

**STUDENTS PERCEPTION OF NEURO LINGUISTIC PROGRAMMING  
BASED ELT AT ENGLISH EDUCATION STUDY PROGRAM OF IAIN  
PALANGKARAYA**

**THESIS**



**BY**

**NUR AZZAHRO**

**NIM. 1601121105**

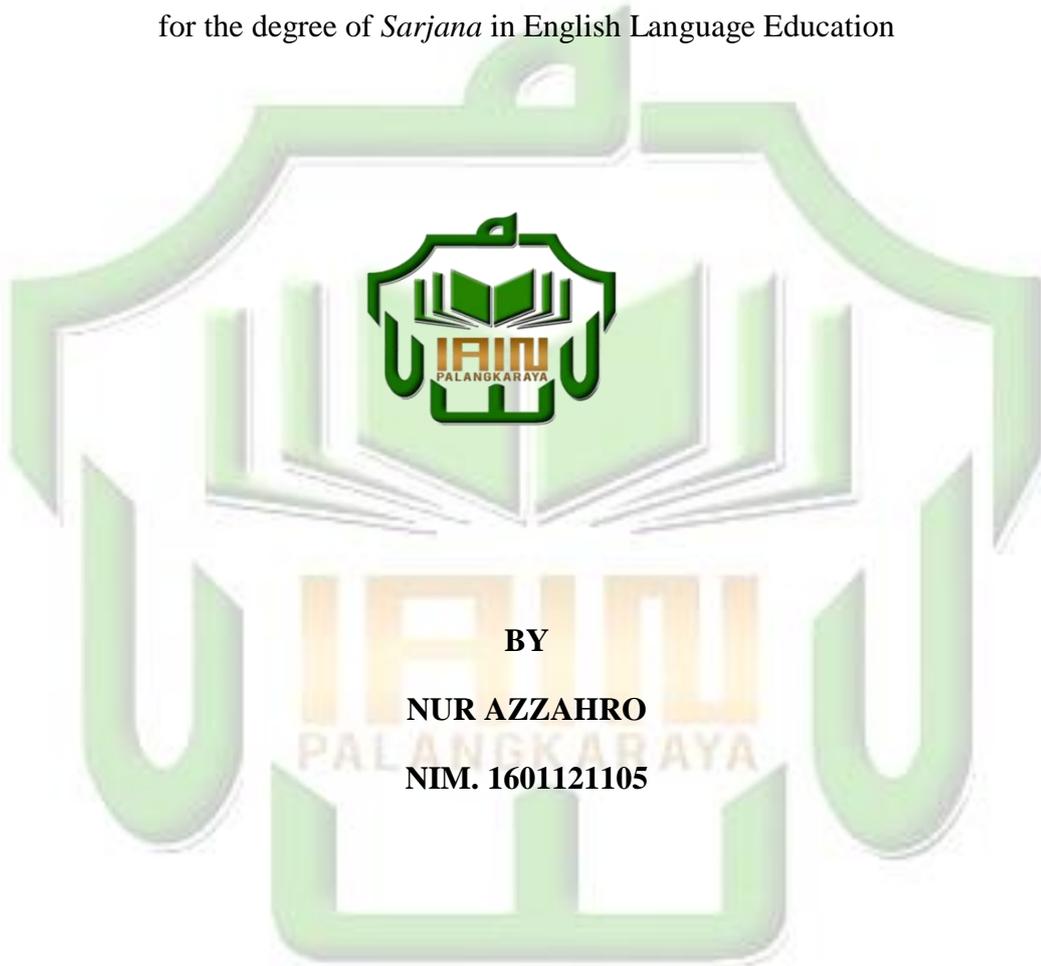
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FACULTY OF TEACHER TRAINING AND EDUCATION  
LANGUAGE EDUCATION DEPARTMENT  
STUDY PROGRAM OF ENGLISH EDUCATION**

**2020 M/ 1442 H**

**STUDENTS PERCEPTION OF NEURO LINGUISTIC PROGRAMMING  
BASED ELT AT ENGLISH EDUCATION STUDY PROGRAM OF IAIN  
PALANGKARAYA**

**THESIS**

Presented in partial fulfillment of the requirements  
for the degree of *Sarjana* in English Language Education



**BY**

**NUR AZZAHRO**

**NIM. 1601121105**

**STATE ISLAMIC INSTITUTE OF PALANGKARAYA  
FACULTY OF TEACHER TRAINING AND EDUCATION  
LANGUAGE EDUCATION DEPARTMENT  
STUDY PROGRAM OF ENGLISH EDUCATION  
2020 M/ 1442 H**

## ADVISOR APPROVAL

Thesis Title : **STUDENTS PERCEPTION OF NEURO LINGUISTIC  
PROGRAMMING BASED ELT AT ENGLISH  
EDUCATION STUDY PROGRAM OF IAIN  
PALANGKA RAYA**

Name : Nur Azzahro  
SRN : 1601121105  
Faculty : Teacher Training Education  
Department : Language Education  
Study Program : English Education

This is to certify that the thesis has been approved by the thesis advisors for Thesis Examination/Munaqasah by the Board of Examiners of the Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya.

Palangka Raya,

Advisor I

Advisor II



M. ZAINI MIFTAH, M.Pd  
ORN. 197509152009121002



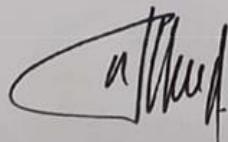
ZAITUN QAMARIAH, M.Pd  
ORN. 198405192015032003

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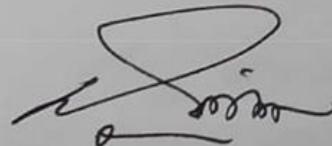
Secretary

Vice Dean Academic Affairs

Department of Language Education



Dr. NURUL WAHDAH, M.Pd  
ORN. 198003072006042004



AKHMAD ALI MIRZA, M.Pd  
ORN. 198406222015031003

## PERSETUJUAN PEMBIMBING

Judul Skripsi : **STUDENTS PERCEPTION OF NEURO LINGUISTIC PROGRAMMING BASED ELT AT ENGLISH EDUCATION STUDY PROGRAM OF IAIN PALANGKA RAYA**

Nama : Nur Azzahro  
NIM : 1601121105  
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan  
Jurusan : Pendidikan Bahasa  
Program Studi : Tadris Bahasa Inggris

Dengan ini menyatakan bahwa skripsi ini telah disetujui oleh pembimbing skripsi untuk disidangkan oleh tim penguji skripsi Fakultas Tarbiyah dan Ilmu keguruan Institut Agama Islam Negeri Palangka Raya.

