THE IMPLEMENTATION OF NEURO-LINGUISTIC PROGRAMMING TECHNIQUES TO INCREASE STUDENTS' WRITING ABILITY OF THE SECOND GRADE AT MA HIDAYATULLAH MATARAM

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STATE ISLAMIC UNIVERSITY OF MATARAM

MATARAM

2023

THE IMPLEMENTATION OF NEURO-LINGUISTIC PROGRAMMING TECHNIQUES TO INCREASE STUDENTS' WRITING ABILITY OF THE SECOND GRADE AT MA HIDAYATULLAH MATARAM 2023/2024

Thesis

Presented to The State Islamic University of Mataram to Fulfill Requirement for The Attainment of The Degree of Sarjana in The English Language Education
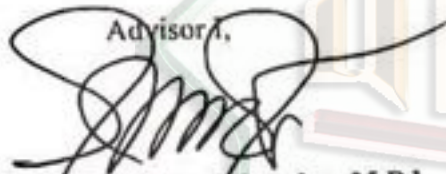

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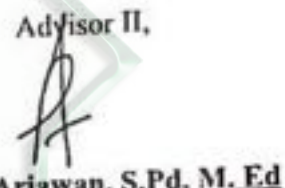**STATE ISLAMIC UNIVERSITY OF MATARAM**

MATARAM

2023

ADVISORS' APPROVAL

This thesis conducted by Muh Bahrul Fikri, NIM: 190107080 entitled "The Implementation of Neuro Linguistic Programming Technique to Increase Students' Writing Ability of The Second Grade Language Class at the MA Hidayatullah Mataram in Academic Year 2023/2024" has been approved by the advisors as the requirement for the Sarjana Degree in Study Program of English Language Education.

Approved on: Thursday, 4 January 2024

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Subject: Thesis Examination
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Assalamu'alaikum, Wr. Wb.

Delivered with respectably, this thesis has been got guidance, correction, and suggestion, we admit this thesis of:

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It has been required to be examined at Faculty of Education and Teacher Training, State Islamic University of Mataram. Therefore, we hope this thesis will be examined immediately.

Wassalamu'alaikum, Wr. Wb.

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Mataram, On Monday, 8 January 2024
Stated by,

Muh Bahrul Fikri

v

THESIS RATIFICATION

Thesis conducted by Muh Bahrul Fikri, students' Number: 190107080 entitled "The Implementation of Neuro-Linguistic Programming Technique to Increase Students' Writing Ability of The Second Grade Language Class at the MA Hidayatullah Mataram in Academic Year 2023/2024" has been approved by the board examiners in study program of English Language Education and Teacher Training,State Islamic University of Mataram on: On Wednesday 10 January 2024

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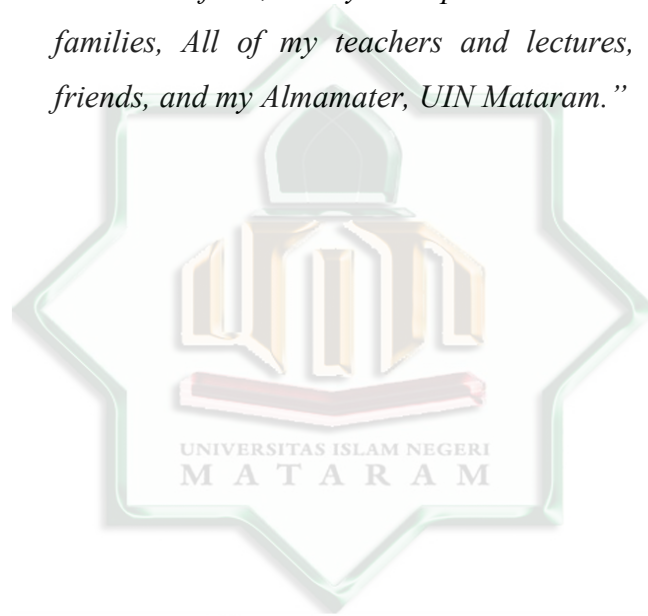
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MOTTO

"Remain like glasses and bottles that are always empty of incoming water
and do not feel satisfied to continue learning new things."

ابق مثل ألكواب والزجاجات التي تكون دائما فارغة من المياه الواردة وال تشعر بالرضا لمواصلة تعلم " ".أشياء جديدة

DEDICATION

"This thesis is dedicated to: Myself who has fought so far. To my beloved mother: Raehanun, to my beloved father: Muh. Nurul Haramain, to my beloved sisters who always support me (Raehul Miswari Alfiani, Hidayatussopa and Nur Humairah), All of my families, All of my teachers and lectures, All of my beloved friends, and my Almamater, UIN Mataram."

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7. For my beloved younger siblings, Raehul, Sofa and Humairah Thank you very much for being part of the encouragement of your sister's life and as a place of inspiration for a harmonious and loving life.

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9. For my best friend who I love, Fery, and Dani, there are no words that can be said only thank you very much, you are a second home for me when my heart is down.

10. All of my beloved people cannot be mentioned one by one (TBI C Classmates & HIPMI PT NTB).

Finally, I come to the conclusion that this thesis is far from flawless because it contains numerous errors. To improve on the next work, it is necessary to get suggestions and advice from the readers in order to get better in the next writing. Hopefully, this thesis should be beneficial to everyone who requires additional information and references for the purpose and development of education.

Mataram, On Thursday 4 January 2024

Muh Bahrul Fikri

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THE IMPLEMENTATION OF NEURO-LINGUISTIC PROGRAMMING TECHNIQUES TO INCREASE STUDENTS' WRITING ABILITY OF THE SECOND GRADE AT MA HIDAYATULLAH MATARAM

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ABSTRACT

This research refers to neurolinguistic programming (NLP) based approach learning techniques used to increase students' writing ability. This study aims to increase the English writing ability of the second-grade students of MA Hidayatullah Mataram in the 2023 academic year by using neurolinguistic programming (NLP) approach techniques. In this study, researchers used Classroom Action Research (CAR) as a research method using observation and tests as data collection tools. Observations investigated the application of neuro-linguistic programming (NLP) based approach in teaching and learning and the development of students' writing ability with tests. The subjects of this study were the second-grade language students of MA Hidayatullah Mataram, consisting of 18 students. The researcher used classroom action research (CAR). The results of this study indicate that the neurolinguistic programming (NLP) technique-based approach can increase students' writing ability, as shown by the results of a significant increase in scores in each cycle. There were two cycles in this study, namely cycle 1 and cycle 2. The average score of the pre-test (before the cycle) was 38,8 then the score of post-test 1 (cycle 1) was 69.11 and 76.6 for post-test 2 (cycle 2). From the pre-test to the second test (post-test 2), the increase was 88.88%, which means that students' writing ability increased and it is possible to apply NLP (Neuro-Linguistic Programming) techniques to second-grade students of MA Hidayatullah Mataram in the 2023 academic year. 88.88. for post-test 2 (cycle 2). From the pre-test to the second test (post-test 2), the increase was 88.88%, which means that students' writing ability increased and it is possible to apply NLP (Neuro-Linguistic Programming) techniques to second-grade students of MA Hidayatullah Mataram in the 2023 school year.

Keywords: Writing, Neuro Linguistic Programming (NLP), Classroom Action Research (CAR)

تطبيق تقنيات البرمجة اللغوية العصبية لزيادة قدرة الطلاب على الكتابة للصف الثاني الأساسي في مدرسة ما هداية الله مطرم

بواسطة:

موه بحر فكري
نيم. ١ ٠٨٠٧٠١٠٩

نبذة مختصرة

المستخدمة لتحسين (NLP) يشير هذا البحث إلى تقنيات التعلم القائمة على مناهج البرمجة اللغوية العصبية مهارات الكتابة لدى الطالب. تهدف هذه الدراسة إلى تحسين مهارات الكتابة باللغة الإنجليزية لطالب الصف الثاني الثانوي في ماجستير هداية هللا ماتارام للعام الدراسي 2023 باستخدام تقنيات نهج البرمجة اللغوية (PTK) في هذه الدراسة ، استخدم الباحثون البحث الإجرائي في الفصل الدراسي (NLP). العصبية كطريقة بحث باستخدام المالحظة والختبارات كأدوات لجمع البيانات. تبحث المالحظات في تطبيق في التدريس والتعلم وتطوير مهارات الكتابة لدى (NLP) الأساليب القائمة على البرمجة اللغوية العصبية MA الطالب من خالل الختبارات. كان موضوع هذه الدراسة طالبا ثنائي اللغة في الصف الثاني من

استخدم الباحثون البحث الإجرائي في الفصل .، يتألف من 18 طالبا **Hidayatullah Mataram** تظهر نتائج هذه الدراسة أن الأساليب القائمة على تقنيات البرمجة اللغوية العصبية (PTK). الدراسي يمكن أن تحسن مهارات الكتابة لدى الطالب ، وهو ما يتضح من نتائج الزيادة الكبيرة في الدرجات (NLP) في كل دورة. هناك دورتان في هذه الدراسة ، وهما الدورة 1 والدورة 2. كان متوسط درجة الختبار القبلي

(قبل الدورة(38.8 ثم كانت درجة الختبار البعدي 1)الدورة 1)69.11 و 76.6 لالختبار البعدي 2 من الختبار القبلي إلى الختبار الثاني)بعد الختبار 2(، كانت هناك زيادة بنسبة 88.88٪.)الدورة 2 مما يعني أن مهارات الكتابة لدى الطالب قد تحسنت وتسمح بتطبيق تقنيات البرمجة اللغوية العصبية

للعام الدراسي 88,88 .2023. **X MA Hidayatullah Mataram** على طالب الصف **(NLP)** من الختبار القبلي إلى الختبار الثاني)بعد الختبار 2(كانت هناك زيادة ،(لالختبار الالحق 2)الدورة 2 بنسبة 88.88٪ مما يعني أن مهارات الكتابة لدى الطالب قد تحسنت ومن الممكن تطبيق تقنيات البرمجة للعام **Mataram** **MA Hidayatullah** على طالب الصف الثاني في (NLP) اللغوية العصبية. الدراسي 2023

، البحث الإجرائي في الفصل الدراسي (NLP) **الكلمات المفتاحية: الكتابة ، البرمجة اللغوية العصبية**
(CAR)

PENERAPAN TEKNIK NEURO-LINGUISTIC PROGRAMMING UNTUK MENINGKATKAN KEMAMPUAN MENULIS SISWA KELAS XI DI MA HIDAYATULLAH MATARAM

Oleh:

Muh Bahrul Fikri
NIM:190107080

ABSTRAK

Penelitian ini mengacu pada teknik pembelajaran pendekatan berbasis pemrograman neurolinguistik (NLP) yang digunakan untuk meningkatkan kemampuan menulis siswa. Penelitian ini bertujuan untuk meningkatkan kemampuan menulis bahasa Inggris siswa kelas dua MA Hidayatullah Mataram tahun ajaran 2023 dengan menggunakan teknik pendekatan pemrograman neurolinguistik (NLP). Dalam penelitian ini, peneliti menggunakan Penelitian Tindakan Kelas (PTK) sebagai metode penelitian dengan menggunakan observasi dan tes sebagai alat pengumpul data. Observasi menyelidiki penerapan pendekatan berbasis neuro-linguistic programming (NLP) dalam pengajaran dan pembelajaran dan pengembangan kemampuan menulis siswa dengan tes. Subjek penelitian ini adalah siswa kelas dua bahasa MA Hidayatullah Mataram, yang terdiri dari 18 siswa. Peneliti menggunakan penelitian tindakan kelas (PTK). Hasil penelitian ini menunjukkan bahwa pendekatan berbasis teknik neurolinguistic programming (NLP) dapat meningkatkan kemampuan menulis siswa, yang ditunjukkan dengan hasil peningkatan nilai yang signifikan pada setiap siklusnya. Terdapat dua siklus dalam penelitian ini, yaitu siklus 1 dan siklus 2. Nilai rata-rata pre-test (sebelum siklus) adalah 38,8 kemudian nilai post-test 1 (siklus 1) adalah 69,11 dan 76,6 untuk post-test 2 (siklus 2). Dari pre-test ke tes kedua (post-test 2) mengalami peningkatan sebesar 88,88% yang berarti kemampuan menulis siswa meningkat dan memungkinkan untuk diterapkannya teknik NLP (Neuro-Linguistic Programming) pada siswa kelas X MA Hidayatullah Mataram tahun ajaran 2023. 88,88. untuk post-test 2 (siklus 2). Dari pre-test ke tes kedua (post-test 2) mengalami peningkatan sebesar 88,88% yang berarti kemampuan menulis siswa meningkat dan memungkinkan untuk menerapkan teknik NLP (Neuro-Linguistic Programming) pada siswa kelas dua MA Hidayatullah Mataram tahun ajaran 2023.

Kata kunci: Menulis, Neuro Linguistic Programming (NLP), Penelitian Tindakan Kelas (PTK)

CHAPTER I
INTRODUCTION

Chapter 1 in this study explains what writing is like and an introduction that contains the background, problem formulation, research objectives, research benefits, and thesis systematics.

A. Background of Research

Writing is one of English skills that must be learned by the students. To acquire it, the students should get sufficient writing practices. These practices are supposed to stimulate the students' skill in writing and expressing thoughts in a good passage. Without practicing, it is impossible to write well and effectively. Writing can be said as a language skill used to communicate indirectly, whether people can't face to face each other. Expressing thought in writing is not easy for most people, and it plays an important role in learning process because writers are able to explore their own knowledge and what they are thinking about to others.

Writing is one of the English skills that must be learned by the students. To acquire it, the students should get sufficient writing practice. These practices are supposed to stimulate the student's skill in writing and expressing thoughts in a good passage. Without practicing, it is impossible to write well and effectively. Writing can be said as a language skill used to communicate indirectly, whether people can't face to face each other. Expressing thought in writing is not easy for most people, and it plays an

important role in the learning process because writers can explore their knowledge and what they are thinking about to others.

The close relationship between writing and thinking makes writing valuable part of any language course. Through writing, you can express yourself ideas and thoughts in an attempt to make meaning. Ur states that the purpose of writing in principle is to express ideas, namely conveying messages to readers, so the ideas itself arguably should be seen as the most important aspect of write.[1] According to Merjen et al, writing is not easy and is probably the most complex and challenging skill in language learning. It requires many devices such as complex grammatical devices, stylistic skills, a careful choice of vocabulary, and judgment skills.[2]

According to Viner et al, writing is also tricky because it deals with psychology, linguistics, and cognition. Moreover, many students feel reluctant to engage in writing activities with enthusiasm. Foreign language writers usually encounter a significant challenge in developing their writing skills.[3] The teachers' main challenge in teaching writing is seeing that learners learn from their previous mistakes and acquire writing

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[1] Penny Ur. *A Course in Language Teaching.* London: Cambridge university press. 1996.

