66,5-59.5 to frequency of eleven, there is in increase in class boundaries of 73.5-66.5 to frequency of four, there is an increase in class boundaries of 79.5-72.5 to frequency of two. Meanwhile, to make ogive chart of the more than and less than data, it can be explained from the table and presented by ogive chart as follows:

Table 5. Frequency Distribution Cumulative

NO	DATA	FK	DATA	FK

1	Less than 38.5	0	More than 38.5	30
2	Less than 45.5	6	More than 45.5	24
3	Less than 52.5	9	More than 52.5	21
4	Less than 59.5	13	More than 59.5	17
5	Less than 66.5	24	More than 66.5	6
6	Less than 73.5	28	More than 73.5	2
7	Less than 79.5	30	More than 79.5	0

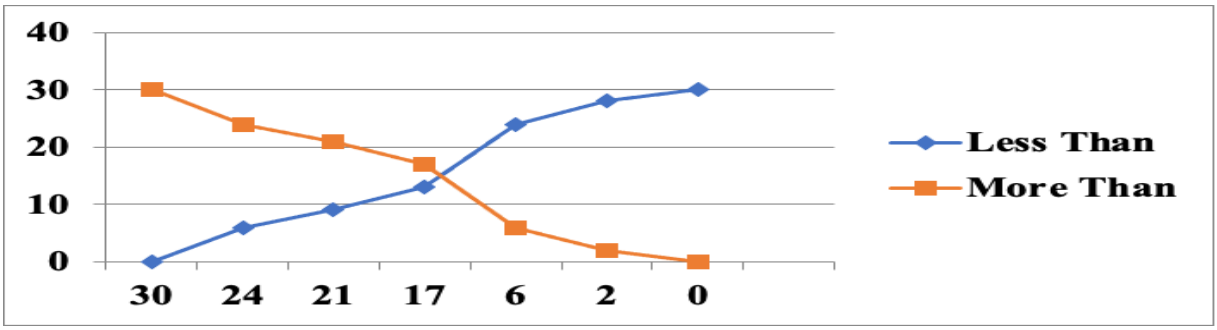

Figure 5. Ogive of students' pre – test score in control class

Students' post – test in experimental class

Based on the calculation result, the highest score in pre – test is 88 and the lowest score is 48. The range is 40, from the data (n) 30. The number of class used is 6 and the interval of class used is 7. From the calculation statistics result about central tendency data, the mean score ($\overline{X}$) of the data is 63.6, the median (Me) score is 60.96, the mode (Mo) score is 58.38, the standard deviation (S) score is 8.70, and the variance (S^2) score is 76.44. The frequency distribution of students' post – test score in experimental class can be seen in the table 4.5, histogram in figure 4.7, polygon in figure 4.8, and ogive in figure 4.9.

Table 6. Table of relative frequency distribution variable ***YE***

CLASS	INTERVAL		CLASS BOUNDARIES		F.A	F.R (%)
	LLC	ULC				
1	48	54	47.5	54.5	3	10%
2	55	61	54.5	61.5	13	43%
3	62	68	61.5	68.5	5	17%
4	69	75	68.5	75.5	6	20%
5	76	82	75.5	82.5	2	7%
6	83	89	82.5	89.5	1	3%
Score					30	100%

Based on the table, the researchers found that most of the students in the experimental class there is an increase in their speaking skill. Some of students get score low standard that is 70.. The students who get scores in the interval 48-54 are three students, by the explanation one student who get the score 48, and two student who get the score 52. The students who get the scores in the interval 55-61 are thirteen students, by the explanation there are nine

students who get the score 56 and four students who get score 60. The students who get the scores in interval 62-68 are five students, by the explanation one students who get the score 64 and four students who get score 68. The students who get the scores in interval 69-75 are six students, by the explanation there are six students who get the score 72. The students who get the scores in interval 76-82 are two student, by the explanation there are two students who get the score 76. The students who get the scores in interval 83-89 only one students, by the explanation one students who get the score 88.