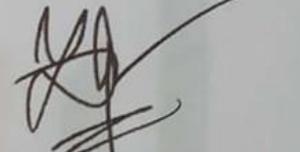
Palangka Raya, 8 Oktober 2020

Pembimbing I



**M. ZAINI MIFTAH, M.Pd**  
NIP. 197509152009121002

Pembimbing II



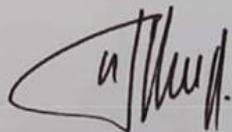
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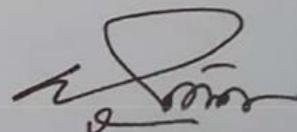
Sekretaris

Wakil Dekan Bidang Akademik

Jurusan Pendidikan Bahasa



**Dr. NURUL WAHDAH, M.Pd**  
NIP. 198003072006042004



**AKHMAD ALI MIRZA, M.Pd**  
NIP. 198406222015031003

OFFICIAL NOTE

Palangka Raya,

Cases : Examination of  
Nur Azzahro's Thesis

To  
Dean of Faculty of teacher Training  
and Education of State Islamic  
Institute of Palangka Raya  
In-

Palangka Raya

Assalamu'alaikum Wr. Wb.

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Name : Nur Azzahro  
SRN : 1601121105  
Thesis : STUDENTS PERCEPTION OF NEURO LINGUISTIC  
Title PROGRAMMING BASED ELT AT ENGLISH EDUCATION  
STUDY PROGRAM OF IAIN PALANGKA RAYA

Can be examined in partial fulfillment of the requirements of the Degree of *Sarjana Pendidikan* in study program of English Education of the Language Education of the Faculty of Teacher Training and Education of State Islamic Institute of Palangka Raya.

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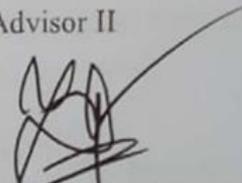
Wassalamu'alaikum Wr Wb.

Advisor I



M. ZAINI MIFTAH, M.Pd  
ORN. 197509152009121002

Advisor II



ZAITUN QAMARIAH, M.Pd  
ORN. 198405192015032003

**NOTA DINAS**

Palangka Raya,

**Hal : Permohonan Ujian Skripsi  
Nur Azzahro's Thesis**

Kepada  
Yth. Dekan Fakultas Tarbiyah dan  
Ilmu Keguruan Istitut Agama Islam  
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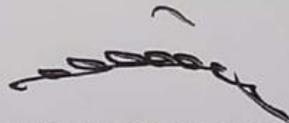
Nama : Nur Azzahro  
NIM : 1601121105  
Judul : STUDENTS PERCEPTION OF NEURO LINGUISTIC  
Skripsi PROGRAMMING BASED ELT AT ENGLISH EDUCATION  
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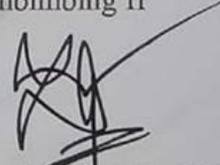
Wassalamu'alaikum Wr Wb.

Pembimbing I



**M. ZAINI MIFTAH, M.Pd**  
**NIP. 197509152009121002**

Pembimbing II



**ZAITUN QAMARIAH, M.Pd**  
**NIP. 198405192015032003**

## THESIS APPROVAL

Thesis Title : Students Perception of Neuro Linguistic Programming based  
ELT at English Education Study Program of IAIN Palangka  
Raya

Name : Nur Azzahro

SRN : 1601121105

Faculty : Teacher Training Education

Department : Language Education

Study Program : English Education

Has been examined by the Board of Examiners of the Faculty of Teacher Training  
and Education of the State Islamic of Palangka Raya in the Thesis  
Examination/*Munagasah* on:

Day : Monday

Date : 26 Oktober 2020 / 9 Rabiul Awwal 1442 H

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1. Akhmad Ali Mirza, M.Pd

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(Examiner)

(.....)

4. Zaitun Qamariah, M.Pd

(Secretary/Examiner)

(.....)

Approved by:

Dean, Faculty of Teacher Training and Education



Rodhatul Jennah, M.Pd

196710031993032001

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الَّذِينَ لَا يَرْجُونَ لِقَاءَنَا فِي طُغْيَانِهِمْ يَعْمَهُونَ ﴿۱۱﴾

(QS. Yunus; 11)

“And if Allah would have hasten evil to people as they hasten for the good, then their promised term would have already been completed. Therefore, We leave those who hope not to meet Us That they wander in their disobedience”

“Dan kalau Sekiranya Allah menyegerakan kejahatan bagi manusia seperti permintaan mereka untuk menyegerakan kebaikan, pastilah diakhiri umur mereka. Maka Kami biarkan orang-orang yang tidak mengharapkan pertemuan dengan Kami, bergelimangan di dalam kesesatan mereka”

This Thesis is dedicated to :

My beloved Father Sunardi and Mother Catur Esti Wahyani for their valuable endless love, prayer, patience, sacrifice, and support. My sister Lutfia Azzahro, and all of my family.

## DECLARATION OF AUTHORSHIP

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Herewith, I:

Name : Nur Azzahro  
SRN : 1601121105  
Faculty : Teacher Training Education  
Department : Language Education  
Study Program : English Education

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Nur Azzahro  
SRN. 1601121105

## ABSTRACT

Azzahro, Nur. 2020. *Students Perception of Neuro Linguistic Programming based ELT at English Education Study Program of IAIN Palangkaraya*. Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangkaraya. Advisors: (I) M. Zaini Miftah, M.Pd, (II) Zaitun Qamariah, M.Pd.

**Keywords:** Neuro Linguistic Programming, students perception, English Language Teaching

Neuro Linguistic Programming was one of technique used in psychotherapy to deal with phobia, but now it adapted to education field. The term of NLP was still rare to be known in education especially in English education, but there are many researches proves that Neuro Linguistic Programming has a positive effect on teacher success. In the reality there still a few teacher who applied this technique so it was important to build the teacher awareness about the use of this technique in the classroom.

This study aims to found out students perception of Neuro Linguistic Programming based ELT at English Education Study Program of IAIN Palangkaraya. The focus of this research is to determine teacher success based on student perceptions on NLP-based English language teaching in ELT classroom and to find out how the teacher apply NLP-based English language teaching in ELT classrom.

This research used quantitative methods to collect data. The population of this study was 95 students of sixth and fourth semesters who took Advanced English Grammar, English Phonology for ELT, and English Syntax in 2019/2020 academic year. This study used the whole three classes. This study was mix method design with questionnaire and interview as the data collection technique. In analyzing data, several procedures were used such as collecting, reducing, displaying and summarizing data.

The result of the study indicated that the majority of the students had a positive belief or stongly agree to the teacher way of teaching wich was used NLP as her technique strategy and strongly agree that the lecturer was a success teacher in aspects of attention to all, morality, care and enthusiasm, teaching accountability, evaluation and teaching booster. The teacher used NLP technique in teaching and learning process which were establishing rapport, modeling, creating a learner filter, pacing with the learner, elicitation with learner, caliberation of the learner, reframing the approach, and collapsing an anchor by adapted it to the classroom circumtances. The final result of all these categorized is 84.8% and was categorized Strongly Agree that based on students perception the use of NLP based ELT is high ( $r_{xy} = 0.33 > r_{table} = 0.05$  at 5%).

## ABSTRAK

Azzahro, Nur. 2020. *Persepsi Mahasiswa terhadap Neuro Linguistic Programming berdasarkan ELT di Program Studi Bahasa Inggris IAIN Palangkaraya*. Skripsi, Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Palangkaraya.  
Pembimbing: (I) M. Zaini Miftah, M.Pd, (II) Zaitun Qamariah, M.Pd.