[2] Merjen, Putro, N., H. Gulzhaina, Saida, K.. *"Impact of Reading on Students' Writing Ability,"* Materials of International Practical Internet Conference "Challenges of Science" Vol. No. 144 (November 2019), P 5–13.

[3] Viner, S., Evans, J., Albarella, U., & Pearson, M. P. "Cattle Mobility in Prehistoric Britain: Strontium Isotope Analysis of Cattle Teeth from Durrington Walls (Wiltshire, Britain)," *Journal of Archaeological Science* 3.7 (2010): P 2812–2820.

fluency and accuracy. Based on the theory above, criteria are also important things to note thought by people to get good writing. So, when the readers reading them, they can get a good idea of how the author feels about them wrote about, although no clear evidence was given in writing self. Besides that, there are still opinions about good criteria writings shared by Fawcett, S. and Sandberg, A. Criteria for assessing good writing are organization, unity, coherence, conciseness, clarity, grammar, punctuation, spelling and usage.[4] If these are compared according to Johnson's theory, the criteria for good writing are not just clear points, good grammar, length, spelling, logic, etc. but also organization, coherence, conciseness, clarity, punctuation and usage.[5]

According to my preliminary research, after interviewing the teacher and several students at the MA Hidayatullah Mataram, the researcher found the difficulties of writing usually emerged starting from the first words that are written. Difficulties are made worse during the choosing and generating of ideas followed by organizing ideas and selecting words/vocabularies to start writing. In addition, there are some problems for students in learning English, especially writing. The problems are students lack interest in learning English and often feel bored when

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[4] Fawcett, S., and Alvin Sandberg. *A guide to writing Evergreen.* Houghton Mifflin, 1984.

[5] K Johnson, *Understanding Communication in Second Language Classrooms.* London: Cambridge university press. 1995.

learning English, students dislike English writing and in the learning process some of them do not pay attention to the teacher's explanation.[6]

There is a problem that poses difficulties and obstacles for students in learning to write, especially in English lessons at MA Hidayatullah Mataram. This issue has been identified through an interview with one of the students at the research location. Nearly every English lesson leaves them feeling uninterested and lacking awareness, resulting in weak knowledge of grammar. Consequently, they find themselves perplexed about where to begin when it comes to writing.

Neuro Linguistic Programming (NLP) is one of the strategies that is often used to solve problems, so this strategy is not only used in educational environments, but it is also used in business. Because the ideas that students or everyone have are needed in finding solutions.[7]With the Neuro Linguistic Programming strategy each students will be able to easily solve existing problems especially within themselves, so that when learning in the class they will be more active in writing because they

[6] Muh Bahrul Fikri, *Wawancara,* Dasan Agung Mataram, 31 Juli 2023

[7] Fawcett, S. and Sandberg, A. Business English: Skills for success. (1990) Retrieved, October 30 2023 from http://www.wilmu.edu/learningresorces/documents/criteriaforj udgingwriting.pdf.

already know what to write, with the previous Neuro Linguistic Programming strategy.[8]

Neuro Linguistic Programming is one of the strategies that is often used in increasing students' writing ability through neuro linguistic programming, because one of the ways that allows them to writing ability is neuro linguistic programming. Neuro linguistic programming as a technique of solving problem an approach to communication, personal development, and psychotherapy. In neuro linguistic programming students will be given the opportunity to express skills that are in their selves related to something. This will make them think and confident to writing.

Based on the explanation above, the researcher is interested in increasing students' writing ability. This becomes a reference for researcher to examine The Implementation of NLP (Neuro Linguistic Programming) in Teaching Writing.

B. The Statement of Problem

Based on the background of the problems above, the researchers formulated the problem statement as follows: How can Neuro Linguistic Programming (NLP) technique to increase the students' second grade

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[8] Carey, John, et al. "Neuro-Linguistic Programming and Learning: Teacher Case Studies on the Impact of NLP in Education." *Online Submission* (2010).

writing ability of at MA Hidayatullah Mataram in Academic year 2023/2024 ?

C. Research Limitation

The limitation of this research are the students grade XI class of the MA Hidayatullah Mataram in academic year 2023/2024, which consist of 18 students boys only.

D. Objective of Research

The objective of this research is to increase students' writing by using neuro linguistic programming technique at The Second Grade Of MA Hidayatullah Mataram In Academic Year 2023/2024.

E. Significance of Research

1. Theoretical Significance

This research was extended the study about the implementation of NLP techniques on students' writing ability.

2. Practical Significance

a) For teacher

This research is expected to help teachers to teach students how to learn writing by using NLP technique easily and correctly.

b) For students

This research is expected to help students in doubt or lack of confidence in writing English text sentences using the NLP technique, so that they know that the techniques in using this method make it easier to learn EFL and write English sentences.

c) For the researcher

This research was able to provide other researchers with more information about the implementation of Neuro-Linguistic Programming on students' mastery writing ability.

A. Definition of Key Terms
1. Neuro-linguistic programming

Neuro-linguistic programming (NLP) is a psychological approach that involves analyzing and changing the way think, speak, and behave to achieve goals. NLP was created in the 1970s by Richard Bandler and John Grinder.[9] According to Collingwood neuro linguistic programming is a strategy which explores the relationship between how to think (neuro), how the communicate verbally and non-verbally (linguistics) and our patterns of behavior and emotion (program),[10] and by using this strategy, students can elaborate and develop their ability in writing.

2. Writing Ability

Generally, writing is a way in sending message from the writer to the reader. Similar to Hall said on this book writing well, that writing is pretentious and wordy, but a message comes through.[11] Writing also is away the writer think or a way of thinking which is shared to the reader,

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[9]Richard, B., & John, G. 1982. "Neuro-Linguistic Programm ing and the Transformation of Meaning," *Utah: Real People*, pages 40-52.

[10] Robin, G., C. *An Essay on Metaphysics,* England: Oxford University Press, 2001.

[11] Donald Hall, *Fixing Patriarchy: Feminism and Mid-Victorian Male Novelists*, New York: New York University 1996.

like Robert and Nancy said that writing is a way of thinking as well as a means of communication.[12] Muhammad White also said that writing is more than public communication; it is a way of thinking.[13]

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[12] Robert, E., S. & Nancy, R., C. "The Practice of Writing, New York: United States of America Publication 1981.

[13] Muhammad, B., N. "Improving Students' Writing Skill of Descriptive Text through Guided Questions," (*Thesis,* UIN Syarif Hidayatullah, Jakarta 2011) P 16.

CHAPTER II
REVIEW OF PREVIOUS RESEARCH AND THEORITICAL FRAMEWORK

This chapter will explain the theories about the use of the nlp approach to students so that current researchers can be a research reference to previous researchers used in research, which of course has been based on factual information so that it can be believed to be true.

A. Review of Previous Research

The first reviews is research conducted by Dahler and Betsyeba Maria Isabella about Improving Writing Descriptive Text By Using NLP Strategy At VIII Grade of SMPN 11 DURI at FKIP University of Lancang Kuning Riau.[14] The purpose of this study was conducted to improve students' writing skills by using the NLP strategy. Which became the sample for this study, this research was conducted at the students of at eight grade SMPN 11 Mandau Duri Kabupaten Bengkalis in academic year 2015 / 2016. The subject of this study is class VIII-4 They are consist of 27 persons. This research had been conducted by applying used is Classroom Action Research (CAR) which consists of 2 cycles. The data was collected by using tests, field notes, observation sheets and interviews. Then, the data was collected and analyzed using a descriptive text score rubric. The results of the study, This can be seen from the

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[14] Dahler and Betsyeba, M., I. "Improving Writing Descriptive Text by Using NLP Strategy at VIII Grade of Smpn 11 Duri," *Jurnal Pendidikan* Vol. 7 No. 2 (2016): Page 1–17.

baseline score of 38 (very less) increased to 51 (less) the first cycle increased to 70 the second cycle. Cycle two. This is caused by several factors, namely, the teacher provides motivation, creating a fun, comfortable class and using several media. In conclusion, NLP strategy has many benefits.

Based on the previous research above, it has similarities and difference with the current research. Both previous and present research uses the same strategy namely NLP. Moreover same tests, observations, and action Classroom design research (CAR). While the difference lies in the research sample used 27 students of class VIII-4 in junior high school. Meanwhile the current research sample uses 18 students of class XI in senior high school.

The second review is research conducted by Arina Pratiwi and Saunir Saun about Using Neuro Linguistic Programming Technique in Writing a Descriptive Text in Junior High School at FBS Padang State University.[15] The purpose of this study was conducted to improvement in teaching writing descriptive text. Which became the samples for this study was taken from junior high school of seven grade in academic year 2013/2014. Moreover, have a total consisting of 30 students. This study

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[15] Pratiwi, Arina, "Using Neuro-Linguistic Programming in Writing a Descriptive Text in Junior High School (*Thesis*, Universitas Negeri Padang,2013) P.706

was conducted using a classroom action research design. Data was collected in making a descriptive text writing. The results of the study concluded that there was an effect of using the NLP method on the descriptive writing ability of seventh grade students of SMP Negeri 11 Padang City, West Sumatra Province. This can be seen from the students' activeness in the classroom.

Based on the previous research above, it has similarities and difference with the current research. Both previous and present research uses the same strategy namely NLP. Moreover same tests, observations, and action Classroom design research (CAR). While the difference lies in the research sample used 30 students of class VII in junior high school. Meanwhile the current research sample uses 18 students of class XI in senior high school.

The third review is research conducted by Ringo and Nince about The Effect of Neuro Linguistic Programming Technique on Students' ability in Writing Descriptive Text at Faculty of Teacher Training and Education, University of HKBP Nommensen North Sumatera.[16] The purpose of this study was to determine the effectiveness of character-oriented Neuro-Linguistic Programming learning model on students'

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[16] Ringo and Nince "The Effect of Neuro Linguistic Programming Technique on Students' ability in Writing Descriptive Text,(*Thesis*, University of HKBP Nommensen North Sumatera, 2018) P.20

writing ability. The sample for this study was taken from junior high school second grade in the academic year 2013/2014. Moreover, determination of the research site was purposively selected from two schools that medium and low categories, then both have a total of 40 students. This research had been conducted by applying combination qualitative research method and quantitative research. This research design describes the ability to increase writing from experimental group students and group control, and describes character development students after the NLP-oriented learning model character implemented. The data was collected by essay test and observations made to take data on student character development in the implementation of the use of character-oriented NLP models in persuasion writing. The test results show that the learning model can improve the writing ability of the students in the experimental group. In addition, based on observation, the students' characters improve in the areas of communicativeness, tolerance, responsibility, and creativity.

Based on the previous research above, it has similarities and difference with the current research. Both previous and present research uses strategy namely NLP. Moreover same tests and observations are was by both research. Meanwhile the difference lies in the research design which used mixed research method between qualitative and quantitative

research. Meanwhile, the current research design uses Classroom Action Research (CAR). In addition, the research sample was purposively selected from two class in junior high school that medium and low categories, then both have a total of 40 students. While the current research sample uses class XI students in senior high school.

The fourth reviews is research conducted by Hendi, Bambang and Ari about The Implementation of Neuro Linguistic Programming Technique on Indonesian Students' Self-Efficacy and Writing Ability in The Context of English as Foreign Language at FKIP University of Lampung.[17] The purpose of this study was to improve students' writing skills by using NLP strategies. The samples in this study were class X students. The subjects of this study were class X students totaling 30 people. This research was conducted using Classroom Action Research (CAR) method which consisted of one group pretest posttest. Data were collected using questionnaires and writing tests. Then, the data were collected and analyzed by using the rubric of recount text assessment. The result of the study, 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

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[17] Pratama, Hendi Nur. "The Implementation of Neuro-Linguistic Programming Technique on Indonesian Students' Self-Efficacy and Writing Ability in The Context of English as Foreign Language." (2019).

encouraged students to practice writing by themselves to get a better result from day to day.

Based on the previous research above, it has similarities and difference with the current research. Both previous and present research uses the same strategy namely NLP. Moreover same tests writing, and action Classroom design research (CAR). While the difference lies in the research sample used 30 students of class X in senior high school. Meanwhile the current research sample uses 18 students of class XI in senior high school.

The last review is research conducted by Abdul Haliq about The Effectiveness of Learning Based on Neuro Linguistic Programming in Writing Arguments at Faculty of Language and Literature, Makassar State University.[18] The purpose of this study was conducted to examines the effectiveness of argumentation paragraph writing skills based on the NLP method. Which became the sample for this study, this research was conducted at the overall class X students totaling 352 students. In class X students of SMA Negeri 11 Makassar. This research had been conducted by applying used was experimental research. Pretest and post-test nonequivalent control group design. The data was collected by using

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[18] Abdul Haliq, "Keefektifan Pembelajaran Berbasis Neuro Linguistic Programming Dalam Menulis Argumentasi," *LingTera* 7, no. 2 (2020): p.157–67.

Instruments that consists of two, namely instruments that related to the implementation of learning write argumentation paragraphs with using NLP-based learning that is in the form of a research design. The second instrument is the task of writing argumentation paragraphs are in the form of guidelines write argumentation paragraphs. The results showed that there was a significant difference between learning of writing argumentative paragraph based on the NLP method and the lecturing and assignment methods. This was indicated in the results of hypothesis testing from the independent t-test (independent sample test) of inferential analysis where the value of t-count obtained was 4.263 and the significance or p-value was 0.000. Because the p-value was < 0.05, it can be concluded that there was a significant difference between the learning of writing argumentative paragraph based on the NLP method and the lecturing and assignment methods. Thus, NLP-based learning was effectively used in writing argumentation paragraph for the ten-grade students of SMA Negeri 11 Makassar.

Based on the previous studies above, previous research has some similarities with current research. The similarities are from the strategy used NLP (Neuro-Linguistic Programing) and previous research used writing test as the research instruments. While the difference lies in the

research design, where previous research uses experimental method while. The current research design uses (CAR) Classroom Action Research.

It can be concluded that there are several similarities and differences that exist in previous research and current research. One of which is the research design where previous research used mostly experimental research while the present research use classroom action research design. In addition, the similarities is also in terms of the data collection method, where previous research and present research used observation and test. It seems that the difference is in term of samples and subject where. In the past, the research commonly used samples from junior high schools, while in this current research, research using subjects from a high school.