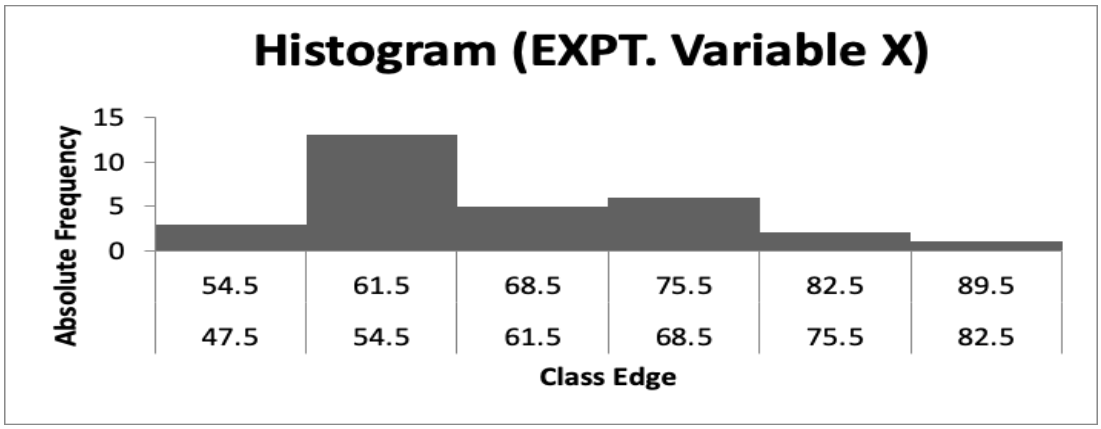

Figure 7. Histogram of students' post – test score in experimental class

From the graphic above, the result of post – test scores of experimental class the smallest frequency are two class boundaries the first class boundaries of 89.5-82.5 as much as one students, and the highest frequency is in the class boundaries of 61.5-54.5 as much as thirteen students.

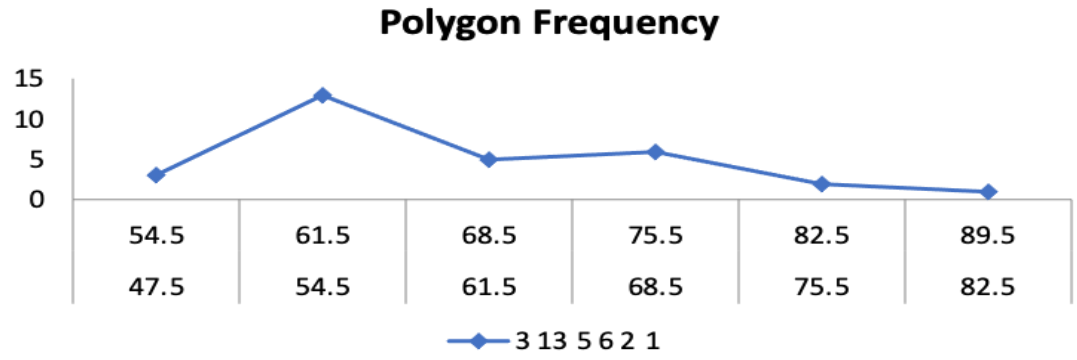

Figure 6. Polygon of students' post – test score in experiment class

Based on the graphic above, it can be concluded that in the class boundaries of 54.5-47.5 at the frequency of three. Then, there is an decrease in the class boundaries of 61.5-54.5 to the frequency of thirteen and increase in the class boundaries of 68.5-61.5 to the frequency of five and increase in the class boundaries of 75.5-68.5 to the frequency of six and decrease in the class boundaries of 82.5-75.5 to the frequency of two and then decrease to the frequency of one in the class boundaries of 82.5-91.5. Meanwhile, to make ogive chart of the more than and less than data, it can be explained from the table and presented by ogive chart as follows:

Table 7. Frequency Distribution Cumulative

No.	DATA	FK	DATA	FK
1	Less than 47.5	0	More than 47.5	30
2	Less than 54.5	3	More than 54.5	27
3	Less than 61.5	16	More than 61.5	14
4	Less than 68.5	21	More than 68.5	9
5	Less than 75.5	27	More than 75.5	3
6	Less than 82.5	29	More than 82.5	1
7	Less than 89.5	30	More than 89.5	0