**Keywords:** Program *Neuro Linguistic*, persepsi siswa, pengajaran bahasa Inggris

Neuro Linguistic Programming adalah salah satu teknik yang digunakan dalam *psychotherapy* untuk menangani trauma, tetapi saat ini sudah diadaptasi dalam bidang pendidikan. istilah NLP jarang diketahui khususnya di pendidikan bahasa Inggris, tetapi beberapa penelitian membuktikan bahwa Neuro Linguistic Programming mempunyai dampak positif pada keberhasilan guru. Dalam kenyataannya masih sedikit guru yang menggunakan teknik ini, itulah kenapa sangat penting untuk membangun kesadaran guru akan penggunaan teknik ini di kelas.

Penelitian ini bertujuan untuk mengetahui persepsi siswa terhadap ELT berbasis Neuro Linguistic Programming pada program Studi Pendidikan Bahasa Inggris IAIN Palangkaraya. Fokus penelitian ini adalah untuk menentukan keberhasilan guru berdasarkan persepsi siswa tentang pengajaran bahasa Inggris berbasis NLP di kelas ELT dan untuk mengetahui bagaimana guru menerapkan pengajaran bahasa Inggris berbasis NLP di kelas ELT.

Penelitian ini menggunakan metode kuantitatif untuk mengumpulkan data. Populasi penelitian ini adalah 95 siswa semester enam dan empat yang mengambil mata kuliah Advanced English Grammar, English Phonology for ELT, dan English Syntax pada tahun akademik 2019/2020. Penelitian ini menggunakan seluruh tiga kelas. Penelitian ini adalah penelitian survei dengan kuesioner dan wawancara sebagai teknik pengumpulan data. Dalam menganalisis data, beberapa prosedur digunakan seperti mengumpulkan, mereduksi, menampilkan, dan meringkas data.

Hasil penelitian menunjukkan bahwa mayoritas siswa memiliki keyakinan positif atau "Sangat Setuju" terhadap cara mengajar NLP yang digunakan oleh Dosen sebagai strategi tekniknya dalam pengajaran dan "sangat setuju" bahwa dosen adalah guru yang sukses dalam aspek moral, kepedulian dan antusiasme, tanggung jawab pengajaran, penilaian, dan peningkatan pengajaran. Guru menggunakan teknik NLP dalam proses belajar mengajar yang mana adalah membangun hubungan, pemodelan, menciptakan filter pelajar, kecepatan dengan pelajar, pengrangsangan dengan pelajar, kaliberasi pelajar, membimbing pendekatan, dan meruntuhkan jangkar. Hasil akhir dari semua ini dikategorikan adalah 84.8% dan dikategorikan Sangat Setuju bahwa berdasarkan persepsi siswa penggunaan ELT berbasis NLP tinggi ( $r_{xy} = 0.33 > r_{table} = 0.05$  pada 5%).

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prayer so that she is able to finish her study. May Allah SWT bless them all.

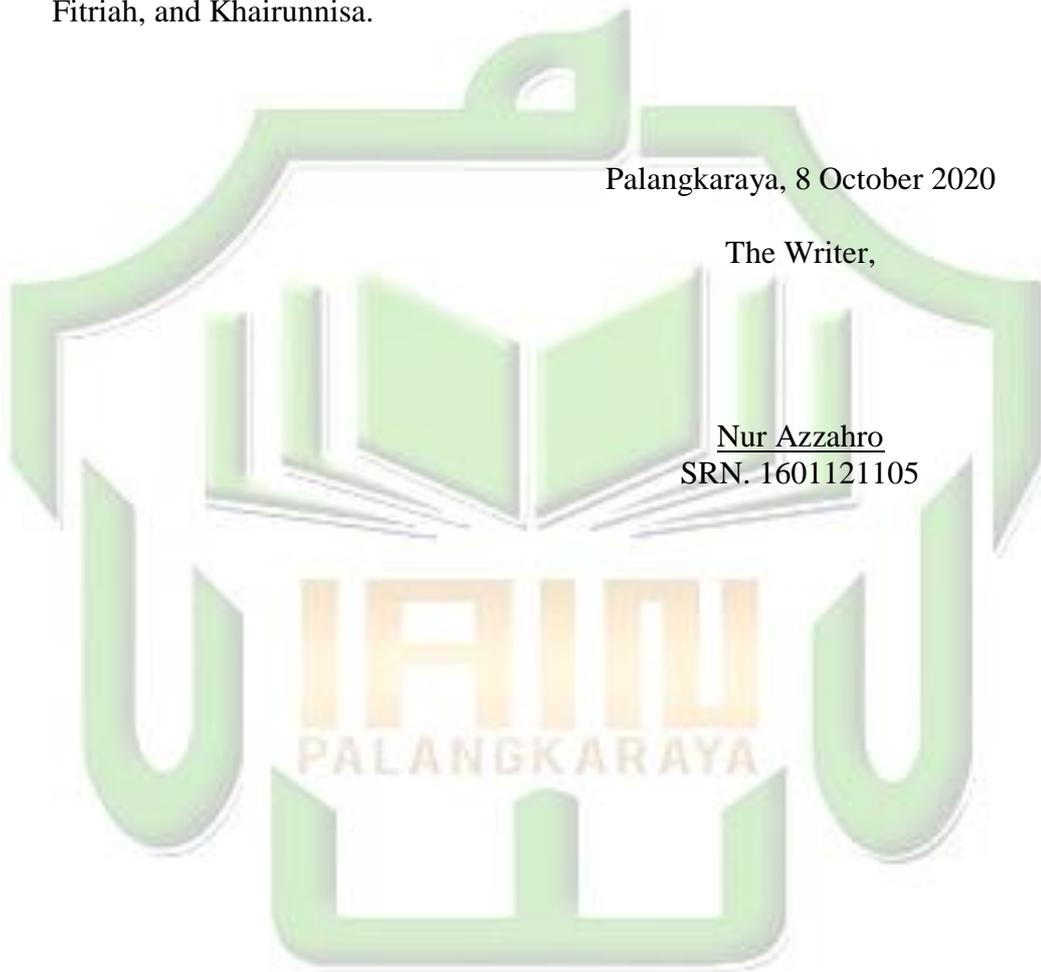
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9. All friends in English Education Study Program of 2016.
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Palangkaraya, 8 October 2020

The Writer,

Nur Azzahro  
SRN. 1601121105



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## LIST OF ABBREVIATIONS

1. NLP	: Neuro Linguistic Programming
2. IAIN	: Institut Agama Islam Negeri
3. ELT	: English Language Teaching
4. EFL	: English Foreign Language
5. DP	: Mrs. Dellis Pratika, M.Pd.,
6. MI	: Madrasah Ibtidaiyah
7. ESP	: English for Specific Purpose
8. CoSEFLT-Q	: Characteristics of Successful EFL Teachers Questionnaire
9. SD	: Strongly Disagree
10. D	: Disagree
11. N	: Neutral
12. A	: Agree
13. SA	: Strongly Agree
14. WA	: WhatsApp
15. SPSS	: Statistical Product and Service Solution
16. $\bar{X}$	: Mean value
17. $\Sigma$	: Sum of
18. $X$	: raw score
19. $N$	: Number of case
20. $\Sigma(x-x)^2$	: Sum of the frequency of each score
21. $M_n$	: Mean
22. Med	: Median
23. Mod	: Modus
24. SD	: Standard Diviation
25. RP	: Research Problem

## **CHAPTER I**

### **INTRODUCTION**

This chapter consists of background of the study, research problem, objective of the study, assumption, scope and limitation, significant of the study as well as definition of key terms.