B. Theoretical Framework
1. Writing
  a. Definition of writing

Writing is an activity of creating a written product done recursively. It requires a wide range of knowledge and the ability to produce an intelligible text. Knowledge about writing plays an important role as a source in the writing process and product. Gillespie et al method the various kinds of knowledge about writing are stored in long-term memory

and used by writers during the writing process.[19] The knowledge can enhance the fluency and quality of writing if it is accessible and creatively utilized by writers. However, according to Asraf et al knowledge about the first language writing which is different from the second language or foreign language writing can cause trouble to students' second language or foreign language compositions. Writers generally find it hard to write because of the issue or topic given as well as the language needed to express their ideas.[20]

The knowledge of process writing possessed by the students helps them prepare and complete a writing task. Statement by Yanyan during the writing process, the students' meta-cognitive knowledge works for thinking about the topic and text type, the planning and the steps of writing, and the strategies used in completing the task. Different meta-cognitive knowledge degrees reflect various activities and writing quality.[21] In fact, reported insufficient metacognitive knowledge influenced the low score of second language writing. Knowledge about the

[19] Gillespie, Natalie and Graham, "Fifth-Grade Students' Knowledge about Writing Process and Writing Genres," *The Elementary School Journal* 113, no. 4 (2013): Page 565–88.

[20] Ratnawati, Asraf, Ahmed, and Tan Kok Eng, "Using Focused Freewriting to Stimulate Ideas and Foster Critical Thinking during Prewriting.," *TESOL International Journal* 13, no. 4 (2018): Page 67–81.

[21] Yanyan, Z. *Investigating the role of metacognitive knowledge*. HKBU Papers in Applied Language Studies, Vol. 3 No. 14, (June 2010): P. 25-46.

substantive writing process, which is ranged between texts, was also found as a predictor of second language students' writing scores.

Another knowledge believed as a predictor for writing quality is system knowledge or meta-linguistic. This knowledge refers to the rules in writing an academic text pertaining to vocabulary, grammar, and mechanics in writing. These three components are considered necessary in rating compositions. Within every writing scoring rubric, they are included as the traits of assessing writing,[22] either by using a holistic scoring method or by using an analytic scoring method. Zakaria, found a strong positive correlation between vocabulary knowledge and language skills and writing obtained the most significant effect on vocabulary knowledge.[23]

b. Purposes of Writing

Writing can be interpreted as an activity of expressing ideas by using written language as a medium. According to Henry and Djago revealed writing means expressing in writing ideas, ideas, opinions, or thoughts and

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[22] Rofiqoh, Rofiqoh, et al. "Aspects of writing knowledge and EFL students' writing quality." *Studies in English Language and Education* Vol.9 No.1 (2022): 14-29.

[23]Zakaria, L., The Relationship among Vocabulary Knowledge, Academic Achievement and the Lexical Richness in Writing in Swedish University Students of English, (*Thesis,* Stockholm University, Faculty of Humanities, Department of English 2010), P. 93

feelings.[24] Writing can be considered both a process and an outcome. Writing is an activity carried out by someone in order to create a written piece. According to Chatrina and Chumdari writing is a difficult and complex skill.[25] Based on the above opinion, it can be concluded that writing is an activity in the form of pouring ideas / ideas with complex abilities through active productive activities in the form of symbols of letters and numbers systematically so that it can be understood by others.[26]

According to Atar, the purpose of writing include that are: a) to tell something, b) to give instructions or directions, c) to explain something, d) to convince, e) and to summarize.[27] Meanwhile, according to Elina et al. The purposes of writing are to: a) inform, b) persuade, c) educate, d) and to entertain.[28] The explanation above is the purpose of writing for general writer, but the purpose for students is learning. According to White, writing means learning. Because of that writing has several other purposes

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[24] Henry, G. T., & Djago, T., *Telaah Buku Tekst Bahasa Indonesia*, Bandung: Angkasa, 1986 P.137.

[25] Chatarina, L., K., & Chumdari, Y., S., "Peningkatan Keterampilan Menulis Cerita Anak Melaluit Metode Picture and Picture," *Journal FKIP Universitas Sebelas Maret,* 3(4), 2015. P 163-165.

[26] Yunus, Melor Md, and Chan Hua Chien. "The use of mind mapping strategy in Malaysian university English test (MUET) Writing." *Creative Education* Vol 7 No.04 (2016): 619.

[27] Atar S., *"Dasar-Dasar Keterampilan Menulis,"* (Bandung: Angkasa 4 2007) P 37.

[28] Elina, S., Sumarno, & Zulkarnaini, *"Pembelajaran Menulis,"* (Jakarta: Departemen Pendidikan Nasional, 2009) P 136.

for students in writing or it also can be called several other functions of writing students.[29] They are:

The first to provide information, a write can disseminate information through his writing such as journalists in newspapers, tabloids, magazines or other printed mass media. The writings in the print media often contain information about events.

Second to give confidence to readers through writing a writer can influence the confidence of his readers. Someone who reads information in a newspaper about abandoned children can be moved to provide assistance. This is because the writer through his writing succeeded in convincing the reader.

Third to educational means writing can aim as a means of education because a teacher and students will never be far from writing activities such as taking notes in books, summarizing, writing questions, working on questions.

The last is writing often employed to furnish information about something, whether it's an object, item, or person. This form of writing aims to elucidate the object's shape, characteristics, color, material composition, and other relevant details.

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[29] Fred D White, *The Writer's Art: A Practical Rhetoric and Handbook.* California: Wadsworth 1986.

3. Types of Writing

According to Jeffrey there are four main types of writing:[30] expository, descriptive, persuasive, and narrative. Each of these writing styles is used for a specific purpose. A single text may include more than one writing style.

1.) Expository

Expository writing is one of the most common types of writing. According to Astuti and Rosyid, when an author writes in an expository style, all they are trying to do is explain a concept, imparting information from themselves to a wider audience.[31] Expository writing does not include the author's opinions, but focuses on accepted facts about a topic, including statistics or other evidence. Examples of Expository Writing 1) Textbooks, 2) How-to articles, 3) Recipes, 4) News stories (not editorials or Op-Eds), 5) Business, technical, or scientific writing.[32]

2.) Descriptive

Descriptive writing is often found in fiction, though it can make an appearance in nonfiction as well (for example, memoirs, firsthand

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[30] Robin Jeffrey .*About Writing A Guide*. United States: CreateSpace Independent Publishing Platform 2016.

[31] Astuti and Rosyid, "Efektivitas Model Pembelajaran Ekspositori Untuk Meningkatkan Hasil Belajar Siswa Pokok Bahasan Ayat Jurnal Penyesuaian," *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa (JPPK)* 2(9) 2013 Page 17-18.

[32] Gladis, Stephen D. *WriteType, Personality Types and Writing Styles*. Human Resource Development, 1993.

accounts of events, or travel guides). According to Erna, when an author writes in a descriptive style, they are painting a picture in words of a person, place, or thing for their audience.[33] The author may utilize metaphors or other literary devices to vividly convey their impressions through the lens of their five senses (capturing what they hear, see, smell, taste, or touch). But the author is not trying to convince the audience of anything or explain the scene – merely describe things as they are, examples of Descriptive Writing: 1) Poetry, 2) Journal/diary writing, 3) Descriptions of Nature, 4) Fictional novels or plays.[34]

3.) Persuasive

Persuasive writing is the main style of writing you will use in academic papers. When an author writes in a persuasive style, they are trying to convince the audience of a position or belief. According to Solihat, persuasive writing contains the author's opinions and biases, as well as justifications and reasons given by the author as evidence of the correctness of their position.[35] Any argumentative essay you write in

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[33] Erna, M., N. "Penerapan Metode Coaching Model Tirta Untuk Meningkatkan Kopetensi Kepala Sekolah Pada Rayon Kepengawasan Kota Batu," *Jurnal Pendidikan Taman Widya Humaniora* 2(3) 2023: Page 1581–1605.

[34] Dobrić, Nikola. "Reliability, validity, and writing assessment: A timeline." ELOPE: English Language Overseas Perspectives and Enquiries Vol.15 No..2 (2018): 9-24.

[35] Solihat, Ihat. Strategi komunikasi persuasif pengurus gerakan pemuda hijrah dalam berdakwah. BS *Thesis* (Jakarta: Fakultas Ilmu Dakwah dan Ilmu Komunikasi UIN Syarif Hidayatullah, 2017).

school should be in the persuasive style of writing, examples of Persuasive Writing 1) Cover letters, 2) Op-Eds and Editorial newspaper articles, 3) Reviews of items, 4) Letters of complaint, 5) Advertisements, 6) Letters of recommendation.[36]

4.) Narrative

Narrative writing is used in almost every longer piece of writing, whether fiction or nonfiction. According to Penelope and Lynn, when an author writes in a narrative style, they are not just trying to impart information, they are trying to construct and communicate a story, complete with characters, conflict, and settings, examples of Narrative Writing:[37] 1) Oral histories, 2) Novels/Novellas, 3) Poetry (especially epic sagas or poems), 4) Short Stories, 5) Anecdotes.

 4. Teaching Writing

Learning to write should be understood as a progressive journey that involves orchestrating a sequence of student engagements aimed at crafting a written piece, all while being guided, directed, and motivated by the teacher. Aligned with this perspective, the cultivation of writing skills should advance through multiple phases of the writing process, ensuring that students adeptly navigate clear procedural stages. Simultaneously,

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[36] Madden, Shannon. "Introduction: Access as praxis for graduate writing." *Praxis: A Writing Center Journal* (2016).

[37] Benton, Stephen L., et al. "Knowledge, interest, and narrative writing." Journal of Educational Psychology Vol.87 No.1 (1995): 66.

educators must furnish learners with diverse writing strategies at each juncture of the writing endeavor the very activities that students undertake. According to Abidin this collaborative interplay between teacher and student roles is anticipated to yield gratifying outcomes in the endeavor of learning to write.[38]

Similar to the acquisition of other language skills, the process of learning to write encompasses three stages: the pre-writing stage, the writing stage, and the post-writing stage. The pre-writing stage is where students prepare themselves to write, organizing their thoughts and ideas. The writing stage involves students directly engaging in writing practice, applying what they've prepared in the pre-writing stage. The post-writing stage offers students the opportunity to enhance their writing products and ultimately provides a platform for publishing their produced written works. This collaboration between teacher and student is essential for the development of writing skills.[39]

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[38] Yunus Abidin, "Pembelajaran Menulis Dalam Gamitan Pendidikan Karakter," *EduHumaniora| Jurnal Pendidikan Dasar Kampus Cibiru* 4.1 (2016), p.23-28 .

[39] Jiang, Dayu, and Slava Kalyuga. "Learning English as a foreign language writing skills in collaborative settings: a cognitive load perspective." *Frontiers in Psychology* 13 (2022): 932291.

According to Charlan et al, that in the pre-writing stage, students can engage in various writing activities.[40] Some of these activities are as follows: a) Reading and Listening for writing students extensively read or listen to a text to gather ideas for writing, b) Expressing opinions students express their opinions about an object that will be used as the subject of their writing, c) Idea discussion students, along with their group peers, discuss an idea that will be developed further, d) Responding to teacher's prompts students answer prompts given by the teacher as the foundation for their writing, e) Conducting field research students explore outside the classroom to find sources of inspiration, f) Using keywords students or the teacher provide key terms as the foundational material for writing.

5. Assessment of Writing

According to Hyland, in terms of the essence of writing, it serves as a means of communicating, expressing emotions, and divulging the author's encounters to readers through the medium of written language, as discussed.[41] Simultaneously by David and Nancy, writing operates as a mechanism for articulating concepts, ideas, emotions, or personal encounters of the writer, utilizing a structured system to ensure that the

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[40] Charlan, N., Keith, B., & John, R., "Devil's Advocate versus Authentic Dissent: Stimulating Quantity and Quality," *European Journal of Social Psychology* 31, no. 6 (2001): 707–20.

[41] Ken Hyland, *Teaching and Researching Writing*, (New York: Routledge 2021) P 65-70.

reader comprehends the conveyed message, as emphasized.[42] In the realm of evaluation, assessment encompasses diverse methods utilized to gather information concerning attained skills and learning outcomes. In the context of assessment methods, here are descriptions provided by experts:

According to Brown delineates that assessors commonly employ two primary methods for evaluating writing, namely the Analytic Scoring Method and the Holistic Scoring Method.[43] Glass identifies five key components that warrant assessment within a piece of writing, namely:[44] Idea or contents, Organization, Word Choice, Sentence Fluency refers to the characteristic or quality in writing and Conventions in the context of writing and communication refer to the rules and norms.

Furthermore, each level of assessment is assigned a gradation and quality category, which may include distinctions like excellent to very good, good to average, fair to poor, and inadequate. According to Lam and Ricky, similarly evaluates the five facets of writing through the following criteria:[45] 1) Content is a term used to refer to information, material, or

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[42] David, R., C. & Nancy R., "Parameter Orthogonality and Approximate Conditional Inference," *Journal of the Royal Statistical Society: Series B (Methodological)* 49, No. Vol. 1 (1987): Page 1–18.

[43] Brown, H., D. *Teaching by Prinsiples An Interactive Aproach to Language Pedagogy*, (California, San Francisco State University 2015) page 589-627.

[44] K.T. Glass, *Curriculum Design for Writing Instruction: Creating Standards-Based Lesson Plans and Rubrics* (California: Corwin Press 2004).

[45] Lam, Ricky. *Portfolio assessment for the teaching and learning of writing*. Singapore: Springer, 2018..

substance provided in various formats for the purpose of communication or conveying information to an audience or users. Content can appear in various forms, including text, images, audio, video, or combinations of these elements. 2) Organization is a structured entity with a specific purpose. Organizations can be businesses, government entities, non-profit institutions, social groups, or other entities with clear goals and structures. 3) Vocabulary refers to a collection of words or lexicon that is used or understood by an individual in a particular language. It encompasses all the words that a person knows and can use in speaking, writing, reading, or comprehending a language. 4) Grammar refers to the set of rules and structure governing a language, which enables people to communicate effectively. It encompasses the principles that dictate how words are organized into sentences, how sentences are structured, and how words and phrases should be used to convey meaning accurately and coherently. 5) Mechanics refers to the rules and technical details that govern the use of written language elements, such as punctuation, capitalization, spelling, and formatting. These are the technical aspects of writing that help ensure that your text or document has the correct and consistent appearance and structure.