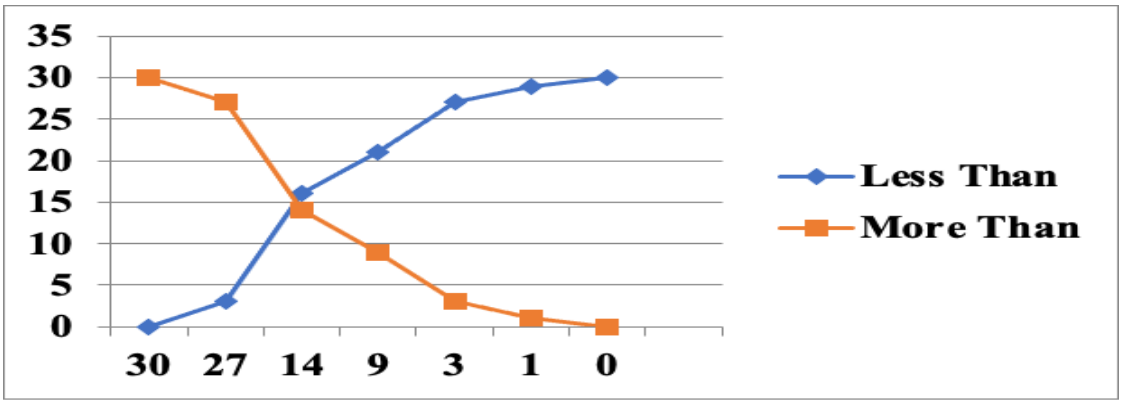

Figure 9. Ogive of students' post – test score in experiment class

Students' post – test in control class

Based on the calculation result, the highest score in post – test is 76 and the lowest score is 48. The range is 28, from the data (n) 30. The number of class used is 6 and the interval of class used is 5. From the calculation statistics result about central tendency data, the mean score ($\bar{X}$) of the data is 58, the median (Me) score is 56.94, the mode (Mo) score is 54.37, the standard deviation (S) score is 7.30, and the variance (S^2) score is 52.66. The frequency distribution of students' post – test score in control class can be seen in the table 4.7, histogram in figure 4.10, polygon in figure 4.11, and ogive in figure 4.12.

Table 8. Table of relative frequency distribution variable $\boldsymbol{YC}$

CLASS	INTERVAL		BOUNDARIES		F.A	F.R (%)
	LLC	ULC				
1	48	52	47.5	52.5	8	27%
2	53	57	52.5	57.5	9	30%
3	58	62	57.5	62.5	6	20%
4	63	67	62.5	67.5	2	7%
5	68	72	67.5	72.5	4	13%
6	73	77	72.5	77.5	1	3%
SCORE					30	100%

According to the table above, the researchers found that most of the students in control class still has low skill in speaking. Some of students get score low standard that is 70.. The students who get scores in interval 48-52 are eight students, by the explanation there are four student who get score 48, four students who get score 52. The students who get

scores in interval 53-57 are nine students, by the explanation there are nine students who get scores 56. The students who get scores in interval 58-62 are six students, by the explanation there are six student who get score 60. The students who get score in interval 63-67 are two students, by the explanation there are two students who get score 64. The students who get score in interval 68-72 are four students, by the explanation one student who get score 68, one student who get score 70 and two students who get score 72. The students who get score in interval 73-77 is one student, by the explanation there is one student who get score 76.

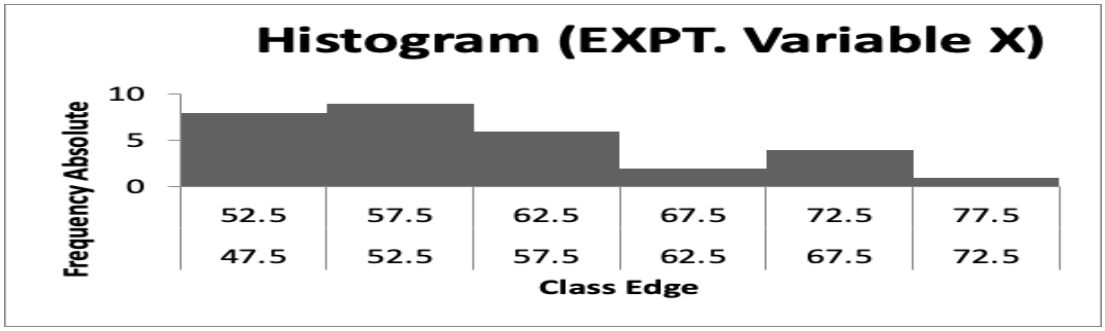

Figure 10. Histogram of students' post – test score in control class

From the graphic, the result of post – test scores of control class the smallest frequency are two class boundaries the first class boundaries of 77.5-72.5 as much as one students, and the highest frequency is in the class boundaries of 57.5-52.5 as much as nine students.