#### **A. Background of the Study**

There are many new techniques in English language teaching, those learning techniques are related to the four language skills, gender, and age in the Indonesian education context Tanjung (2018, p. 50). But there is one technique known as NLP or Neuro Linguistic Programming, this is a method firstly emerged from psychotherapy to deal with phobia. Grinder and Bandler who credited as the co-founder of NLP define NLP as mind programming (human brain) uses language as the media, both verbal and non verbal so it results human mind and behavior.

The another expert, Sailendra (2014, p. 5) stated that in NLP, the word linguistic showed that language or words can influence the nerve or neuro in interpret an experience. Meanwhile, the word programming was selected from the perception that in human belief, we have a lot of programs stored in form of behavior, abilities, beliefs, values, etc.

Now NLP is adopted as a technique in education field. The basic premise of NLP is that we operate and make sense of our experiences through information received from the world around us.

The way teachers communicate to the students is one of many factors that help determine the effective of teaching and how the students perceive the teachers' communication might affect their effective and cognitive learning and their feeling throughout the learning process. Communication in university teaching is clearly one in every of the new area that also have to be worked on and improved. Student-teacher communicative relationship is extremely fragile and specific, and depends on many factors. Both students and teacher should keep in mind the strength of attribution be aware of the primary impression, because it can influence further development of student-teacher communicative relationship Suzić et al., (2013, p. 65). Verbal and nonverbal immediate behaviors on the part of the teacher enhance positive and effective instructional interaction, which has direct effects on the students' attitude towards the teacher and the course and the students' willingness to learn as cited by Ballester (2015, p. 10). There are a few teachers use NLP in their teaching and learning process in the classroom. That is why the researcher wants to know how it applied and how far it effects on teacher success in English taching and learning process.

There is perspective that English is difficult and some English teachers are scary and intimidateive Ramburuth (2001, p. 75). In Indonesia, English is a foreign language that has different pronunciation system with Indonesian language Sundari (2015, p. 34). It is one of the troubles in English teaching and learning process. There are many experience design study about the effect on the use of NLP in English language learning (Farahani: 2018,

Fidnillah: 2017, Alroudan: 2018). All of these researches prove that NLP gives a positive effect on students learning process.

There were a few researches about NLP in quantitative method, but most of them did it with experiment design Lashkarian and Sayadian (2015, p.510-516), Alroudhan (2018, p. 184-190), Fidnillah (2017, p. 56-68), Farahani, (2018, p. 79-85). So that, the researcher decided to conduct a mix research about the students perception of Neuro linguistic programming based ELT at English Study Program of IAIN Palangkaraya. This researcher is also conducted because the researcher want to know how the students perception of the use of NLP technique on teacher success and how the lecture applied NLP in the classroom.

DP classroom is chosen because it is one of the class which uses NLP strategy in their teaching and learning process. Based on researcher observation the lecturer use some techniques such as anchoring, elicitation, and building rapport in the process of teaching and learning.

The Neuro-Linguistic Programming is chosen as the topic of the study because Neuro-Linguistic Programming is a term that still rare to be known in education especially in English Education, there are many researches proves that Neuro Linguistic Programming has a positive effect on teacher success Lashkarian and Sayadian (2015, p. 510-516), Pishghadam, R., Shapoori, M., & Shayesteh, S. (2011, p. 1-8) but there still a few teacher who applied this strategy and also to build the teacher awareness about the use of this strategy

in the classroom, the researcher tries to study one of the classroom which use this strategy.

On the other hand, the researcher chose English Study Program of IAIN Palangkaraya as the population of this study, because based on researcher observation there are some lecturers who applied this strategy in IAIN Palangkaraya, but some of them did not aware that those strategy they are used called Neuro Linguistic Programming.

## **B. Research Problem**

To sum up, this research attempts to answer the following questions:

1. How are student perceptions on the use of NLP-based English language teaching toward teacher success in ELT classroom?
2. How does the teacher apply NLP-based English language teaching in ELT classroom?

## **C. Objective of the Study**

The purposes of this study are:

1. To examine teacher success based on student perceptions on NLP-based English language teaching in ELT classroom.
2. To find out how the teacher apply NLP-based English language teaching in ELT classroom.

## **D. Assumption**

The researcher has assumptions that:

1. The use of Neuro linguistic programming has given positive effect on teacher success in teaching and learning process.

2. The lecturer in English education study program uses Neuro Linguistic Programming as their strategy in English language teaching process.

### **E. Scope and Limitation of the Study**

This research focused on the survey of teacher success on the use of Neuro Linguistic Programming especially based on students perception at English study program of IAIN Palangkaraya and how the teacher applied the technique in the classroom. It will be conducted on 4<sup>th</sup> and 6<sup>th</sup> semester of English Study Program class on 2019/2020 school year in IAIN Palangkaraya. The class must be having at least the characteristic of NLP technique based on ELT classroom such as establishing rapport, modeling, creating a learner filter, pacing with the learner, elicitation with learner, calibration of the learner, reframing the approach, and collapsing an anchor. The researcher chooses DP classroom as the place of the research, they are English Syntax, English Phonology for ELT, Advanced English Grammar.

### **F. Significant of the Study**

1. Theoretical Significant
  - a. The result of this study can be used to other teacher as a new reference of teaching strategy to teach English so that the students can interested in learning English.
2. Practical Significant
  - a. By knowing the students' perception on the use of NLP-based English language teaching, it will be easier for teacher to teach in the classroom.

- b. The more teachers who know this strategy the better students' understanding in the subject they are thought and the teaching as well as learning process will successes.
- c. For the next researcher, this research is able to use as a reference for the next research.

## **G. Definition of Key Terms**

### **1. Students Perception**

Students perception is students opinion or point of view oward something that happened in learning process and produce it with argument for teacher to improve their teaching and learning process.

### **2. Neuro Linguistic Programming**

NLP is a model of human communication and behavior. As mind programming or human brain uses language as media, both verbal and non verbal so it results human mind and behavior. Neuro-linguistic Programming is the practice of understanding how people organise their thinking, feeling, language and behaviour to produce the results they do.

### **3. English Language Teaching**

English language teaching is the practice and theory of learning and teaching English for the benefit of people whose first language is not English.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter consists of related studies, teacher success, language brain and memori, Neuro Linguistic Programming, and English Language Teaching.