Each of the five components is allotted a maximum score 30 for content, 20 for organization, 20 for vocabulary, 25 for grammar, and 5 for

mechanics. The variation in the maximum scores for these aspects or components of writing is contingent upon their significance, function, and impact on the overall composition.[46]

2. Teaching Writing by Using Neuro-Linguistic Programming (NLP)

Another perspective on the application of NLP in the field of education, as expressed by Robert and Todd, is to provide a foundational framework based on empirical learning experiences and training situations with the aim of enhancing the effectiveness and speed of achieving learning objectives.[47] NLP connects words, thoughts, and behaviors with objectives by emphasizing effective communication with the assistance of media to gain perspectives on the challenges at hand. This can transform learning difficulties into expected accelerated learning programs.[48]

According to Winch and Stacey, Neuro-Linguistic Programming can be applied to the teaching of all aspects of language.[49] For joint construction, the procedure will run, here are the steps:

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[46] Li, Zhi, et al. "The role of automated writing evaluation holistic scores in the ESL classroom." *System* 44 (2014): 66-78.

[47] Robert, D., & Todd, E., *Dynamic Learning*, vol. 426 (Meta Publications Capitola, CA, 1995).

[48] Craft, John L., and J. Richard Simon. "Processing symbolic information from a visual display: interference from an irrelevant directional cue." *Journal of experimental psychology* 83.3p1 (1970): 415.

[49] Winch, Stacey. *"From frustration to satisfaction: using NLP to improve self-expression."* 18th Annual EA Education Conference, (Queensland University of Technology 2005) P. 60

1. Students are told that they are going on an inner experience seeing the great place they have ever visited.

2. Check that they understand vocabulary of the experience (beautiful, so many reliefs, etc.).

3. Students are asked to relax, close their eyes, and "go inside." Once "inside," they listened to the teacher-produced fantasy.

4. Imagine a beautiful place that you have visited. The place that you really adore. Go inside the building, and look around on it. Catch the sense in describing that building. Take a look on every single corner of the building or place. Notice how you feel now. Think of the words to describe how you are feeling now. Take a deep breath and gently back to the room, bringing the feeling with you. Open your eyes."

5. Ask the students to describe what they feel about the place or the building that they see several minutes ago. Listen to every statement they experience before. Ask them to write down their experience in a piece of paper.

The application of NLP (Neuro-Linguistic Programming) in education extends beyond being just a teaching method; it can also be integrated as a learning model. In this text, the author Wikanengsih incorporates NLP theories, including assumptions, principles, or

techniques, into the components of the learning model.[50] These techniques
may include:

1. State of mind

    The state of mind shown by the teacher's posture and choice of words
used by the teacher when entering the classroom and starting the lesson.
State of mind is done through rapport, pacing (equalizing movements,
attitudes, actions between teachers and students).[51]

2. Rapport (Good Relationship)

    During the teaching and learning process, teachers establish
harmonious relationships with their students. A theory within NLP that
can be utilized during the teaching and learning process is matching.
Matching involves aligning the external behaviors of the teacher as closely
as possible with the behaviors of the students. Rapport can be achieved
through pacing and leading. Some of the things that can be matched
include:

1) Nonverbal adjustment:

a) Whole body: adjusting the teacher's posture to the students' posture
    student's posture.

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[50] Wikanengsih, "Menerapkan Neurolinguistic Programming (NLP) Dalam
Pembelajaran," *Semantik* Vol.1 No.1 (2012).

[51] Williams, K. Y., and C. A. O'Reilly III. "Demography and. Research in
organizational behavior." *Research in Organizational Behavior* Vol.20 No.2(January
1998): 77-140..

b) Parts of the body: parts that may be seen or imitated, also related to movements, such as hand movements or eye movements.

c) Facial expressions.

d) Voice: intonation or volume

2) Verbal adjustment:

a) Use the same choice of words, phrases or sentences. Example: The student asks: "Sorry ma'am, I haven't understood your explanation earlier." "Okay, thank you, What part of the explanation don't you understand?"

b) Ideas or thoughts: taking a student's idea and making it the topic of a conversation, etc.

Verbal and nonverbal adjustments as stated above done individually (e.g. if a student asks a question or makes a comment) because adjustments would be difficult to make if teacher has to adjust all the movements made by each student at the same time.

3. Word Usage Learning Modalities/Representation Systems (Visual, Auditory, and Kinesthetic).

During the teaching and learning process, the teacher chooses a variety of diction (word choice) that varies, especially when it comes to the three modalities of learning modalities. Every student has different

modalities (learning styles), there may be students who have visual, auditory or kinesthetic learning modalities, or kinesthetic.[52]

1) Students who have a learning modality with a visual style then the lesson will be easily absorbed by the student concerned if the teacher often uses words that are categorized as visual (related to the sense of the eye / vision), for example: see, reading, looking, staring, looking, visible, visible, etc.

2) Students who have an auditory learning modality (ear/hearing sense) then the lessons will be easily absorbed if the teacher often uses words that are in the auditory category, for example: see, read, look, appear, look, look, etc. words in the auditory category, for example: hear, faint, noisy, noisy, crowded, conversation, conversing, frankly, explaining, etc.

3) Students who have a kinesthetic learning style (movement and feeling) then the lesson will be easily absorbed through the words spoken by the teacher. kinesthetic categories, for example: moving, thinking, quiet, enduring, activity, feeling, etc.

4. Use of Positive Words

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[52] Andea Nurellah, Regina Lichetria Panjaitan, Maulana. Penerapan Model Pembelajaran Visual, Auditorial, dan Kinestik Untuk Meningkatkan Hasil Belajar Siswa Sekolah Dasar. *Jurnal Pena Ilmiah:* Vol. 1, No. 1 (2016) P. 289.

The words or language used by an individual in their daily life have a profound impact on their mental state. A person's actions are an expression of their thoughts, and thoughts are closely related to the choice of words or language they use. When someone engages in self-talk or communicates with others using negative words or language, it reflects a negative mindset or personality. Conversely, if the words used convey positivity, their actions tend to result in positive outcomes, leading to a more positive personality as well.

5. Repetition

   Repetition is a step towards understanding a concept. Repetition in learning can be done by using the TEACH-PRAISE technique. According to Jaya This technique is based on the results of research that the average student can understand a material learning through listening 20%; through reading 30%; through 40%; through what they can say 50%; through what they do 60%; and through what they hear, see, say, and do 60%; and through what they hear, see, say, and do 90%.[53]

6. Metaphor

   The element of metaphor is applied through storytelling at the beginning of the learning, when learning begins. The teacher reads a story

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[53] Hintzman, Douglas L. "Repetition and memory." *Psychology of learning and motivation* 10 (1976): 47-91..

to lead students' feelings into associative feelings. The six elements above, which are techniques found in NLP, can be incorporated into the components of the model. in NLP can be incorporated into the components of the learning model. learning model. The presentation and application is very dependent on the teacher's expertise during the learning process.[54]

3. Advantages of Teaching Writing by Using Neuro-Linguistic Programming (NLP)

Teaching writing using Neuro-Linguistic Programming (NLP) can have several benefits. When used in writing instruction, NLP can help students develop their writing skills more effectively.[55] Here are some of the benefits:

a. Understanding the Creative Process: NLP can help students understand how the creative mind works and how they can access their creative resources.

b. Overcoming Spelling and Grammar Problems: NLP can help students overcome grammar and spelling problems by correcting incorrect language patterns.

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[54] Classe & Olive. "Metaphor and Translation." *Encyclopedia of Literary Translation into English,* Vol. 2 No. 3 (2000): P.941-5.

[55] Dicky, N., R. "Manfaat Dahsyat Neuro-Linguistic Programming".(3 January 2023) : Retrieved August 27 2023 from https://neonlp.org/manfaat-dasyat-neuro-linguistic-programming-nlp/.

c. Improved Communication Skills: NLP teaches effective communication skills, including language comprehension and proper use of words.

d. Improved Editing Skills: NLP can help students improve their editing skills by understanding proper language patterns.

e. Improves Self-Awareness: NLP promotes better self-awareness, which can help students identify their strengths and weaknesses in writing, so that they can develop better.

4. Problem of Teaching Writing by Using Neuro-Linguistic Programming (NLP)

Scientific papers are writings that discuss science systematically organized using good and correct language Sahmini and Rostikawati.[56] Writing scientific papers becomes a daily routine for students as academics. However, a routine does not necessarily make individuals who carry it out become skilled and expert. Like as in the ability to write this scientific paper. Students still face many obstacles when they have to write scientific papers. Constraints faced by students based on observations in the field during the learning process is that ideas always stop at limited data and theories. Therefore, the researcher concluded that students

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[56] Mimin, S., & Yeni, R., "Pengembangan Evaluasi Keterampilan Menulis Karya Ilmiah Dengan Pendekatan Sistem," *Jurnal Ilmiah P2M STKIP Siliwangi,* Vol. 2 No. 2 (2015): P 182–91.

generally look for ideas not based on observation (finding data) and understanding of the theory first. In addition, internal factors, namely lack of interest in making scientific papers, also become a problem in this case because writing scientific papers is considered difficult.

According to Yeni while Neuro-Linguistic Programming (NLP) can provide some useful guidelines and frameworks in learning to write, there are some issues or limitations that may arise when using NLP techniques in a writing context.[57] Here are some of the problems that may be encountered including: 1) About students' understanding of writing popular articles.

2) About the implementation of learning to write popular articles using the NLP approach; and,

3) About students' ability to write popular articles after implementing learning using the NLP approach.

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[57] Yeni, R., Yusep, A., & Ai, S., Z. "Menulis Karya Ilmiah Dengan Pendekatan Neuro-Linguistics Programming (NLP) Pada Mahasiswa," *Diglosia - Jurnal Pendidikan, Kebahasaan, dan Kesusastraan Indonesia* Vol 2, No. 2 (2018): P.21–31.

CHAPTER III
RESEARCH METHOD

Chapter 3 provides a clear overview of research methods. Here the researcher will explain the design of classroom action research, so that readers can understand how the research will produce a valid conclusion.

A. Setting Research

This research conducted at the MA Hidayatullah Mataram that is located at street Hidayatullah Number 6 kebun Sari village, Ampenan district, Mataram city, NTB. The reason of the researcher chooses this location of the research, because the location is accessible for the researcher and the researcher is an Alumni PPL at the school, so that will greatly facilitate the researcher in completing this research.

B. Object Research

The object of the research is the use of neuro linguistic programming technique to increase students' writing ability in the classroom of grade XI language class at the MA Hidayatullah Mataram, in the academic year 2023/2024.

C. Design of Research

This research uses or applies the Classroom Action Research (CAR) method. The research conducted is classroom actions research. It aims at to find and implement some actions to increase the writing ability. Which

focus on teaching and learning in the classroom. In addition, classroom action research is one of the best strategies for solving problems that use concrete actions and analyzing every influence of the situation.

Action in class method for finding out what is the best way in class. As a result, we can improve students' learning abilities. The purpose of this class action research is to help teachers increase their teaching in their own class or school. Although it is not necessary for the findings to be generalizable to the other situations, the result can add to the knowledge base.

According to Kemmis and McTaggart the lead author in this field, Action Research usually consists of four major phases of the research cycle.[58] The first cycle can be a continuous or repetitive spiral of cycles that repeats until the action research achieves satisfactory results and believes it is time to stop.

The model or the procedures of CAR into four steps according to Kemmis and Mc Taggart:[59]

1. Planning a change

2. Acting/Implementing

[58] Stephen Kemmis, Robin McTaggart, and Rhonda Nixon, *The Action Research Planner: Doing Critical Participatory Action Research:* Springer Science & Business Media 2013.

[59] SStephen, K., & Mc Taggart "Participatory Action Research and the Public Sphere," *Educational Action Research* Vol. 14 No. 4 (2006): Page 459–476.

3. Observing the process and consequences of the change

4. Reflecting on these processes and consequences.
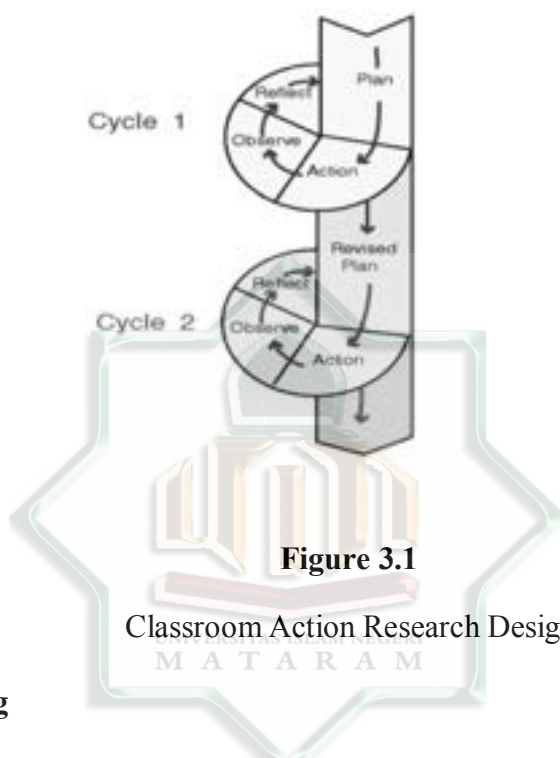
Figure 3.1

Classroom Action Research Design

D. Planning

Planning action research by focusing who, when, what, where, and how the action will be done. Planning means every activity that is prepared for all steps which would be done by the researcher and English teacher as collaborator before applying research action. The activities carried out before the action as follows:

a) Conducting preliminary observations to identify problems through interviews with English teacher of XI language class.

b) Material

c) Lesson Plan (Prepare a learning implementation plan (RPP) based on the syllabus that is by the Basic Competence (KD) and prepare an observation sheet).

d) Research Instrument.

E. Action

In the action, the researcher will enter the neuro linguistic programming technique to increase students writing ability in learning process.

F. Observation

Observation is the activity of write and action. The researcher will ask the English teacher and students' learning process in the class become observed. In observing, the researcher must be able to analyze the learning process, students' activity, the material and the result of acting. The important things in teaching learning process are noted by observer.