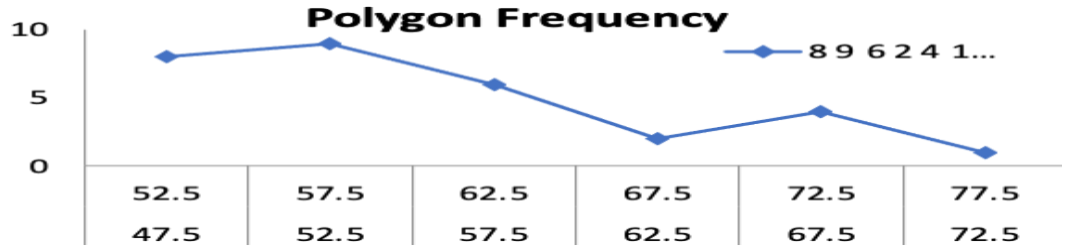

Figure 11. Polygon of students' post – test score in control class

Based on the graphic above, it can be concluded that in the class boundaries of 52.5-47.5 at the frequency of eight. Then, there is an decrease in the class boundaries of 57.5-52.5 to the frequency of nine and increase in the class boundaries of 62.5-57.5 to the frequency of six and increase in the class boundaries of 67.5-62.5 to the frequency of two and decrease in the class boundaries of 72.5-67.5 to the frequency of four and then decrease to the frequency of one in the class boundaries of 72.5-77.5. Meanwhile, to make ogive chart of the more than and less than data, it can be explained from the table and presented by ogive chart as follows:

Table 9. Frequency Distribution Cumulative

NO	DATA	FK	DATA	FK
1	Less than 47.5	0	More than 47.5	30
2	Less than 52.5	8	More than 52.5	22
3	Less than 57.5	17	More than 57.5	13
4	Less than 62.5	23	More than 62.5	7
5	Less than 67.5	25	More than 67.5	5
6	Less than 72.5	29	More than 72.5	1

7	Less than 77.5	30	More than 77.5	0

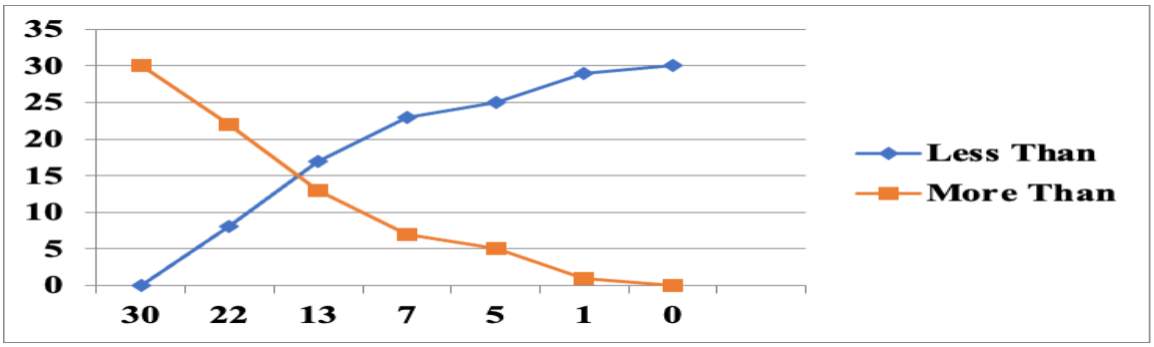

Figure 12. Ogive of students' post – test score in control class

DISCUSSION

Pre-test Results of the Experimental and Control Classes.

The analysis of pre-test scores from both the experimental and control classes, using a T-test at a 5% significance level ($\alpha = 0.05$), indicated no significant difference in students' speaking skills prior to the intervention. The statistical analysis began with the calculation of the central tendency. The mean score of the experimental class was 59.5, while the control class had a mean of 58.2. The standard deviation for the experimental class was 11.1, compared to 10.5 for the control class. A hypothesis test using the Fisher test yielded a t-count of 0.46, which was less than the t-table value of 2.00. This result led to the acceptance of the null hypothesis (H_0), confirming that there was no statistically significant difference in speaking abilities between the two groups before the treatment. This outcome was expected, as the experimental class had not yet received the Neuro-Linguistic Programming (NLP) intervention.