#### A. Related Study

Lashkarian and Sayadian (2015, p. 510-516) conducted a research about the effect of Neuro Linguistic Programming (NLP) technique on young Iranian EFL Learners' motivation, learning improvement, and on teacher's success. They used some instruments in their research and the results of the independent samples t-test and content analysis stated that the young Iranian EFL learners of English improved the students' motivation level as a result of receiving NLP techniques and it showed a considerable development in EFL proficiency. Furthermore, NLP techniques contributed positively to teacher's success. The results emphasized the importance of NLP techniques in EFL settings because it makes the teacher to communicate better with students, strengthen the learning environment, and improve positive interaction that would increase academic effectiveness, motivation and proficiency of learners.

Pishghadam, R., Shapoori, M., & Shayesteh, S. (2011, p. 1-8). In their research entitle NLP and its relationship with teacher success, gender, teaching experience, and degree: A comparative study. 166 teachers and 1200 students were selected as the subject of the research and the result showed that

there were association between teacher success, teaching experience, degree, and NLP but it showed that the gender did not give correlation with the others.

Delbio & Ilankumaran (2018, p. 624-629) conducted a research about second language acquisition through Neurolinguistic programming; a psychoanalytic approach. The study stated that there are many techniques are used in the NLP. It improved the fluency and accuracy in target language. It improved non-native speaker to improve the Listening Speaking Reading and Writing skills. This research showed the importance of the NLP in language learning and teaching. It also discusseed the advantage and disadvantage of the NLP in learning. It also gave the solution to overcome the problems and self-correction was motivated through neuro-linguistic programming.

Alroudhan (2018, p. 184-190) in his study entitle The Effect of Neuro-linguistic Programming Coaching on Learning English, the researcher tried to evaluate the efficacy of NLP for language learning and the investigation of the potential role in learning English Language furthermore. The findings of the study revealed that NLP helped within the provision of the solutions and techniques to the issues and it allowed the teachers to develop their own responses to particular problems. The study affirmed that NLP had the most important impact on EFL learning and further research was required for the confirmation of the findings of the innovative study.

Cresencio & Judy (2014, p. 25-32) stated on Neuro-Linguistics Programming: Developing Effective Communication in the Classroom that a teacher should know that classroom experience which students share with the teacher was the foundation for students' willingness to improve or not

improve the educational process. It explained about one of strategy in NLP, classroom experience was applied in the classroom without showing students perception on the use of NLP in all aspect in the classroom such as the researcher study.

Comparing of among the studies above, here are the similarities of this research:

1. The researcher discussed about NLP technique used in ELT classroom who need more attention. The more other teacher or students understand about the teaching strategy, the more choice they have to use in the classroom.
2. In this case, students' perception is needed to be explored. So that, the researcher knows how their perception is toward the use of NLP technique is in different level.

Meanwhile here in the difference of this research:

1. This study will use mix method and also the subject of the study will be 4<sup>th</sup> and 6<sup>th</sup> semester of DP classroom in IAIN Palangkaraya.
2. This study will gain students' perception who have experienced in at least one time in the same classroom with same lecturer.
3. This study will find about how NLP-based ELT applied in DP classroom.

## **B. Teacher Success**

Teachers are meant to make remarkable changes in learners. To be a successful teacher is not only depended on the quality of teacher education but also on the attribute of the teachers themselves for example teachers' personality and behaviors Bhardwaj (2009, p. 75), teachers' skill and ability

Porter & Brophy (1988, p. 74), and also environment and working conditions Korthagen (2004, p. 77).

Elizabeth, May and Chae (2007, p. 623) construct a model of teacher success in Hong Kong and showed that effective teachers should be skillful, effective, fair in testing and grading, entertain learners, improve students' critical thinking, and provide proper feedback for students. Tamblyn (2000, p. 16) stated that successful teachers are creative, flexible, skillful, warm and humorous. Beck (1967, p. 127) found effective teachers are warm, friendly, and supportive.

Another research by Pishghadam, Shayesteh and Shapoori (2011, p. 909-917) reported that the more the teachers use NLP techniques in their classes are the more successful, the more flexible toward their work and individual learners are. Along with teachers' psychological and behavioral aspects, ability and skill in applying materials, questioning, assessing, and evaluating can be also considerable Porter & Brophy (1988, p. 74).

Teaching environment and working conditions may affect their success as well besides the teachers themselves. Johnson and Birkeland (2003, p. 581) emphasized some environmental factors such as school facilities, unsupportive administrators, and heavy teaching materials may influence a good teaching. They indicated that teachers' success or failure could not be apparent for administrators in the past but nowadays performance of the students on standardized tests is a considerable measure of that.

In spite of the fact that there are numerous ways to be a successful teacher in the classroom; yet, as Johnson and Birkeland (2003, p. 583) believed, just because nature of teaching is unpredictable, however well prepared and committed teachers, the teacher have no certainty that they will succeed in the classroom. In all, it seems that none of the research projects carried out in the area of language education has touched the role of creativity in teacher success.

In the newest research from Moafian, F., Ostovar, S., Griffiths, M. D., & Hashemi, M. (2019, p 69) revisited a construct validity of 47 items questionnaire including features of successful EFL teachers (Characteristics of Successful EFL Teachers Questionnaire; CoSEFLT-Q) from Moafian and Pishghdam (2009, p. 127). The CoSEFLT-Q was developed using the guidelines specified by EFL professors, teachers, and learners as well as features of competent teachers.

To assess the revisited construct validity of CoSEFLT-Q 814 EFL learners were participated in the study. The findings demonstrated all items were loaded on the factors with the relevant content except for two which were loaded on three factors with almost similar loadings. Consequently, they were omitted. Accordingly, factor analysis resulted in seven main factors with 45 items.

These seven main factors are:

1. Attention to all
2. Morality
3. Care and enthusiasm

4. Teaching and enthusiasm
5. Teaching accountability
6. Evaluation
7. Teaching boosters

### **C. Language, Brain and Memori**

Language is a main role in human activities. Language used to communication and bond up with culture, it help someone to represent the world through language and make better environment and help to understand as well as express ideas Delbio & Ilankumaran (2018, p. 625). Judith Greene divided language function into two ways. They are internal representation such as thoughts and feelings and external communication.

Neuroscience research shows that the brain has certain areas that are associated with language use Griffiths (2013, p. 139); Price (2012, p. 816) this is an evidence that language has a biological basis.. Language processing, such as speech and grammar, occurs mostly in the left hemisphere of the brain as well as Broca's area which contributes to speech production and Wernickie's area involved in language understanding.

Using PET scans, one of brain imaging techniques, some researchers found that when children were around 9 months old, the part of the brain that stores and indexes various types of memory called the hippocampus is fully functional. So it is the time when the baby seems to be able to put meaning to words, for example looking for a ball (showing links between language, cognition and brain development).

Memory is the information storage or experience of all time (Psikologi Umum, 2016, p. 56). From information processing perspective there are three main stages in the formation and retrieval of memory:

1. Encoding or registration

Receiving, processing and combining of received information

Encoding allows information from the outside world to reach the five senses in the forms of chemical and physical stimuli. In this first stage the information must be changed so that it may be put into the encoding process.