G. Reflection

In reflecting, the researcher collects analysis and summarizes the result of the observation and description task. Then, the researcher analyzes the students' average score on post-tests based on criteria of success to know the students' speaking skill improvement. Besides, in the reflection step, the researcher also evaluated the advantage and

disadvantages of lesson plan implementation as consideration for the next cycle

H. Instrument of Research

In The instrument is one of the tools that the researcher uses to collect data for their research. The following instruments were utilized by the researcher in this case: Observation, Tests and Documents:

1. Observation

According to Creswell in Lisa Lucks Mendel, There are many ways to collect data and one of them is observation.[60] The purpose of classroom observation is to gain a better understanding of how social events in the language classroom are enacted. The subjects of observation in this classroom observation are students' increase of writing ability by using the NLP (Neuro Linguistic Programming) technique as well as any potential events. The purpose of observation is to watch and learn about the condition of the teachers and students, to observe their challenges, problems, and comprehension of the material as evidenced by their attitude, behavior, and responses. Through observation, researchers can also determine the type or level of test that will be given to students.

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[60] Lisa Lucks Mendel, "Objective and Subjective Hearing Aid Assessment Outcomes," *American Journal of Audiology* 16, no. 2 (2007): 118–129.

2. Test

According to Arikunto test is a series of questions or exercises and other tools used to measure the skills, knowledge, intelligence, ability, or talent of an individual or group.[61] In this research, the test is used to measure the personality, attitude, achievement, and performance of the students. The best test is a test that

is valid, objective, simple, and interesting for the students. The writer will conduct

a pre-test to know the students' ability before the writer gives the material for research and a post-test to know the students' writing ability.

Table 3.2

The interpretation of students' score

Score	Category
81-100	Very good
70-80	Good
41-69	Enough
21-40	Bad
10-20	Very Bad

3. Documentation

A valuable source of information in Classroom Action Research (CAR) can be documentation. According Sugiyono in Yaredi Waruwu

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[61] Suharsimi, Arikunto. *"Prosedur penelitian suatu pendekatan praktik.*" (Jakarta: PT. Rineka Cipta 2010).

stated that documentation can be written and picture by someone that can be used to obtain information.[62] In conducting documentation method, the researcher can provide magazines, books, documents, etc.

I.   Technique Analysis and Collecting Data

Data analysis and discussion in this research, the researcher will use data analysis by averaging pre-test and posttest. To find improvements, the researcher compared both pre-test and posttest. The researcher will see some data about the test result in the test. The researcher evaluates the performance test results based on the evaluation criteria to calculate the performance test results. Data analysis will be carried out in stages from the average pre-test and posttest. If several student's score in cycle 1 does not reach the minimum completeness criteria (KKM) score, it says the students fail in cycle 1, so that the researcher will repeat the process in cycle 2. If the students reach and exceed the minimum completeness criteria (KKM) score, so the students are success in cycle 2. The cycle is determined because the students must meet the minimum completeness criteria. The data analysis was performed step by step from the average of pre-test and post-test.

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[62] Yaredi Waruwu, "The Description of Grammatical Errors in the Eighth Grade Students' Descriptive Text of SMP Negeri 2 Gunungsitoli Utara in 2021/2022.," Formosa Journal of Multidisciplinary Research vol. 1, no. 3 (2022): 719–732.

J. Indicator of Success

This research will be categorized as successful if students pass the KKM scores. The passing score for the English subject at MA Hidayatullah Mataram is 75. Teacher and researcher hope that at least 80% of students will pass the Minimum Mastery Criterion or in Indonesian called as Kriteria Ketuntasan Minimal (KKM). If that is achieved, it means that the Classroom Action Research (CAR) entitled The implementation of neuro linguistic programming to increase students' writing ability at the second grade of MA Hidayatullah Mataram has succeeded in helping students to improve their writing.

CHAPTER IV
FINDING AND DISCUSSION

This research aims to know the extent of the increasing students' writing skill through Neuro Linguistic Programming strategy. This chapter presents the result of action research conducted at second grade of MA Hidayatullah Mataram. In conducting this research, the researcher collaborate with the English teacher of second grade MA Hidayatullah Mataram, namely Mr. Supriadi. The English teacher also help researcher in the process of implementing learning, starting from directing researcher to make the classroom atmosphere active by doing ice breaking. So that students do not feel bored when follow the learning process.

A. Research Findings

The process of this research is divided into three parts, namely the condition before the research, the implementation of the research consisting of cycle 1, cycle 2, and final reflection.

1   The finding of pre-test

The researcher did a pre-test before the implementation of action research. The researcher held a pre-test to identify find students' initial abilities. In this step, the researcher conducted the pre-observation toward the teaching-learning process with the English teacher on Tuesday, 08 August 2023, the researcher identified that the students in this class were

still weak in writing. The students felt unconfident to write because they felt hesitancy and afraid if they made any mistakes. Besides, their limited vocabulary is also one of the problems. Moreover, students had to think for a long to create sentences, so they could not write fluently.

To identify the students' writing skills, the researcher gave a pre-test. The pre-test was held for the students of XI language class, which consist of eighteen students. In the pre-test, the students were asked to answer the some questions previously prepared by the researcher.

The results are presented in Table 4.1 as follows:

Table 4.1

Students' Writing Score In the pre-test.[63]

No	Students Name	Aspects					Total score	Conversion
		C	O	V	G	M		
1.	AQJ	4	3	3	2	3	15	60
2.	RRM	3	2	4	2	3	14	56
3.	MAHH	4	4	5	5	3	21	84
4.	M	3	4	3	2	2	14	56
5.	MI	4	5	5	4	4	22	88
6.	RMP	2	3	3	2	3	13	52
7.	MHH	4	3	3	3	4	17	68

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[63] David P. Harris, *Testing English as a Second Language* (New York : Mcgraw-Hill, 1969), accessed February 10, 2023, http://archive.org/details/testingenglishas00harr..

No.	Name						Total	Score
8.	MDAA	4	3	3	4	4	18	72
9.	MDA	3	3	3	2	3	14	56
10.	FAK	3	4	5	4	3	19	76
11.	WR	3	4	4	3	5	19	76
12.	MDRA	3	3	4	3	4	17	68
13.	ABF	4	3	4	4	4	19	76
14.	IN	4	4	4	3	3	18	72
15.	AA	3	3	3	3	3	15	60
16.	RP	3	5	4	3	4	19	76
17.	A	3	3	4	3	3	16	64
18.	AA	4	5	4	4	4	21	84
Total								**1244**
Mean								**69.11**
Success Rate								**38.8%**

The process of getting score was taken from each students score in every aspect. The example is WR got 3 in Content, 4 in organization, 4 in vocabulary, 3 in grammar and 5 in mechanics, all the score was 3+4+4+3+5= 19. The conversion score is gained through the following formula:

7 : 18 x 100 = 38.8 %

The process of getting mean score as follows:

$$X = \frac{\sum X}{n}$$

Note: X   = Value

$\sum X$ = Score of all students

n   = Students' total

$$X = \frac{1244}{18}$$

$$x = 69.11$$

Category	score
Excellent	86-100
Good	75-85
Fair	61-69
Poor	0-60

From the table, the researcher calculated the success rate of pre-test

was:

$$Success\ Rate = \frac{Number\ of\ Students}{Total\ of\ Students} \times 100\%$$

$$S = \frac{7}{18} \times 100\%$$

$$S = 38.8\ \%$$

Based on the table of the pre-test above, the mean score of students' pre-test is 69.11 which means that the results were score. The total conversion score is 1244. It means the currently, the students' score in speaking skill does not meet the minimum completeness criteria (KKM) where the KKM score is 75, and to achieve the average score, the researcher conducted treatment on cycle one and test to find out the students' score.

2 The Findings of Cycle 1

a. Planning

In this step, the researcher develops an action plan based on the problems students faced in terms of writing ability. In this case, the researcher created a lesson plan based on the teaching materials. In addition, the researcher also prepared post-test 1 to determine the student's abilities and whether the student's score improved from the cycle 1 to cycle 2. The Post-test is carried out after giving treatment or learning to the students by implementing neuro linguistic programming technique.

b. Acting

In the first cycle, the researcher acts as a teacher based on the lesson plans that have been made, and the English teacher acts as an observer who observes activities during the teaching and learning process. The first cycle was held at two meetings, on October 20, 2023, and October 27,

2023. The material for the first and the second meeting used one topic, namely "Short Story".

1) First Meeting

The first meeting took place on October 20, 2023. The topic was short story. The lesson starts 09:30 am. The teacher enters the class and greets the students. The teacher asks the students to pray together and after that the teacher check students' attendance. All students are present. At the first meeting, the class are very noisy and some of students do not pay attention. Before the teacher starts to the main activity, he does ice breaking to check students' focus when understanding the teacher's explanation. When the students are ready to study, the teacher starts to explain the material. But, before the first meeting, the teacher explained to the students that they would conduct writing lesson that were applied using Neuro Linguistic Programming technique.

Before the main activity, the teacher asks the students about materials to learn. He asked the students, "have you found something that you never met before and you do not know the function of it?" students answered, "yes, Mr" the teacher continued to ask students, "so, what will you do?" the student in the corner replied, "I will ask someone who knows the things and ask them to explain the function of it". Next the teacher asks the last question "Ok nice. So, from the previous questions, do you know

what is our material today?", but no one tried to answer this question, so the teacher continued the core activities to help the students understand the material they were learning.

In the main activity, the teacher directly tells students the topic for this meeting. The topic is about short story. Before the teacher explains the material, he asked the students the meaning of short story, but no one can answer and said, "we never hear it Mr". The teacher directly explains the material, where short story refers to any form of writing or text produced by a person. There are some points that must students know when short story, namely: Purpose of writing, text structure, clarity of ideas, and ability to convey information well, the teacher gives example by text writing essay.

After explaining the material, the teacher asked students to forms groups that consist of 4-5 students each group. Then, the teacher explain the rule of neuro linguistic programming technique, each group decide and write one thing that will be changed with the other group to explain. Each group have 5 minutes to discussion with their members based on the topic that they got. When describe or explain the topic, all of members in group must write, to make them confident when writing in front the class. The other groups attention and listen to what the explain, if unclear they can ask to the speaker. In this activities, In this activities, the students in each

group write a topics about: storyline, the nature of the deer, who is the prophet Sulaiman and the king of the jungle.

When explaining the topic that they get, some of students feel unconfident to write in front of the class, and when discussion session not all of members follow the discussion. So that, the teacher will continue this material in the next meeting. Because the time had run out the teacher ended the class. But before that, the teacher asked the students' difficulties including the material, but no one answered. Then, the teacher ended the class by greeting.

2) Second Meeting

The lesson starts on Friday, October 27, 2023. The teacher open the class, and asked students to pray together before started the learning process. Then, the teacher checked students' attendance list. The teacher reviewed last material by asking some questions. "Do you remember last week's lesson?" "Do you still remember some points that must be noticed when text writing?". After giving the questions and the students still remember the last material, so the teacher asked students to write a noun that will be write in front of the class.

The students have 5 minutes to prepare their assignment before come to the front to text writing that they have made before. After 5 minutes left, the teacher asked students one by one to come forward. In this

practice session, the students more confident to write, but there are some of students still shame. Most of them write things that around the school, as follows: education, environment, religion, culture, sports, hygiene and etc.

Finally, the teacher reviewed the day's material, asking students about ask their difficulties related to the material, but no one asked. Then, the teacher ended the lesson and reminded about the material for next meeting and closed the class by breathings.

3) Post-Test

At the last meeting of cycle one, the researcher conducted a post-test on students' writing ability by asking some questions about "Short Story" above:

c. Observing

At this stage, the English teacher at MA Hidayatullah Mataram acts as a observer who observes activities in the classroom during the teaching and learning process. Observer uses the observation checklist that has been prepared to observe the activities of researcher and students. Observer only need to give a value (x) based on real conditions in the classroom. The results of the observation checklist will be explained as follows:

1) Observation checklist

a. Teacher activities

Table 4.3

Teachers' Observation Checklist

No	Observation Activity	Score			
		1	2	3	4
1.	The teacher open the lesson.		√		
2.	The teacher does warming up.			√	
3.	The teacher communicates the learning objective that will be achieved.		√		
4.	The teacher divided the students into groups.		√		
5.	The teacher explain the rules of the learning process using neuro linguistic programming technique.		√		
6.	The teacher provides opportunities for students to ask.			√	
7.	The teacher asks one or two of students to make conclusions for today's material.		√		
8.	The teacher and students wrap up the lesson.			√	
9.	The teacher delivers the information about the upcoming lesson.	√			
10.	The teacher close the lesson.				√

	Total	1	1 0	9	4
	Total Score	**24**			
	Maximum Score	**40**			
	Success score	**60%**			

The total score is determined from the activity score of teacher. This is explained after giving awareness about the material being thought, after successfully teaching the class. The percentage of teacher activities is obtained from this formula below:

$$Percentage\ of\ activities = \frac{Number\ of\ teacher\ activities}{Score\ max} \times 100\%$$

$$Mean = \frac{T\ Score}{Max\ Score} \times 100$$

$$= \frac{24}{40} \times 100$$

$$= 60\%$$

From the observation of the teacher's activities above, the average teacher score is 60% which means that the teacher teaches enough, however, several aspects need to be improved, especially in Q and A activities with students and the way when delivering the material must be increasing.

For the category obtained from the final score of teacher activities. There are four categories of teacher's score, as follow:

Table 4.4

Teachers' Score Activities

Score	Category
86-100	Excellent
75-85	Good
61-69	Fair
0-60	Poor

b. Students Activities

Table 4.5

Students' Observation Checklist

NO	OBSERVATION ACTIVITY	SCORE			
		1	2	3	4
1.	Students respond to the greeting well and together.				√
2.	Students enthusiastic about the lesson.			√	
3.	Students listen carefully to the learning objectives conveyed by the teacher.		√		
4.	Students listen and pay attention to the explanation of the material presented by the		√		

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No.		1	2	3	4
	teacher.				
5.	Students can discuss with their group members.		√		
6.	Student confidents to write in front of the other students.	√			
7.	Students ask questions that they have not understood to the teacher.			√	
8.	Students can make summarize and conclusions about the lesson.		√		
9.	Students listen to the learning objectives and material to be presented to the next meeting.			√	
	Total	**1**	**8**	**9**	**4**
	Total score	**22**			
	Maximum Score	**36**			
	Success Percentage	**58.3%**			

The total score is taken from each student's activities after getting a score that shows the student's attention in the teacher's explanation, comprehension of students, etc. The percentage of teacher activities is obtained from the formula below:

$$Percentage\ of\ activities = \frac{Number\ of\ teacher\ activities}{Score\ max} \times 100\%$$

$$\text{Mean} = \frac{T\ Score}{Max\ Score} \times 100$$

$$= \frac{22}{36} \times 100$$

$$= 58.3\%$$

From the observation of student activity, the average student score was 58.3%, which means that students participation is in the poor category. The acceptance of learning by students is still not maximized, so several aspects need to be improved by students such as listening and pay attention in teacher's explanation, team work between members in each group is still lacking, and the students still not confidence to write in front of the class.

