

NEUROLINGUISTICS PROGRAMMING TECHNIQUE ON STUDENTS' WRITING NARRATIVE TEXT

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Abstract

This research was aimed to find out the effect of NeuroLinguistics Programming Technique on the eighth grade of student's writing narrative text at SMP Perintis 1 Sepatan. The writers took two classes, 8A and 8B as samples of the research which the total of samples were 64 and both class divided into experimental class and controlled class. The research used a quasi-experimental non-equivalent control group design which pre-test given to both of class before NLP technique given for experimental class and conventional technique for controlled class then post-test after given the treatment. The data were analyzed by using t-test at 5% level significance with normality test using Chi Square, homogeneity test using Fisher test and hypotheses test using T-Test Pooled Variance because both of data were equal variances. The result of analysis showed that T_{count} was greater than T_{table} ($4,93 < 2,04$). Moreover, H_0 was rejected and the alternative hypotheses H_1 was accepted. It means that there was significant effect of NeuroLinguistics Programming Technique on the Eighth grade student's writing narrative text at SMP Perintis 1 Sepatan.

Keywords: NeuroLinguistics Programming, narrative text.

Introduction

Language has an important role in the world, everyday people need to express or deliver something so language is used to communicate with others. According to O'connor (2001) "Language is part of being human; it is the basis of social life. Living together means communicating with others and language allows us to do this" (p. 131). English is an international language which is used in most countries. In Indonesia, English is taught from elementary school until university, there are four skills in English, reading, listening, speaking and writing to support the students' ability in English.

Based on the pre-observation at SMP Perintis 1 Sepatan, English is taught to

fulfill the curriculum in Indonesia, KTSP Curriculum used by them. There were many students had difficulties at English lesson especially in writing. From the teacher's information, Jajuk Sri Purwaningsih, S.Pd said that the most problems were faced by the students, they were lack of vocabulary and could not develop their idea when they wrote. Many students got under the minimum criteria of accomplishment, around 60% students who failed and 40% students who passed. The minimum criteria of accomplishment is 75. The technique that the teacher used was conventional technique, the teacher only explained in front of the class and made the students bored. Therefore, a certain technique is needed to bring out their ideas.

Writing is the important skill that has to be mastered by the students to express their idea or opinion in text form. Harmer (2001) asserts, "Writing as a skill by far the most important reason for teaching writing, of course is that it is a basic language skill, just as important as speaking, listening, and reading" (p.79). It means writing is important to produce the students' language and help students to develop their language, to have a good result in teaching writing teacher should explain clearly to the students starting from planning, drafting, editing until the final version and give an example for every steps. For example in planning step the teacher explains to the students how the ideas are developing in written text. In drafting step, teacher explains how the students write some stories with accuracy of grammar, punctuation, vocabularies and etc. In editing step teacher explains that the drafting must be corrected by the other readers to see the mistakes. And the last step, the written text is ready to deliver to the public readers. If students realized the goals for every steps, so they will have good ability in writing.

In writing, there are some text types to teach the students such as narrative, descriptive, recount, report, exposition, and argumentation. In this research, the writers chose narrative text as the genre of this research as narrative makes students interest to learn also to entertain. The types of narrative text include fairy stories, heroes and villains, (e.g. TV cartoons), adventure stories, parables, fables, and moral tales, myths and legends, historical narratives. Derewianka (2004) argue that the generic structure of narrative text includes orientation, complication and resolution. The orientation is generally contain of *who* is the main character, *where* the action is located and *when* it is take place. Complication is describing the problem arise. And resolution is the end of

story, it can better or worse.

To solve the problems above there is one way that can be used to teach narrative text is NeuroLinguistics Programming (NLP). According to O'Connor (2001) NeuroLinguistics Programming, or usually represent NLP, comes from the three areas it brings together. N : Neurology = The mind and how we think, L : Linguistics = How we use language and how it affect us, P : Programming = How we sequence our actions to achieve our goals. By using this technique, students can elaborate and develop their ability in writing a narrative text. In the NLP the ways we are seeing, hearing, feeling, touching and smelling called as representational system. Here are further explanation about representational system:

1. Visual

Visual happen when we are looking at the outside world, or internally when we are mentally visualizing. Usually visually people doing activity like read the books, look the diagrams and write something. Revell and Norman (1997) "while people are experiencing or representing visually, they tend to use visual language – literally. They say thing like : *I see what you mean* or *I get the picture* or *I need a different perspective on that*"(p,42).