Post-test Results of the Experimental and Control Classes

Following the pre-test, the experimental group underwent instruction using Neuro-Linguistic Programming strategies, while the control group received traditional speaking instruction. After the treatment period, a post-test was administered to both groups. The T-test analysis of the post-test data revealed a marked improvement in the speaking skills of students in the experimental group compared to those in the control group. The mean score for the experimental class increased to 63.6, while the control group's mean was 58. The standard deviation for the experimental class was 8.7, and for the control class, it was 7.3. The hypothesis testing using the Fisher test showed that the t-count was 2.72, which exceeded the t-table value of 2.00. This result led to the acceptance of the alternative hypothesis (H_1), indicating a statistically significant difference in speaking performance between the two groups. The findings suggest that the use of Neuro-Linguistic Programming had a positive impact on students' speaking skills compared to the conventional teaching method.

The findings of this study confirm that the use of Neuro-Linguistic Programming (NLP) significantly enhanced the speaking abilities of tenth-grade students in the experimental group compared to those in the control group. While both groups began with comparable pre-test scores, the post-test results clearly show a marked improvement in the experimental group. These results align with prior studies conducted by Dwi (2019), Ningsih (2016), and Rumawan (2020), which also found NLP to be effective in improving students' speaking and writing proficiency. NLP, by focusing on positive reinforcement, visualization,

and self-mapping strategies, appears to mitigate common psychological barriers such as anxiety and lack of confidence. According to Tosey and Mathison (2003), NLP techniques promote learner autonomy, motivation, and enhanced engagement in communicative activities. This is supported by Knight (2019), who highlights NLP's contribution to improving self-efficacy and linguistic performance through structured internal dialogue and goal-setting. The improved outcomes in the experimental group can also be attributed to the way NLP techniques allow students to internalize language patterns more intuitively, as noted by Pishghadam et al. (2020). Unlike rote learning, NLP helps students develop meaningful associations between emotions, cognition, and verbal expression. However, the study has its limitations. It was conducted in a single institution with a relatively small sample size and limited duration. Furthermore, it did not measure long-term retention or transferability of speaking skills beyond the classroom setting. These factors limit the generalizability of the findings. Future studies should consider longitudinal research designs, cross-institutional comparisons, and the use of NLP in conjunction with other pedagogical strategies such as Task-Based Learning or Flipped Classrooms. Despite these limitations, the study provides practical insights into the potential of NLP as a complementary method in language teaching. With proper training, teachers can use NLP to address psychological barriers to speaking and to foster more dynamic and student-centered classrooms. Its adaptability also makes it suitable for diverse learning contexts, especially in environments where students struggle with self-expression and motivation.

Then, the second testing hypothesis above, it shows that using of NLP technique is more effective for improving students' speaking skill in experimental class have better speaking than students' in control class. The NLP technique has good effect for students' speaking skill. The use of Neuro Linguistic Programming (NLP) gives students' way to explore their ideas in speaking. It gives them the opportunity student active-participation and mixed students in performance level, gender, and ethnicity. And all students take together mastered the lesson. Finally, all students take together quizzes on the material, at which time they may help one another. Based on the explanation above, the researchers can summarized that the Neuro Linguistic Programming (NLP) strategy can improve students' speaking skill. By using Neuro Linguistic Programming (NLP) is useful for students to generate and develop their ideas. It can be proven in statistical calculation in testing hypothesis, the result shows significance students' score in speaking. Students' score in experimental class which had been given treatment have better than control class. There are some of the results in relevant studies. The first, the results of relevant studies in a study conducted by Dwi with the tittle "The Effect Neuro Linguistic Programming (NLP) Method Towards Students' Speaking Skill" The result of the study shows that NLP is more effective to improve students in speaking English of Madrasah Ibtidaiyah Sa'adatuddarain 2 Tangerang Selatan. The similarities between their research and the writer is focused on using NLP to improve speaking, the differences is the research focused on investigate towards students' speaking skill, and the writer specific on the effect of NLP on speaking skill. The second of relevant studies by Ningsih which entitled "Improving Students' Speaking Skill Using Neuro linguistic Programming Technique (A Classroom Action Research at the Tenth Grade of MAN 2 Surakarta in 2015/2016 Academic Year)" The result of the study shows that NLP is more effective to improve the students in speaking English of MAN 2 Surakarta. The similarities between their research and the writer is focused on using NLP to improve speaking, the differences is the research focused on to improvement the student speaking skill, and the writer specific on the effect of NLP on speaking skill. The last of relevant studies from Rumawan which entitled "The Effect Of Neuro-Linguistic Programming (NLP)