The category is obtained from the students' final score of activities which include four categories as follow:

Table   4.6

Students' Score Activities

Score	Category
86-100	Excellent
75-85	Good
61-69	Fair
0-60	Poor

c. Post-test

After the three meeting are completed, the researcher conducted an exam in cycle 1 which was held on Thursday, 1 November, 2023. In the post-test, the students were asked to answers some questions about explaining goal or ambition and writing essay that have been prepared by the researcher. The result as follows:

Table 4.7
Students' writing score in post-test 1[64]

No	Students Name	Aspects					Total score	Conversion
		C	O	V	G	M		
1.	AQJ	4	3	5	4	4	19	76
2.	RRM	4	3	4	4	4	18	72
3.	MAHH	4	4	5	5	4	22	88
4.	M	4	4	3	4	4	19	76
5.	MI	4	4	4	5	5	22	88
6.	RMP	4	3	4	3	4	18	72
7.	MHH	4	3	4	4	4	19	76
8.	MDAA	4	3	4	4	4	19	76
9.	MDA	4	4	3	4	3	18	72
10.	FAK	4	3	4	4	5	20	80
11.	WR	4	4	4	3	3	18	72

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[64] Harris, David P. "Testing English as a Second Language." (1969).

12.	MDRA	3	4	4	4	4	19	76
13.	ABF	4	4	5	3	4	20	80
14.	MF	4	4	4	3	4	19	76
15.	IN	4	3	4	3	4	18	72
16.	AA	4	4	3	4	4	19	76
17.	RP	3	3	4	4	4	19	76
18.	A	4	3	4	4	5	20	80
Total								**1380**
Mean								**76.6**
Success rate								**72.2%**

To get the result of the post-test 1, the researcher calculated the mean of the post-test. Then, the aspects of each activity are evaluated using the following criteria:

$$M = \frac{\sum X}{n}$$

Noted:

X = Value

M = Average

$\sum X$ = Score of All students

n = Students total

$$Mx = \frac{1380}{18}$$

$$Mx = 76.66$$

Category	Score
Excellent	86-100
Good	75-85
Fair	61-69
Poor	0-60

$$success\ Rate = \frac{Number\ of\ Students}{Total\ of\ Students} \times 100\%$$

$$S = \frac{5}{18} \times 100\%$$

$$S = 72.2\%$$

Based on the table of the post-test above, the mean score of the students' post-test is 76.6 which means that the students got good scores. The total conversion value is 1380. Then, divided the average conversion result by the number of students 18 to get an average conversion value of 76.6. this shows that the students gave a good change from the pre-test score of a 69.11 to a score of 76.6 in the post-test 1. It means the currently, the students' score in speaking skill reached the minimum completeness criteria (KKM) where the KKM score is 75. There were some students who had not reached the KKM score, so the researcher decided to continue to the next cycle.

d. Reflecting

After observing and analyzing the result of observation in cycle 1, the researcher and the English teacher found several positive results and some weaknesses in the first cycle. They were as follows:

1) Positive Results

a) There was an improvement in students' writing ability from pre-test (69.11) to post-test (76.6).

b) Students were more enthusiastic in English lessons. They did the exercises and assignments seriously.

c) Students paid more attention to the educational process. They were more active than before and dared to write English.

2) Weakness

The students are active, but there some students who are still passive. When doing the assignments in groups, only the some write actively and another members are still passive, because they are still lack the understand about the vocabulary and topics to write in front of the class. They seem afraid if they make a mistake. So they do not dare to write.

3   The Findings of Cycle 2
a.   Planning

The action plan for the cycle is made based on the problems identified in the first cycle. the problems are: first, there are some students who are

still passive during the teaching and learning process. Second, some of students are still lack the understand about vocabulary and topics will to write in front of the class.

b. Action

Before conducting the second cycle, the researcher prepared the materials, lesson plans, and writing test related to the describing. The second cycle was carried out in two meetings as well, on November 7, 2023 and November 10, 2023. The topic of the first meetings was "Short Story" and the second Experience Writing ".

1) First Meeting

The first meeting took place on November 7, 2023. The topic was experience writing. Lesson start at 09:30. The teacher checks the students attendance. No one absent at the day. After explaining the purpose of the learning process, the teacher gave directed questions to the students related to the material. The teacher asked the students, "do you have any experiences during school vacations?", "where have you been on vacation?", "who are you vacationing with during the holidays?". After that, the teacher explain the purpose of the learning process. Then, the researcher explained to the students that they would conduct writing lessons which were applied using independent way.

When the students answer the teacher's questions, the teacher could not hear a clear answer, because the students answered it together without raising their hands. So that, the teacher guide the students to answer the questions in an orderly by rising their hands before answering the questions.

The teacher said that they would learn about experience writing, but before that the teacher gave example how to write an experience from the result during the school vacation, to circuit Mandalika. Starting from beautiful, amazing and his favorite things.

In the next activity, the teacher asks students to make and write down the results of their experience. When the students do activities, the teacher monitors student activities by correcting students' grammar and writing. Before the time runs out, the teacher asks the students' difficulties when writing experience. After that, the teacher concludes the lesson by saying greetings.

2) Second Meeting

The lesson was started on Thursday, 10 November 2023. The teacher checked the students' attendance. The teacher reviewed the last material by asking some questions. "Do you remember last meeting's lesson?", "Do you still remember how to experience writing?", after giving the

questions, the teacher asked the students to make minimum half page word write about write down the results of your experience.

In the main activity, the teacher asks the students to write with independently containing their down the results of your experience. Students are asked to discuss about their favorite place, such as Sembalun, amazing, beautiful and why they like the Sembalun.[65]

When starting to present writing experience, each student will take turns coming to the front of the class one by one to practice to their friends and the teacher about the results of the assignments that have been given by the teacher. This activity is suitable for students to increase their writing ability.[66] The teacher was satisfied with the results of the teaching and learning process at the last meeting, because all students were involved in the teaching and learning process. They practice to write without hesitation.

 3) Third Meeting

At the last meeting of cycle two, the researcher conducted a post test on students' writing skill by answering some questions that have been prepared by the researcher:

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[65] Suhandra, Ika Rama, and Soni Ariawan. "Exploring EFL Student Teachers' Experiences on the Roles of Teacher Mentors during Teaching Practicum." *Journal of Languages and Language Teaching* Vol.11 No.4 (2023): 901-911.

[66] Suhandra, Ika Rama. *The Influence of Collaborative and Individual Writing Strategies on Students' Writing Achievement and Self-Esteem (A Mixed-Method Study at Uin Mataram)*. Diss. Universitas Hasanuddin, 2021.

c. **Observing**

At this stage, the English teacher at the MA Hidayatullah Mataram acts an observer who observes activities in the classroom during the teaching and learning process. Observers use the observation checklist that has been prepared to observe the activities of the researchers and students. Observers only need to give a value (√) based on real conditions in the classroom.

The results of the observation checklist in cycle two will be explained as follows:

1)   Observation checklist

a.   Teacher activities

Table 4.9

Teachers' Observation Checklist

No	Observation Activity	Score			
		1	2	3	4
1.	The teacher open the lesson.				√
2.	The teacher does warming up.				√
3.	The teacher communicates the learning objective that will be achieved.			√	
4.	The teacher divided the students into groups.				√

No.	Statement				
5.	The teacher explain the rules of the learning process using neuro linguistic programming technique.				√
6.	The teacher provides opportunities for students to ask.			√	
7.	The teacher asks one or two of students to make conclusions for today's material.				√
8.	The teacher and students wrap up the lesson.			√	
9.	The teacher delivers the information about the upcoming lesson.				√
10.	The teacher close the lesson.				√
	Total			9	28
	Total Score	**37**			
	Maximum Score	**40**			
	Success score	**92.5%**			

The total is determined from the activity score of each teacher. This is explained after giving awareness about the material being taught, after successfully teaching the class, etc. The percentage of teacher is obtained from this formula below:

$$Percentage\ of\ activities = \frac{Number\ of\ teacher\ activities}{Score\ max} \times 100\%$$

For the category obtained from the final score of teacher activities. There are four categories of teachers' scores such as:

Table 4.10

Teachers' Score Activities

Score	Category
86-100	Excellent
75-86	Good
61-69	Fair
0-60	Poor

$$Mean = \frac{T\ Score}{Max\ Score} \times 100$$

$$= \frac{37}{40} \times 100$$

$$= 92.5\%$$

From the observation of the teacher activity above, the average teacher score is 92.5%, which means that the teacher teaches very well. In this case, the researcher has significantly increase the learning process and is in line with the lesson plan.

b. Students' observation checklist

Table 4.11

Students' Observation Checklist[67]

NO	OBSERVATION ACTIVITY	SCORE			
		1	2	3	4
1.	Students respond to the greeting well and together.				√
2.	Students enthusiastic about the lesson.				√
3.	Students listen carefully to the learning objectives conveyed by the teacher.			√	
4.	Students listen and pay attention to the explanation of the material presented by the teacher.			√	
5.	Students can discuss with their group members.			√	
6.	Student confidents to speak up in front of the other students.			√	
7.	Students ask questions that they have not understood to the teacher.				√
8.	Students can make summarize and conclusions about the lesson.			√	
9.	Students listen to the learning objectives and				√

[67] Ariawan, Soni. "Investigating cultural dimensions in EFL textbook by using Byram checklist." *Register Journal* 13.1 (2020): 123-152.

material to be presented to the next meeting.			
Total		1 5	1 6
Total score	31		
Maximum Score	36		
Success Percentage	86.1%		

The total score is taken from each student's activities after getting a score that shows the students' attention to the teacher's explanation, the class's attention, etc. The percentage of teacher activities is obtained from this formula below:

$$Percentage\ of\ activities = \frac{Number\ of\ teacher\ activities}{Score\ max} \times 100\%$$

The category is obtained from the students' final score of activities which include four categories those are:

Table 4.12

Students' Score Activities

Score	Category
86-100	Excellent
75-85	Good
61-69	Fair
0-60	Poor

$$\text{Mean} = \frac{T\ Score}{Max\ Score} \times 100$$

$$= \frac{31}{36} \times 100$$

$$= 86.1\%$$

Based on the results of observation of students is 86.1%, which means that students activities during the learning process took place very well. Student acceptance during the learning process is maximized. Students can practice the writing experience properly and correctly and practice the exercises during the learning process.

c. Post-test

After the two meetings were completed, the researcher held an exam in cycle 2 which was held on Friday, November 11, 2023. In the post-test, students were asked "writing experience":

Table 4.13

Students' Writing Score in Post-test (2)[68]

No	Students Name	Aspects					Total score	Conversion
		C	O	V	G	M		
1.	AQJ	4	3	4	5	4	20	80
2.	RRM	4	3	3	4	4	18	72
3.	MAHH	5	4	4	5	5	23	92
4.	M	4	4	3	3	4	18	72

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[68] SHarris, David P. "Testing English as a Second Language." (1969).

No.	Name						Total	Score
5.	MI	5	4	5	5	5	24	96
6.	RMP	5	4	4	5	5	23	92
7.	MHH	4	4	5	5	4	22	88
8.	MDAA	4	4	4	5	5	22	88
9.	MDA	3	4	4	4	5	20	80
10	FAK	4	4	5	4	5	22	88
11	WR	5	5	5	4	5	23	92
12	MDRA	4	4	5	5	4	22	88
13	ABF	4	4	5	5	5	23	92
14	MF	5	4	5	4	5	23	92
15	IN	4	3	4	5	4	20	80
16	AA	4	5	4	5	4	22	88
17	RP	5	4	4	5	4	22	84
18	A	4	4	5	5	5	23	92
Total								**1556**
Mean								**86.44**
Success Score								**88.88%**

To determine the category of student speaking ability, the researcher uses this aspect based on the Minimum Criteria Score (KKM) to determine that, a student has achieved learning ability. Then the aspects of each activity are evaluated using the criteria:

$$M = \frac{\sum X}{n}$$

Note:

X = Mean conversion score

M = Average

$\sum X$ = Score of all students

n = Students' total

$$Mx = \frac{1556}{18}$$

Mx = 86.44

From the table, the researcher calculated success rate of post-test 2 was:

$$Success\ Rate = \frac{Number\ of\ Students}{Total\ of\ Students} \times 100\%$$

$$S = \frac{16}{18} \times 100\%$$

S = 88.88%

According to the result of the post-test above, the mean score of post-test 2 is 86.44. This means that currently, the students' score in writing ability has increased from 76.66 in post-test 1 to 86.44 in post-test 2, and has exceeded the KKM average of 75. The success rate is 88.88% or 16 of 18 students achieved the minimum standard. This means that students earned more points in each aspect on their second test results.

Based on these results it can be concluded that the implementation of neuro linguistic programming technique can increase students' writing skill in XI language class students at the MA Hidayatullah Mataram.

d. Reflecting

After observing and analyzing the observation results in cycle 2 by the researcher and the English teacher found several positive results in the second cycle. They were as follows:[69]

1)   Positive result

 a) Students were more active during the teaching and learning process.

 b) There was an increase in students' writing ability from post-test 1 (76.6) to post-test 2 (86.44).

 c) Students are more enthusiastic when the teaching and learning process takes place.

 d) Students are more courageous and understanding when writing English.

 e) Most students can pronounce words well and compose several sentences with correct grammar.

 f) During neuro linguistic programming activities, students are more exploratory in conveying their ideas and they get more vocabulary.

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[69]Ariawan, Soni. "Cultural Aspects Representation In English Textbook And Its Implication On English Language Learning." Journal Of Advanced English Studies 3.1 (2020): 7-15.

Based on the results of observations and reflections, the researcher and teacher concluded that the implementation of neuro linguistic programming technique students ability to study in groups and make them confident in writing English. With neuro linguistic programming technique, it will automatically require students to write more English.

B. Discussion

The present research is a classroom action research, where the data is collected through observations and tests. In this research, the researcher used neuro linguistic programming technique to increase the students' writing ability of XI language class students of MA Hidayatullah Mataram, which consisted of 18 students. The purpose of this research was to increase students' writing ability through neuro linguistic programming technique. The theory of writing assessment employed theory from David P. Harris' theory. In this research, there are 2 cycles, namely cycle 1 and cycle 2. Each cycle has 4 parts that must be implemented, namely; planning, action, observation, and reflection.