2. Auditory

Auditory can be divided into hearing external sounds or internal. Usually auditory people doing activity like listen something, repeat the sounds or record the explanation of the teacher. Revell and Norman (1997) "While people are experiencing or representing auditorilly, they tend to use auditory language such as: *that doesn't sound right*, or *I hear what you're saying but...* or *his name rings a bell.*"(p.42).

3. Kinesthetic

External kinesthetics, include tactile sensations like touch, temperature and moisture. Internal kinesthetics, include remembered sensations, emotions, and the inner feelings of balance and bodily awareness, known as the proprioceptive sense, which provide us with feedback about our movements. Revell and Norman (1997) "while people are experiencing or representing kinesthetically, they might say something like: *I feel it's wrong* or *that doesn't grab me* or *I can't quite grasp that idea*" (p.42).

4. Olfactory

Olfactory is system of NLP that remember and create smells. For example : I smell something food.

5. Gustatory

Gustatory is system of NLP that remember and create tastes. For example : It's spicy.

Methodology

The method of research is quasi-experimental design. According to Sugiyono (2015) said that in quasi-experimental there is two kind design that is time series design and nonequivalent control group design. In this research the writers used nonequivalent control group design. The writers involved two groups : controlled class and experimental class. This research also included two classes they were 8A and 8B at SMP Perintis 1 Sepatan. Here is the table from Riadi (2014), (p. 14).

Table. 1 Nonequivalent Control Group Design

Group	Pre-Test	Treatment	Post-Test
Experimental Class	Y_E	X	Y_E
Controlled Class	Y_K	-	Y_K

X : Teaching writing narrative text using NLP technique

Y_E : Data of students test experimental class

Y_K : Data of students test controlled class

There were two classes of the eighth grade, 8A and 8B each class consist of 32 students, the total number of eighth grade students are 64 students. The writers took all population as sample because the population is under the 100 students. This is in line with Arikunto (1997) "*Apabila subject kurang dari 100 lebih baik diambil semua sehingga penelitiannya merupakan penelitian populasi*" (p.120). The writers took two classes as the sample, 8A as controlled class and 8B as experimental class.

Findings and Discussion

The research was done in two classes, those are 8A as controlled class while conventional technique was given in this class, and 8B as experimental class while the

treatment was given by NLP technique.

Here are the result of pre-test:

Table. 2 8A as Controlled Class

No	Name of 8A	Pre Test
1	Student 17	38
2	Student 11	40
3	Student 1	46
4	Student 10	46
5	Student 26	46
6	Student 27	46
7	Student 29	46
8	Student 24	47
9	Student 28	47
10	Student 21	49
11	Student 22	49
12	Student 30	49
13	Student 8	50
14	Student 13	50
15	Student 31	50
16	Student 2	53
17	Student 20	53
18	Student 23	53
19	Student 32	53
20	Student 12	54
21	Student 9	57
22	Student 4	58
23	Student 19	60
24	Student 14	61
25	Student 15	61
26	Student 3	62
27	Student 25	62
28	Student 7	63
29	Student 5	64
30	Student 6	65
31	Student 16	65
32	Student 18	65

Table. 3 8B as Experimental Class

No	Name of 8B	Pre Test
1	Student 17	43

No	Name of 8B	Pre Test
2	Student 16	44
3	Student 19	49
4	Student 8	50
5	Student 15	50
6	Student 14	51
7	Student 20	51
8	Student 12	52
9	Student 32	53
10	Student 4	55
11	Student 5	56
12	Student 31	56
13	Student 2	57
14	Student 18	57
15	Student 29	58
16	Student 3	59
17	Student 9	60
18	Student 26	60
19	Student 28	60
20	Student 27	61
21	Student 10	62
22	Student 23	62
23	Student 25	62
24	Student 30	62
25	Student 7	64
26	Student 6	65
27	Student 21	66
28	Student 11	67
29	Student 24	67
30	Student 13	70
31	Student 1	71
32	Student 22	72

Here are the result of post-test

Table. 4 8A as Controlled Class

No	Name of 8A	Post Test
1	Student 26	58
2	Student 1	59
3	Student 13	61
4	Student 11	62
5	Student 21	62
6	Student 24	63

No	Name of 8A	Post Test
7	Student 17	64
8	Student 4	65
9	Student 5	66
10	Student 20	66
11	Student 31	66
12	Student 22	67
13	Student 9	70
14	Student 14	70
15	Student 19	70
16	Student 23	70
17	Student 28	70
18	Student 32	70
19	Student 18	71
20	Student 29	71
21	Student 10	72
22	Student 3	76
23	Student 7	76
24	Student 12	76
25	Student 16	76
26	Student 25	77
27	Student 6	78
28	Student 30	78
29	Student 2	80
30	Student 8	80
31	Student 15	80
32	Student 27	81