Technique On The Eight Grade Sudent's Writing Narrative Text At SMP Perintis 1 Sepatan" The result of the study shows that NLP is more important to improve the students in writing narrative text of SMP Perintis 1 Sepatan. The similarities between students their research and the writer is focused on using NLP, the differences is the research focused on writing narrative text, and the writer specific on the effect of Neuro Linguistic Programming (NLP) on speaking skill. Based on some relevant studies above this research is quantitative research that focuses on students' speaking skill in class X SMK BINONG PERMAI. Which is consists of the control class and the experimental class. In this research the researchers used Neuro Linguistic Programming (NLP) method to improve students speaking skill. The strength of this research is that the researchers explains the research using thelanguage structure properly and provides an example according to the existing theory and students can focus more on speaking skills. This technique can be better if the researchers learning process in offline.

CONCLUSION

This study underscores the transformative impact of Neuro-Linguistic Programming (NLP) in enhancing speaking skills among tenth-grade students at SMK Binong Permai An-Nurmaniyah. The findings reveal that NLP-based techniques significantly improve students' fluency, confidence, and overall communication abilities. By incorporating NLP strategies, students not only develop stronger verbal expression but also cultivate self-awareness and motivation in language learning. However, challenges such as language anxiety, the need for consistent practice, and ensuring meaningful interaction must be carefully addressed to maximize the benefits of NLP in speaking instruction. Educators play a crucial role in guiding students to effectively apply NLP techniques while maintaining a balanced approach to language development. Ultimately, this research highlights the potential of NLP as an innovative tool in English language education. By integrating NLP into classroom instruction, educators can create a more engaging, personalized, and interactive learning environment. This study provides valuable insights for teachers, policymakers, and curriculum designers, advocating for the responsible and strategic implementation of NLP to equip students with the speaking skills necessary for academic and professional success in the modern world.

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APPENDICES

Appendix A: Speaking Test Rubric (Pre-test and Post-test)

Adapted from Brown (2004, p. 172), the rubric assesses students' speaking performance across four dimensions: pronunciation, grammar, vocabulary, and fluency. Each category is scored on a 1–5 scale.

Criteria	Score 1 (Poor)	Score 2 (Fair)	Score 3 (Good)	Score 4 (Very Good)	Score 5 (Excellent)
Pronunciation	Unintelligible	Frequent errors	Understandable	Minor errors	Near-native
Grammar	Inaccurate usage	Many mistakes	Some mistakes	Few errors	Accurate throughout
Vocabulary	Very limited	Inadequate	Adequate	Good range	Wide and appropriate
Fluency	Halting, long pauses	Limited flow	Occasional pauses	Smooth with few hesitations	Natural, effortless

Appendix B: Classroom Observation Checklist

The researchers used a non-participant checklist focusing on engagement, participation, and confidence. Observations were conducted twice per week over four weeks.

Indicators Observed:

1. Frequency of volunteering to speak
2. Eye contact during conversation
3. Participation in pair or group tasks
4. Enthusiasm or reluctance in speaking
5. Comfort in using English spontaneously

Appendix C: Semi-Structured Interview

Conducted with six students and two teachers post-intervention.

Questions for Students:

1. How did you feel about the speaking lessons using NLP strategies?
2. Do you feel more confident speaking English now? Why or why not?
3. What was the most helpful part of the lessons for you?
4. How would you compare this method with your previous speaking lessons?

Questions for Teachers:

1. What changes did you observe in students' speaking behavior after the NLP-based instruction?

2. What are your thoughts on the effectiveness of NLP strategies in speaking classes?
3. How did the classroom atmosphere change, if at all?

(*Interview items were developed based on Tosey & Mathison, 2003*)

Appendix D: Student Questionnaire (Likert Scale)

5-item questionnaire distributed to all students post-treatment. Responses were on a 5-point Likert scale:
1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

Questionnaires:

1. I feel confident when speaking English in class.
2. I enjoy speaking English more after this program.
3. The lessons helped me improve my speaking fluency.
4. I prefer this teaching method over traditional ones.
5. I am more willing to participate in English-speaking activities now.

(*Items adapted from Knight, 2019; validated via pilot with 15 non-participant students*)