To begin with, the finding of present research can be seen from the result observation to teacher and students. The result of teacher's observation in cycle 1 is 70% and increase in cycle 2 that is 92.5%. As well as the results of students' observations, there was progress from the results of cycle 1 and cycle 2. In cycle 1 the result was 58.3% and

increased in cycle 2 to 86.1%. Furthermore, the finding of this research shows that there is an improvement of speaking skill by using brainstorming strategy. It can be proven by the average result of the pre-test score of 66.18, then there was an increase of 76.6 in the post-test 1. However, even though the score increase was significant, the researcher had to apply the method and post-test 2, because the score of some students still had not yet reached the KKM target. After doing post-test 2 students got another increase score that is 86.44, where students scored excellent and pass the KKM. It means that the implementation of neuro linguistic programming technique is effective to increase students' writing ability. Moreover, students have opportunity to practice in front of the class their writing and exchange experience with group members.

The present research finding is in line with previous research conducted by Dahler and Betsyeba Maria Isabella, who found that the Improving Writing Descriptive Text By Using NLP. It can be seen from students' score, in pre-test was 56.39, and it increased to 62.24 in cycle 1, moreover in cycle 2, the students' score was 75.68 and passed the KKM. Therefore, it can be said that students' speaking skill increases very significantly when learning using neuro linguistic programming technique.

In addition, another previous research that has similar findings to the present research was also conducted by Ringo and Nince, who found that

The Effect of Neuro Linguistic Programming Technique on Students' ability in Writing Descriptive Text
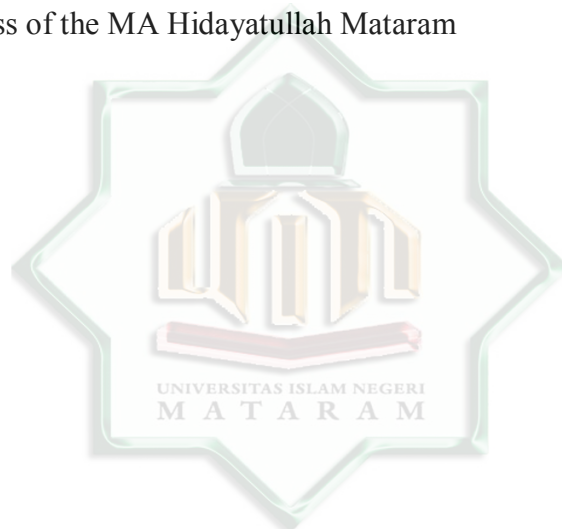
. Based on the results of this previous research. It shows that the students score is 51.6 on the pre-test, in the post-test 1 63.3 and in the post-test 2 is 74.3. it means that there was increasing in students' writing ability using neuro linguistic programming technique.

The next previous research that has similar findings to the present research was also conducted by Abdul Haliq. The research found that neuro linguistic programming can increase students' writing ability and prove it with the results of the pre-test was 63.59 and increased to 80.31 in the post test. Another research, this finding is in line with the previous research conducted by Dahler, which has the same findings as this present research. Based on the result of the data, indicate that the students' mean score in the pre-test was 61.5, while the post test is higher with mean score 85.3.

In addition, the finding of the present research is similar vein with the research conducted by Ade Hikmat, who found that the neuro linguistic programming technique could increase students' writing achievement. It can be seen from students' score, in pre-test was 61.10, while the post test was higher with score 82.71. Therefore, it can be said that students'

writing ability increases very significantly when learning using neuro linguistic programming technique.

Based on the final results after observing and implementing neuro linguistic programming technique as method in teaching and learning process can be concluded that, the implementation of neuro linguistic programming technique can increase the students' writing ability at XI language class of the MA Hidayatullah Mataram

CHAPTER V
CONCLUSION AND SUGGESTION

1. Conclusion

This research aims to find out the increase of students' writing ability and students activities through the implementation of neuro linguistic programming technique at the XI language class MA Hidayatullah Mataram. In conducting this research, the researcher as a teacher works closely with the English teacher as an observer through several processes, such as, identifying research problems, implementing research plans, and discussing research results.

It is clear from examining the action research's findings that teaching writing to students through neuro linguistic programming technique can enhance their writing abilities. The outcomes of the tests scores serve as proof of this. After the study, the pre-test's mean value climbed from 66.18 to 88.88 at the conclusion of the post-test. In other words, students' writing ability are actually improved through neuro linguistic programming technique, especially in using correct grammar, employing a more exact vocabulary, and mechanics words more right.

2. Suggestion

The researcher hopes that English teacher, students, other researchers and institutions will find this information helpful:

1. The students

More participation from students is anticipated in the teaching and learning process. To perform the exercises more effectively, the students should pay closer attention to their teacher when explaining the material; students can successfully complete the desired learning objectives at the end of the lesson with the help of their active engagement in the teaching and learning process.

2. Teacher

Due to the fact that teaching writing through this technique might enhance students' writing skills, it is an anticipated that teachers would use neuro linguistic programming in their writing lesson as a result of this research. Students need more practice writing in writing class, so the teacher should be able to create writing activities that will give them more opportunity to write. To ensure that students enjoy the learning process, the teacher should use neuro linguistic programming technique into a variety of activities and lessons, including group discussion. In addition, students can freely develop their writing ability through real practice in neuro linguistic programming technique.

3. Other researcher

This research discusses the implementation of neuro linguistic programming technique to increase students writing ability in XI language

class of the MA Hidayatullah Mataram. The researcher hopes that this technique can be applied by other researcher at the level of other students.

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APPENDICES

Appendix 1
List of Subject

No.	Students Name	Genders
1	Abdul Qodir Jailani	Male
2	Rizki Rahman Maulana	Male
3	M. Austin Hadi Hizpandowi	Male
4	Muhammad	Male
5	Muhammad Irfan	Male
6	Rizkika Mandala Putra	Male
7	Muhammad Hamdan Hakimi	Male
8	Muhammad Dzakwan Abdul Aziz	Male
9	Muhammad Dihya Abdulloh	Male
10	Firlian Ahzan Kusuma	Male
11	Wisham Ramadhani	Male
12	Muh. Daffa Ryzky Akbar	Male
13	Achmad Bayu Fitriawan	Male
14	Muhammad Fajriansyah	Male
15	Irfan Nazri	Male
16	Ali Afnan	Male
17	Restu Pranata	Male
18	Abdurrahman	Male

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MA Hidayatullah Mataram

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI/ (Genap)

Materi : Teks Penulisan

Alokasi Waktu : 3 x Pertemuan (2 x 45 menit)

A. Kompetensi Inti (KI)

1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menunjukan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami dan menerapkan pengetahuan (Faktual, Konseptual dan Prosedural) bderdasarkan ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mengolah, menyaji,dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari disekolah dan sumber lain yang sama dalam sudut pandang / teori.

B. Kompetensi Dasar dan Indikator

3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks penulisan lisan dan tulis dengan memberi dan meminta informasi terkait cerita pendek, sederhana, sesuai dengan konteks penggunaannya.

4.7 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks penulisan, dan unsur kebahasaan terkait penulisan cerita pendek.

C. Indikator Pencapaian Kompetensi

3.2 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks penulisan lisan dan tulis dengan memberi dan meminta informasi terkait cerita pendek sederhana sesuai dengan konteks penggunanya.

1. Fungsi sosial

   Menghibur pembaca, menghibur, mengajarkan nilai leluhur, mengambil teladan.

2. Struktur teks

   Dapat mncangkup:

   • State of mine (Keadaan Pikiran)

   • Rapport (Hubungan Baik)

   • Repitisi (Pengulangan)

   • Metafora (Penerapan)

3. Unsur-unsur kebahasaan

   • Penggunaan Kata-kata Modalitas Belajar/Sistem Representasi (Visual, Auditori, dan Kinestetik)

   • Penggunaan Kata-kata yang Bermakna Positif

   • Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan pemahaman.

D. Tujuan Pembelajaran

- Memahami fungsi sosial dan struktur dari penulisan.

- Menemukan ide utama, informasi faktual, kosa-kata.

- Menampilkan (to perform) teks penulisan terkait cerita pendek dengan pengucapan dan intonasi yang tepat setelah berdiskusi dan

bekerjasama dengan baik dalam kelompok

E. Metode Pembelajaran

1. Pendekatan   : Neuro Linguistic Programming
2. Metode   : Observasi, Diskusi, dan Test

F. Media dan Alat Pembelajaran

1. Learning Materials
2. Worksheet/Lembar Kerja Siswa
3. Spidol
4. Papan Tulis
5. Buku Pakcet

G. Materi Pembelajaran

Kancil dan Buaya

Once upon a time, on the edge of a forest, there was a very clever deer. He lived in the forest with other animals, including buffaloes, elephants, rabbits, and many more. The deer always looked for food on the banks of the river.

One day, he felt very hungry. Then, the deer ventured out to look for food. When he arrived at the riverbank, he saw a very lush rambutan tree across the river. Kancil intended to take the rambutan fruit, but in the river there were many crocodiles that were stalking Kancil.

Then, the crocodiles said, "Hey, deer! Are you bored with your life, so you came here?".

"Uh... no. I'm here to extend an invitation to you", Kancil replied.

The crocodiles were surprised to hear what the deer said. The crocodile asked, "What invitation?".

Then, Kancil answered the crocodiles' questions casually. "Next week King Solomon will be celebrating a feast and you are all invited to the event".

"Party...?" said the crocodiles with their mouths agape.

"Yes, a feast. There is a lot of food. There was venison, buffalo meat, and even elephant meat."

> ➢ Soal Pre-Test
>> a. Describe the characters of the deer and crocodile in the
>>
>> b. Explain in detail one by one how many characters there are in this short story?
>>
>> c. Whether the deer is stupid or smart, give strong arguments for or against this idea, and give in-depth reasons?
>>
>> d. Describe who the character named prophet Sulaiman is in the short story above?
>>
>> e. Describe who the character in the short story is called the king of the jungle, whether it is a human or an animal, give a strong argument against that opinion? Minimum 700 words.

Wisata Mandalika

On a sunny morning in July, my friends and I decided to visit Mandalika, a famous tourism destination on Lombok Island. We were so excited to walk along the exotic beaches and explore the hidden natural beauty there.

Our journey started from Lombok International Airport, and we immediately felt the soft, warm breeze as soon as we stepped out of the airplane door. We rented a car to ease our journey around Mandalika. Our first route was to Kuta Mandalika, a beach famous for its soft white sand.

Upon arrival at Kuta Mandalika, we were greeted by waves rolling gently on the shoreline. The stunning blue color of the sea and the clear sky took our breath away. We decided to rent a surfboard and try to conquer the waves at this beach. Although we were still beginners in surfing, the experience was thrilling and unforgettable.

➢ Soal Post-Test

a. Describe the Mandalika tourist destination that you visited during your vacation?

b. Describe in writing the reasons why you chose the Mandalika place as a vacation location?

c. Describe in detail during your vacation who your vacation companions were, and whether or not your vacation was memorable give a strong argument why it was memorable?

d. Write down and give your opinion on the Mandalika destination you visited what needs to be improved so that it becomes a favorite destination for foreign tourists? Give a strong argument and write it down on at least one page.

e. During the vacation, what will you do or change in the school environment?

H. Langkah-langkah Pembelajaran
1 Pendahuluan

1. Guru melakukan pembukaan dengan salam pembuka.
2. Berdoa bersama untuk memulai pembelajaran.
3. Guru memeriksa kehadiran peserta didik sebagai sikap disiplin
4. Siswa diberitahu bahwa mereka akan memahami diri sendiri secara mendalam dengan melihat tempat hebat yang pernah mereka kunjungi.
5. Pastikan mereka memahami kosakata dari pengalaman tersebut (indah, begitu banyak relief, keren, lezat, menyenangkan, dll).
6. Siswa diminta untuk rileks, memejamkan mata, dan "masuk ke dalam". Setelah "masuk ke dalam," mereka mendengarkan fantasi yang dibuat oleh guru.
7. Siswa diminta untuk membayangkan sebuah tempat indah yang pernah di kunjungi atau tempat yang benar-benar di kagumi.
8. Siswa diminta untuk menggambarkan apa yang mereka rasakan tentang tempat atau bangunan yang mereka lihat beberapa menit yang lalu. Dengarkan setiap pernyataan yang mereka alami sebelumnya. Siswa diminta untuk menuliskan pengalaman mereka dalam selembar kertas.

2   **Kegiatan Inti**
- Guru menyiapkan materi ajar
- Guru menjelaskan learning material tentang teks penulisan
- Guru meminta siswa membentuk kelompok
- Guru membagikan worksheet/lembar kerja siswa
- Siswa diminta untuk mengamati teks penulisan yang disediakan dan mendiskusikan dengan kelompoknya.

- Guru memberikan kesempatan kepada setiap kelompok untuk berdiskusi
- Peserta didik menyiapkan laporan hasil diskusi kelompok
- Guru meminta peserta didik untuk mempresentasikan hasil diskusinya di depan kelas
- Peserta didik mempresentasikan hasil pekerjaannya di depan kelas
- Guru memberikan kesempatan siswa untuk bertanya
- Guru memberikan soal latihan siswa untuk dikerjakan secara individu

3 Penutup.

- Peserta didik mendapatkan umpan balik terhadap proses dan hasil pebelajaran
- Guru membuat rangkuman/simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan
- Guru menutup pembelajaran dengan mengucapkan salam.

I.   Penilaian

Rubrik penilaian

ELEMENT	SCORE
Content	
Organization	
Vocabulary	

Grammar	
Mechanics	

On Monday 9 October 2023

Mengetahui

Guru Mata Pelajaran   Peneliti

Supriadi, S.pd   **Muh Bahrul Fikri**
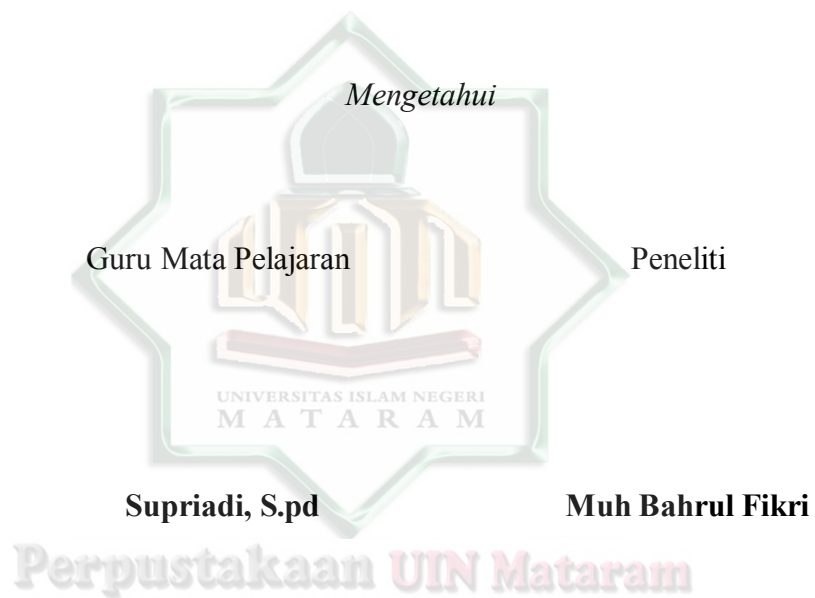
Kepala Sekolah MA Hidayatullah

Fardin, S.Pd. M.Pd

Appendix 3.