Table. 5 8B as Experimental Class

No	Name of 8B	Post Test
1	Student 1	67
2	Student 6	70
3	Student 19	70
4	Student 13	71
5	Student 25	71
6	Student 32	71
7	Student 24	72
8	Student 9	74
9	Student 31	75
10	Student 27	76
11	Student 10	77
12	Student 22	77
13	Student 3	78
14	Student 7	78

No	Name of 8B	Post Test
15	Student 20	78
16	Student 21	78
17	Student 28	78
18	Student 29	78
19	Student 16	79
20	Student 17	79
21	Student 30	80
22	Student 4	81
23	Student 8	81
24	Student 15	81
25	Student 2	82
26	Student 5	82
27	Student 11	83
28	Student 18	83
29	Student 26	83
30	Student 12	87
31	Student 14	88
32	Student 23	88

Table. 6 The result of Mean, Median, Mode, Standard Deviation and Score Range got the result as follow;

No		Mean	Median	Mode	Standard Deviation	Score Range
1	Pre-Test 8A Controlled Class	53,44	53,35	46,65	7,63	38-65
2	Pre-Test 8B Experimental Class	57,97	58,5	59,72	6,82	43-72
3	Post-Test 8A Controlled Class	70,75	71,26	71,70	6,28	58-81
4	Post-Test 8B Experimental Class	78,00	77,70	77,34	5,45	67-88

Table. 7 Normality Test Data of Pretest

Data	X ² count	X ² table	Decision
Experimental Class	1,7164	11.07	Normal
Controlled Class	4,1543	11.07	Normal

Based on the table above, for the pre-test of experimental class looks X^2_{count} (1,7164) < X^2_{table} (11,07). So, it is concluded that the data are normally distributed. While the pre-test of controlled class looks X^2_{count} (4,1543) < X^2_{table} (11,07) so it

concluded that the data are normally distributed.

Table. 8 Normality Test Data of Post-test

Data	X²count	X²table	Decision
Experimental Class	2,5394	11.07	Normal
Controlled Class	5,3229	11.07	Normal

Based on the table above, for the post-test of experimental class looks X^2_{count} (2,5394) $<$ X^2_{table} (11,07). Thus, it is concluded that the data are normally distributed. While the post-test of controlled class looks X^2_{count} (5,3229) $<$ X^2_{table} (11,07) so it concluded that the data are normally distributed.

The formula used to test the homogeneity test is Fisher test and the result for pre-test is $F_{count} = 1,06418$ and F_{table} using a significance level of $0,05 = 1,82$. Based on the test result above, F_{count} (1,06418) $<$ F_{table} (1,82), It means H_0 is accepted, and the data are homogeneous. While the result for post-test is $F_{count} = 1,56699$ and F_{table} using significance level of $0,05 = 1,82$. Based on the test result above, F_{count} (1,56699) $<$ F_{table} (1,82), it means H_0 is accepted and the data are homogeneous.

Hypothesis testing was done by t-test. From the calculation of pre-test obtained $t_{count} = 2,50$ and $t_{table} = 2.04$ with significance level $\alpha = 0.05$ and degrees of freedom (df) = 31 because t_{count} (2.50) $>$ t_{table} (2.04). Then, it can be concluded that there is a difference in learning writing narrative text between control class and experiment class. While the calculation of post-test obtained $t_{count} = 4,93$ and $t_{table} = 2.04$ with significance level $\alpha = 0.05$ and degrees of freedom (df) = 31 because t_{count} (4,93) $>$ t_{table} (2.04). So, it can be concluded that there is a significant effect between students who learn writing narrative text through NeuroLinguistics Programming and students who learn writing narrative text through conventional method.

Conclusion

The result of the calculation using t-test showed that t_{count} (4,93) $>$ t_{table} (2.04) with significant level $\alpha = 0.05$ degrees of freedom (df) = 31. The result of statistic calculation indicates that $t_{count} > t_{table}$ in 0,05 significant level because t_{count} (4,93) $>$ t_{table} (2.04), it shows that H_0 is rejected then H_i is accepted. Finally, it is concluded that there is a significant effect between students who learned writing narrative text through NeuroLinguistics Programming and students who learned writing narrative text through conventional method.

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