2. Storage

Storage is the second memory stage or process. This entails that information is maintained over periods of time.

Creation of a permanent record of the encoded information Retrieval, recall or recollection

3. Retrieval of information that has been stored.

Such information must be located and returned to the consciousness.

Calling back the stored information in response to some cue for use in a process or activity

In Psychology, a study that study human behavior, there is one of the technique is called Neuro-linguistic Programming, it observe the internal way of thinking and experience. The NLP study the correlation of brain, language and behavior. Whorf a linguist size up that language determine the way someone thinking, language is just the reflection of mind which bring out meaning. This is called linguistic relativity hypothesis.

## **D. Neuro Linguistic Programming**

### **1. Definition of Neuro Linguistic Programming**

NLP stands for Neuro-linguistic Programming or can be translated into Brain Language Program. NLP stands for program/build good or positive utterances which are then transformed into brain language. Neuro-linguistics is a branch of macro-linguistics. It is originated from two branches of science, neurology and linguistics. Neurology concerns with anatomy of human brain nerve (especially in medical field), while linguistics is a study of languages. Literally, the relationship between the two seems very far, however they are actually closely related to each other since both fields concern with the user of language. Neurology and linguistics find a common ground in terms of pragmatism (interdisciplinary), thus giving birth to a new science called "neurolinguistics", a study of the relationship between language and brain's neurons. Neurons are also known as nerve cells, which function to send messages or impulses in the form of stimulants or responses.

The name of the field refers to (Neuro) the human nervous system, including the brain and the five senses, (Linguistic) the verbal and non-verbal languages with which we communicate and (Programming) the ability to structure our neurological and linguistic systems to achieve desired results.

Andreas (2008, p. 23-24) define the three words as follows: Neuro refers to the nervous system, the mental pathway for the senses to be able to hear, taste, smell, and feel. Linguistics refers to the natural

ability to communicate verbally and nonverbally. Verbal is the choice of words and phrases, reflecting the world of human mentality. Meanwhile, nonverbal related to 'silent language', such as posture, motion and behavior. 'Quiet language breeds thinking styles and beliefs. Word programming refers to patterns of thinking, feelings, and actions. Behavior and habits daily life can be replaced with new, more positive behaviors and habits. Word This programming was borrowed from computer science to signal that thought, human feelings and actions are habitual programs that can be changed by improving mental software.

Definition of NLP in Encyclopedia of Systemic NLP and NLP New Coding are patterns or programming created from relationships between the brain (neuro), language (linguistics) and body condition. Viewed from perspective NLP, the relationship will affect human behavior effectively and not effective, and greatly affect the mental formation of individuals who are adjustment and mal adjustment.

Based on some of the definitions above, it can be concluded that NLP is programming the mind (human brain) using language as the medium, both through verbal and nonverbal language so that it can produce thoughts and behaviors. In other words NLP is an influence caused by language on one's thoughts and behavior. In NLP, language verbal and non verbal have the same position as a source of information will influence behavior.

## **E. English Language Teaching Strategy**

### **1. The Strengths and The Weakness of English Language Teaching**

#### **a. The Strengths of English Language Teaching**

- 1) Students started learning English at a very young age and they should be good at it.
- 2) These respondents all commented that individual schools had great autonomy over syllabus design.

#### **b. The Weakness of English Language Teaching**

- 1) However, this could also be a disadvantage as students were too young to learn English and to understand what they were taught
- 2) Some syllabus contents were too rich to be covered within the limited time span. Therefore, it was hard to make adjustments, though students could not cope with the learning requirements. This put pressure on both teachers and students. Worse still, some schools made students learn other foreign languages apart from English, and that made the learning of English more difficult.

### **2. Neuro Linguistic Programming in English Language Teaching**

In recent times, many classroom activities have been developed by English language teachers which are modified versions of current practices (simulations, role plays, storytelling) being followed in an ELT classroom. Quite a few of these activities integrate the four language skills namely- Listening, Speaking, Reading and Writing. Exploring these techniques could help in language teaching and learning.

Based on Millroad, Radislav (2004, p.28-32) The role of NLP in teacher classroom discourse, there are 9 NLP techniques mostly used by the teachers, they are:

Based on Millroad, Radislav (2004, p.28-32) The role of NLP in teacher classroom discourse, there are 8 NLP techniques mostly used by the teachers, they are:

a. Establishing Rapport

Rapport is a positive emotional connection among students, teacher, and subject matter that appear from the way the teacher creates the learning environment. To a certain extent student and teacher cooperate to achieve course goals, the learning environment favors increased student receptivity to the teacher and subject matter. The center of development such an alliance is the teacher's confidence, as reflected in such characteristics as trust and respect, as well as a willingness to involve students in the learning process.

Rapport is avoided for the rest of the variables, such as teaching methods, testing modes, and assessing teaching effectiveness techniques, that can be easily conceptualized and manipulated. Nonetheless, it is good to consider the role of rapport when there is no other reason than its contributions to effective teaching.

To get a little of insight into this matter, William Buskist and Bryan K. Saville (2001, p.12-13) surveyed several hundred undergraduates enrolled in an introductory level psychology course of Auburn University and asked them about: (i) a certain extent about

their rapport experience in classes; (ii) the things that teachers do to establish rapport with them; and (iii) how rapport influences their academic behavior.

Slightly more than half of the students are reported that they had experienced rapport with a professor. The most common teacher behaviors which contributing in establishing a rapport as follows:

- 1) Showing a sense of humor
- 2) Availability before, after, or outside of class
- 3) Encouraging class discussion
- 4) Showing interest in them
- 5) Knowing students' names
- 6) Sharing personal insights and experiences with the class
- 7) Relating course material in everyday terms and examples
- 8) Understanding that students occasionally have problems arise that inadvertently hinder their progress in their courses

The students stated that the most common positive effects of rapport on their academic behavior are to increase their teacher and subject matter enjoyment, to motivate them to come to the class more often, and to pay more attention in class. Establishing the rapport seems to facilitate both student motivation for learning and their course enjoyment, and improve student receptivity to what is being taught.

Here are some tips the Teacher can use for Rapport-Building

- 1) Learn to call the students by name.
- 2) Learn something about the students' interests, hobbies, and aspirations.
- 3) Create and use personally relevant class examples.
- 4) Arrive to class early and stay late -- and chat with the students.
- 5) Explain the course policies -- and why they are what they are.
- 6) Post and keep office hours.
- 7) Get online -- use e-mail to increase accessibility to your students.
- 8) Interact more, lecture less -- emphasize active learning.
- 9) Reward student comments and questions with verbal praise;
- 10) Be enthusiastic about teaching and passionate about the subject matter.
- 11) Lighten up -- crack a joke now and then.
- 12) Be humble and, when appropriate, self-deprecating.
- 13) Make eye contact with each student -- without staring, glaring, or flaring.
- 14) Be respectful.
- 15) Don't forget to smile

b. Modeling

Modeling is offering strategies for the learners to achieve better results. NLP's approach to modelling involves exploring how a person achieves an outstanding performance in some effort. This

exploration involves not just observing behaviour but also investigating the internal and external factors that urge the individual to move forward with the task, the person's beliefs which relate to the task, their physiological/emotional state, and those mental strategies (including sequences of sensory-based representations) that appear to be crucial in increasing performance Dilts, R (1998, p. 28).