The Questions for Pre-test and Posttest

PRE-TEST

2. **PRE-TEST 1**

    a. Describe the characters of the deer and crocodile in the

    b. Explain in detail one by one how many characters there are in this short story?

    c. Whether the deer is stupid or smart, give strong arguments for or against this idea, and give in-depth reasons?

    d. Describe who the character named prophet Sulaiman is in the short story above?

    e. Describe who the character in the short story is called the king of the jungle, whether it is a human or an animal, give a strong argument against that opinion? Minimum 700 words.

f. **POST-TEST 2**

    1. Explain in detail and clearly about the short story above whether it is fiction, fairy tale or novel? At least one page.

    2. Write down in 800 words or at least half a page what lessons can be learned from the short story?

3. Can you describe the plot of this short story, and give a strong opinion that this short story comes from which country? Minimum 1000 words.

4. Create and write a short story by changing the names of the characters above with the names of students in everyday life?

5. Write down your opinion whether using short story test questions conducted by the teacher greatly facilitates students in teaching and learning? And provide your strong reasons in supporting this opinion? Minimum 700 words

POST TEST FOR CYCLE 1

6. **EXPERIENCE WRITING**

   a. Describe the Mandalika tourist destination that you visited during your vacation?

   b. Describe in writing the reasons why you chose the Mandalika place as a vacation location?

   c. Describe in detail during your vacation who your vacation companions were, and whether or not your vacation was memorable give a strong argument why it was memorable?

   d. Write down and give your opinion on the Mandalika destination you visited what needs to be improved so that it

becomes a favorite destination for foreign tourists? Give a strong argument and write it down on at least one page.

e. During the vacation, what will you do or change in the school environment?

POST TEST FOR CYCLE 2

7. EXPERIENCE WRITING

a. During the vacation, what will you do or change in the school environment?

b. Retell and write back during the trip from leaving to returning home what were the things you did?

c. What lessons can be learned during the vacation at home minimum half page?

d. Give your opinion on whether Mandalika in the next 3.5 years will have a big impact on the progress of the tourist destination favorite? Minimum 700 words

e. Do you agree why Mandalika is called an economic center area? Give your strong reasons and what are the advantages of Mandalika tourism, write a minimum of half a page.

Appendix 4.
Documentations

➢ **Before Use of Neuro-Linguistic Programming Technique**

Name   Muhammad Irfan
Class : XI° Language

Answer

1 - The deer is smart.
  - The crocodiles easy he.

2 - Deer   - rabbits
   - Crocodiles   - and many animals.
   - buffaloes
   - elephants

3 The deer is smart animal. because the deer have many idea for take a fruit.

4 Prophet sulaiman is king. strong in the forest.

5 Woh called the king of jungle. Til is a animal the character in the story is the deer

➤ After Used of Neuro-Linguistic Programming Technique

Name : Muhammad Irfan

Class : XI* Leanguage

Answer

1. The Mandalika tourist a famous tourism destination on lombok island. We were so exted to walk along the exotic beaches and explore the hidden natural beauty there

2. Because the Mandalika location at Kuta. 50. in kuta the stunning blue color of the sea and clear sky took our breath away

3. Me and my friends. This vacation was very memorable because we could get the experience of seeing the mandalika circuit and the beauty of the beach

4. Judging from the facilites available. Mandalika is adequate, but what needs to be added or improved is lodging or hotel facilites. because, this is needed by foreign tourists

5. While in the malita I was very impressed with the cleanliness allocated around mondalika. Maybe, this is what I will change at school

KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI MATARAM
FAKULTAS TARBIYAH DAN KEGURUAN (FTK)
Jln. Gajah Mada No.100, Jempong Baru, Mataram, 83116
Website: ftk.uinmataram.ac.id
email: ftk@uinmataram.ac.id

Nomor : 1216/Un.12/FTK/SRIP/PP.00.9/12/2023   Mataram, 28 Desember 2023
Lampiran : 1 (Satu) Berkas Proposal
Perihal : Permohonan Rekomendasi Penelitian

Kepada:
Yth.
    Kepala Bakesbangpoldagri Provinsi NTB

di-
    Tempat

Assalamu'alaikum Wr. Wb.

Bersama surat ini kami mohon kesediaan Bapak/Ibu untuk memberikan rekomendasi penelitian kepada Mahasiswa di bawah ini :

Nama	:	Muh Bahrul Fikri
NIM	:	190107080
Fakultas	:	Tarbiyah dan Keguruan
Jurusan	:	Tadris Bahasa Inggris
Tujuan	:	Penelitian
Lokasi Penelitian	:	MA HIDAYATULLAH MATARAM
Judul Skripsi	:	The Implementation of Neuro Linguistic Programming Techniques to Increase Students' Writing Ability of The Second Grade at Ma Hidayatullah Mataram
Waktu Penelitian	:	1 Januari 2024 - 1 Februari 2024

Rekomendasi tersebut akan digunakan untuk mendapatkan data yang diperlukan dalam penyusunan skripsi.

Demikian surat pengantar ini kami buat, atas kerjasama Bapak/Ibu kami sampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

a.n. Dekan
Wakil Dekan Bidang Akademik,

Dr. Saparudin, M.Ag
NIP.197810152007011022

PEMERINTAH PROVINSI NUSA TENGGARA BARAT

BADAN KESATUAN BANGSA DAN POLITIK DALAM NEGERI

Jalan Pendidikan Nomor 2 Tlp. (0370) 7505330 Fax. (0370) 7505330

Email : bakesbangpoldagri@ntbprov.go.id   Website : http://bakesbangpoldagri.ntbprov.go.id

MATARAM

kode pos 83125

REKOMENDASI PENELITIAN

NOMOR : 070 / 9 / I / R / BKBPDN /2024

Dasar :

a. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 7 Tahun 2014 tentang Perubahan Atas Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 Tentang Pedoman Penerbitan Rekomendasi Penelitian

b. Surat Dari Dekan Fakultas Tarbiyah dan Keguruan (FTK) Universitas Islam Negeri Mataram

   Nomor   : 1216/Un.12/FTK/SRIP/PP.00.9/12/2023

   Tanggal : 28 Desember 2023

   Perihal   : Permohonan Rekomendasi Penelitian

Menimbang :

Setelah mempelajari Proposal Survei/Rencana Kegiatan Penelitian yang diajukan, maka dapat diberikan   Rekomendasi Penelitian Kepada :

Nama	:	MUH. BAHRUL FIKRI
Alamat	:	Gubuk Timur I RT/RW. 000/000 Kel/Desa. Mamben Daya Kec. Wanasaba Kab. Lombok Barat No. Identitas 5203141108010004 No. Tlpn 081909277127
Pekerjaan	:	Mahasiswa Jurusan Tadris Bahasa Inggris
Bidang/Judul	:	THE IMPLEMENTATION OF NEURO-LINGUISTIC PROGRAMMING TECHNIQUES TO INCREASE STUDENTS' WRITING ABILITY OF THE SECOND GRADE AT MA HIDAYATULLAH MATARAM
Lokasi	:	MA Hidayatullah Mataram
Jumlah Peserta	:	1 (Satu) Orang
Lamanya	:	Januari - Februari 2024
Status Penelitian	:	Baru

Hal-hal yang harus ditaati oleh Peneliti :

Sebelum melakukan Kegiatan Penelitian agar melaporkan kedatangan Kepada Bupati/Walikota atau Pejabat yang dituju;A;

a. Penelitian yang dilakukan harus sesuai dengan judul beserta data dan berkas pada Surat Permohonan dan apabila melanggar ketentuan, maka Rekomendasi Penelitian akan dicabut sementara dan menghentikan segala kegiatan penelitian;

b. Peneliti harus mentaati ketentuan Perundang-Undangan, norma-norma dan adat istiadat yang berlaku dan penelitian yang dilakukan tidak menimbulkan keresahan di masyarakat, disintegrasi Bangsa atau keutuhan NKRI Apabila masa berlaku Rekomendasi Penelitian telah berakhir, sedangkan pelaksanaan Kegiatan Penelitian tersebut belum selesai maka Peneliti harus mengajukan perpanjangan Rekomendasi Penelitian;

c. **Melaporkan hasil Kegiatan Penelitian kepada Gubernur Nusa Tenggara Barat melalui Kepala** Bakesbangpoldagri Provinsi Nusa Tenggara Barat.

Demikian Surat Rekomendasi Penelitian ini di buat untuk dapat dipergunakan sebagaimana mestinya.

Mataram, 2 Januari 2024

An.KEPALA BADAN KESATUAN BANGSA DAN POLITIK DALAM NEGERI PROVINSI NTB

SEKRETARIS

ZULKARNAIN,S.Pd

NIP. 19741007 199412 1 004

Tembusan disampaikan Kepada Yth:

1. Kepala Badan Riset dan Inovasi Daerah Provinsi NTB di Tempat;
2. Walikota Mataram Cq Ka. Kesbangpol Kota Mataram di Tempat;
3. Kepala Kantor Kementerian Agama Kota Mataram di Tempat;
4. Kepala Sekolah MA Hidayatullah Mataram di Tempat;
5. Yang Bersangkutan;

PENDIDIKAN INTEGRAL HIDAYATULLAH
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(MADAYA) MATARAM
Islamic Boarding School
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Website : www.madayamataram.sch.id   Email : info@madayamataram.sch.id

بسم الله الرحمن الرحيم

SURAT KETERANGAN PENELITIAN
Nomor:452/MA-H/I/2024

Yang bertanda tangan di bawah ini, Kepala Madrasah Aliyah Hidayatullah Mataram, menerangkan :

Nama	:	MUH BAHRUL FIKRI
NIM	:	190107080
Tempat/Tgl Lahir	:	Mamben Daya, 11 Agustus 2001
Jurusan/Prog.Studi	:	Tadris Bhs Inggris
Fakultas	:	Tarbiyah dan Keguruan
Alamat	:	Mamben Daya, Wanasaba Lotim

Bahwa yang namanya tersebut di atas, memang benar telah mengadakan Penelitian di MA. Hidayatullah Dengan Judul 'The Implementation of Neuro-Linguistic Programming Techniques to Increase Students' Writing Ability of The Second Grade At MA Hidayatullah Mataram Tahun Ajaran 2023/2024 Pada tanggal 01 Desember s/d 05 Januari 2024.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Mataram, 05 Januari 2024

Madrasah,

S. Pd. M. Pd

UPT PERPUSTAKAAN UIN MATARAM
Plagiarism Checker Certificate

No 3296/Un.12/Perpus/sertifikat/PC/12/2023

Sertifikat Ini Diberikan Kepada :

MUH BAHRUL FIKRI
190107080
FTK/TBI
Dengan Judul SKRIPSI

THE IMPLEMENTATION OF NEURO-LINGUISTIC PROGRAMMING TECHNIQUES TO

INCREASE STUDENTS' WRITING ABILITY OF THE SECOND GRADE AT MA HIDAYATULLAH

MATARAM

SKRIPSI Tersebut telah Dinyatakan Lulus Uji cek Plagiasi Menggunakan Aplikasi Turnitin

Similarity Found : 13 %

Submission Date : 22/12/2023

UPT Perpustakaan

...nawaty, M.Hum
NIP. 197605282006042001

UPT PERPUSTAKAAN UIN MATARAM
Sertifikat Bebas Pinjam

No 3026/Un.12/Perpus/sertifikat/BP/12/2023

Sertifikat ini Diberikan Kepada :

MUH BAHRUL FIKRI
190107080

FTK/TBI

Mahasiswa/Mahasiswi yang tersebut namanya di atas ketika surat ini
dikeluarkan, sudah tidak mempunyai pinjaman, hutang denda ataupun
masalah lainnya di Perpustakaan Universitas Islam Negeri (UIN) Mataram.
Sertifikat ini diberikan sebagai syarat UJIAN SKRIPSI.

UPT Perpustakaan

...nawaty, M.Hum
NIP. 197605282006042001

KARTU KONSULTASI

NamaMahasiswa : Muh Bahrul Fikri
NIM : 190107080
Pembimbing 1 : Dr. Ika Ramasuhandra, M.Pd
Pembimbing 2 : Soni Ariawan, S.Pd, M. Ed
Judul Skripsi : **The Implementation of Neuro Linguistic Programming Techniques to Increase Students' Writing Ability of The Second Grade at MA Hidayatullah Mataram.**

No	Tanggal	MateriKonsultasi	Paraf
1	3/07/23	Goal again Your writing	
2	5/07/23	Understand the method used	
3	6/07/23	Notice in the writing line	
4	26/07/23	make sures in teaching	
5	1/08/23	Correction for grammatly	
6	20/02/23	proposed examiners	
7	9/11/23	Soon to thesis	
8	15/11/23	see again for findings	
9	22/11/23	Chapter V	
10	13/12/23	Chapter V	
11	7/01/24	appendix	
12	4/01/24	go on to thesis examination	

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KARTU KONSULTASI

NamaMahasiswa : Muh Bahrul Fikri
NIM : 190107080
Pembimbing 1 : Dr. Ika Ramasuhandra, M.Pd
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No	Tanggal	MateriKonsultasi	Paraf
1	1/05/23	Inb̄ bot template / program	
2	5/06/23	Review of prev. thesis	
3	14/07/23	Theorbue of Framew	
4	28/07/23	Research Method	
5	1/08/23	Resrul Instrument	
6	20/8/23	Lesrn plan	
7	1/09/23	Acc	
8	9/19/23	Data display	
5	27/10/23	Discussion	
6	20/04/23	Add's data	
11	5/11/23	Add source literature indonesia	
14	19/11/23	Add more discussion	

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