The steps in a formal NLP modelling process are Dilts, R (1998, p. 58):

- 1) Find a person to be modelled, and the contexts in which they apply the capability you wish to model.
- 2) Gather information about how they undergo the process you wish to model. This can include experiencing the process in first perceptual position (as if you are in their shoes), second perceptual position (as a person interacting with them), and third perceptual position (as a detached observer). Findings can be mapped onto a conceptual framework, such as Dilts's neurological levels (see below).
- 3) Distil the findings into cognitive (thinking) and external behavioural patterns.
- 4) Organise the elements or patterns into a logical, coherent structure (the "model").
- 5) Test the usefulness of the model for yourself in different contexts.
- 6) Reduce the model to its simplest and most elegant form.
- 7) Identify ways to teach the model to others.

- 8) Determine ways to measure the effectiveness of the model, and the limits of its usefulness.

c. Creating a Learner Filter

Creating learner filter means monitoring correct or incorrect knowledge or behaviour. In the knowledge construction, affective filter is emotional variables associated with the success or failure of acquiring a second language. It is an invisible psychological barrier that can facilitate or hinder the production of language when it is high. Stress, anxiety and lack of self-confidence can prevent the success of a second language acquisition. On the other hand, the low affective filter eases the risk-taking behavior with respect to the practice and learning of a second language can increase or decrease the access of understandable information. When the filter is active, the input can not reach the parts of the brain where the acquisition occurs. Many language students realize that the reason they have problems is because they are nervous or ashamed and simply can not concentrate Katherine, D (2019, p.157).

Veronica (2019, p.1-2) How to lower the affective filter in classroom within Collaborative Literacy:

- 1) Try not to overemphasize error correction. Instead of correcting the student; tell them the correct use of the language in a supportive attitude.
- 2) Create a policy in the classroom that prohibits students from making fun of peers or laughing at errors. This is directly

supported by the social learning goals weaved throughout every lesson and sets the expectations for how students work together as they collaborate.

- 3) As students share and reflect at the end of each lesson, share your observations and facilitate the brainstorming of solutions to challenges
- 4) Take advantage of the first units within Being a Writer and Making Meaning will set up a safe place for learning and build a strong literacy community.
- 5) Equip strong language models with strategies to support their language learner peers.
- 6) Consistently encourage risk-taking reminding students that your classroom is a safe place to learn.
- 7) Set individual goals with students and celebrate growth
- 8) When the affective filter is low, the learner is in an emotionally safe place. These feelings of safety lower imaginary walls and promoting more successful language acquisition. This type of environment becomes a welcoming invitation to keep learning.

d. Pacing with the Learner

Pacing means achieving harmony of teaching and learning in rate, style, and production. Pacing is the rhythm and timing of classroom activities which includes the way time is allocated to each classroom component and the process of how one decides that it is the right moment to change from one activity to another activity such as

sub-activity, or sub-subactivity. Bernstein (2003, p. 66) stated that the rules of transmission or 'pedagogic relay', refers to 'pacing'. He defines pacing as the expected rate of acquisition, or the rate at which learning is expected to occur. Pacing rules, then regulate the rhythm of the transmission, and this rhythm may vary in speed. In dealing with mixed ability and differential learner pace, teacher constructs parallel activity sequences, so that when learners have completed one activity they have another with which to engage.

From these descriptions there are two aspects of pacing. The first one relates to the rate of transmission, weak or strong pacing is and the second relates to the variation of pacing, i.e. what we can talk about in terms of the differentiating pacing strength. Strong differentiating pacing occurs where there is variation in pace according to the teachers' assessment of the demands of the pedagogical situation—the content of the lesson and the individual rate of learning of learners in the class. Strong differentiating pacing used to identify individual learner needs and specific contents and it also will show that the pace is varied accordingly. Weak differentiating pacing occurs where the teacher makes little or no distinction between different learners' rate of learning; learner needs and learning contents are treated as the same and the pace is held constant.

The teacher determines the norm according to the average child, and through strong differentiating pacing allows quicker and

slower learners to vary the pace accordingly. ‘Repairers’, i.e. ‘special’ classes, are held for the slowest learners who may weaken the pacing too much.

Goldsmith, J. (2010, p. 34) examined that in the teaching and learning there are some activities the teacher should do, such as:

- 1) Pacing
- 2) Sequencing
- 3) Grading
- 4) Transisition

**Table 2.1 Three level of the major concept of pacing with learners activities**

<b>Activities</b>	<b>Micro level</b>	<b>Meso level</b>	<b>Macro level</b>
<b>Pacing</b>	Deciding how long to spend on one activity and its various sub-actevities	Deciding how long to spend on various activities in the class periode in connection to one other	Determining how to distribute various activities, concepts, strategy, method within longer frames (for example week, month, semester, year)

<b>Sequencing</b>	Ordering of sub-activities	Ordering activities within one class period	Ordering content, units, or lessons
<b>Grading</b>	Determining difficulty of an individual activity or sub-activity	Determining difficulty of activity sequences or entire lessons	Determining difficulty of whole units or curricula
<b>Transition</b>	Transitioning within activities (between subactivities)	Transitioning between activities	Transitioning between didactic units or curricular content

e. Elicitation with Learner

Scrivener (2012, p. 139) stated that eliciting is a technique of obtaining information from students, instead of using teacher explanation, generally they asking questions to students. It leads to greater engagement, encourages thinking, and encourages students to self-discoveries. Elicitation can be used in all language classes, especially skills courses such as Reading, Listening, Speaking and Writing. The teacher can evoke ideas, feelings, meaning, situations, associations and memories. Elicitation is a useful diagnostic tool for the teacher, to provide vital information about what the learners know or do not know, and therefore, to start planning a lesson. Eliciting also

encourages teachers to be flexible and to move on rather than dwell on information which is already known.

Nunan (1999, p. 306) stated that elicitation is a procedure which teachers stimulate students to produce a sample of the structure, function, and vocabulary items being taught. Learners are participated the process of understanding and discovering language during elicitation. Elicitation techniques can be defined as 'strategies used by teachers to get learners to respond.' He believes that during elicitation, questioning is one of the principal ways in which teachers control the classroom discourse. These are techniques used by teachers before or during the lesson to get information about the depth of knowledge of the students. The term elicitation is also defined as any utterance whose function is to elicit an obligatory verbal response.

f. Calibration of the Learner

Students have difficulty in estimating their own performance because they often use unreliable and incorrect gestures to estimate, such as the quantity of information they remember over the quality Baker & Dunlosky (2006, p. 61). By comparing their own performance to standards for example to the provided answer match or mismatch with the correct answer, students make a much more valid gesture of the quality of their performance, which, in turn, will result in more realistic performance estimates.

The calibration is the measure of the relationship between the level of individual belief in their knowledge and their actual

performance. Several factors can affect calibration and self-regulated learning are individual characteristics.

Individual characteristics may be classified as confidence level in ability or one's knowledge, expertise level, and inferential processes. These three individual characteristics came out to be strongly correlated, tapping one's knowledge and the inferences one might make related to that knowledge. The important categories of individual characteristics in self-regulated learning are self-concept, goal orientation, and goal setting. These characteristics were selected because they are strongly related to one's level of motivation and because self-concept taps level of confidence in one's own ability.

g. Reframing the Approach

Lashkarian (2015, p. 11) Reframing is the technique that the teacher utilizes by relating to personal experiences and makes it concrete and tangible for the learners. It can be used to modify students' conception of themselves or of the language, which makes it a powerful motivational tool. Reframing can also be used for creating artificial contexts to be used in the classroom and thus provide the students with a wider array of learning opportunities without the need of material support.

Reframing refers to the process of changing the focus of a situation or problem and examining it from a different perspective. It includes looking at the complementary side of a problem/issue or

analyzing a situation from a wider base. Reframing can be as simple as to make the problem solution. Instead of thinking about all students competing for your attention or resources, consider them the solution by considering all of them as volunteer aides, helping each other succeed. Reframing, in essence, converts problems to challenges and opportunities. Similarly, negative interpretations can be recast as positive.

Reframing the approach in education can be manifested as stopping unproductive teaching strategies and providing better alternatives so as to improve learning opportunities. Reframing permits the individual to perceive an experience differently, apportioning new meaning.

#### h. Collapsing an Anchor

Akdeniz (2016, p. 60-71) define anchor learning as learning approach, which prescribes that all activity of learning should be organized around a story, issue or state that is called anchor. It also provides the students the chance to apply the information they have gained on different real life cases and thus used as a bridge between school life and real life. The materials within the border of programmes basing on anchor learning are generally technology-based and they contribute to students' success in a positive manner. In anchor learning framework, it means a comprehensive knowledge foundation or environmental adjustment that provides students with a rich source of information. Another definition of 'anchor' within the

framework of anchor teaching is a comprehensive case of story or problem that also includes introductory and explanatory preliminary information that students will need and that give a rich source of information.

There are two basic goals in anchor education. The first one is to help students to realize the important points of the case defined as the problem. The other is to cause a change about their guide perception and about what they understand from the guide as they look at the case from different points of view.

The characteristic of Anchor learning were:

- 1) Anchor learning eliminates memorized information and instead, creates an atmosphere that helps students to search, think critically, solve problem and improve creativeness.
- 2) Anchor learning tries to find the best way to structure the necessary information in order to increase effectiveness of the methods used in learning-teaching processes and also it tries to realize this kind of structuring. In other words, abstract information is given in relation to real life.
- 3) Anchor teaching provides an atmosphere that helps to encourage students to participate in learning actively by means of anchor teaching or situation around an interesting subject.
- 4) Anchor teaching sees information as a means of learning. It motivates students to do research, to make assumptions, to evaluate the accuracy of their findings and to understand them

through a scenarios based on a goal and new principles and concepts embedded in these scenarios.

- 5) Anchor teaching increases motivation by means of individualizing teaching and creating an atmosphere where students are not afraid of mistakes. Moreover, it gives students the opportunity to control their own information's pace and effectiveness.
- 6) "Target structures" used as a technique in anchor teaching to build a connection between learning and real life, and so increases students' motivation, develops the appropriate information structures and helps all of the products to become necessary for solving scenario problems.
- 7) Anchor teaching tries to find an answer for "how students will learn" and focuses on making the information permanent and also making it easier to learn concepts.
- 8) The teacher is a leader of class, a guide, and advisor and a coach.
- 9) Active thinking, research, exploring and first hand reasons.
- 10) Providing students with pragmatic bases. In other words, filling in the gap between theory and practice.

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter consists of research design, population and sample, research instrument, data collection procedure, and data analysis procedure.

#### **A. Research Design**

The researcher used mix method which means a procedure to collect, analyze, and mix both quantitative and qualitative methods in a single study to get better understanding a research problem Cresswell (2012, p.535) this method chosen because quantitative study was not enough to answer the research problem, more data was needed to elaborate the first database.

Mix method can be used when the researcher develop an instrument of variable in quantitative study but also the researcher provided an alternative perspective in a study qualitatively. A study can be categorized as mix method from the title, the data collection, and the objective of the study.

This study gave equal priority to both quantitative and qualitative data, the researcher collected both quantitative and qualitative data concurrently during the study and compared the result from quantitative and qualitative analyses to determine if the two data base yield similar or dissimilar result, so it called convergent parallel design Cresswell (2012, p.540)

The strength of this design was the quantitative data provide for generalizability, whereas the qualitative data offered information about the context or setting.

## **B. Population and Sample**

### **1. Population**

Population is the larger of groups to which a researcher wishes to generalize it include all members of a defined class of people, events, or objects Ary (2010, p. 389). Population is the whole of the research subject (Arikunto, 1998, p. 115). Meanwhile, Sugiyono (2010, p.117) stated that population is a generalized area that consists of objects/subjects that have certain qualities and characteristics set by research to be studied and then drawn conclusions

The population of this study was all students in odd semester who study in DP classroom in English Education Study Program at IAIN Palangkaraya consist of 95 students. They were sixth and fourth semester students who took Advanced English Grammar, English Phonology for ELT, and English Syntax.

### **2. Sample**

Population forms a part of the population-representative population, so if the researcher finds information on the sample, it's mean that information was constituted from the sample. According to Sugiono (2010, p. 118) sample is part of the number and characteristic of those set in the population.

Sample technique which used by the researcher was purposive technique sampling. Sugiyono (2011, p. 84) stated that purposive sampling

technique is sample retrieval technique with some characteristic. The researcher decided some characteristics to make the research easier. The sample must be students in English study program who took DP classroom in previous semester.

According to Arikunto (2006, p.112) if the subject of the research are less than 100, it is better to take all the subject (population). But, if the amount is more than that, take 10-15% or 15-% or more.

From all the 2019/1010 English students in IAIN Palangkaraya, the subject will be chosen as the sample of the study, they are 6<sup>th</sup> and 4<sup>th</sup> semester students in DP classroom who has use Neuro Linguistic Programming as her teaching strategy and for support students' statement the research need teacher respond who teach in those language classroom. The researcher took all 95 students as the sample of the study.

## **C. Research Instrument**

### **1. Research Instrument Development**

#### **a. Questionnaire**

Sugiyono (2011, p.199-203) questionnaire is data collection procedure by giving a set of written statements or questions to the respondents to answer. It is an efficient data collection technique to measure the variable of the study and know what the respondent do not expect. Questionnaire is suitable instrument to collect the data in wide amount.

According to Creswell (2011, p. 3), a questionnaire is data collection instrument consists of a series of questions and other prompts for the purpose of gathering information from respondents.

So, from the questionnaire, we can know the basic data of respondents. In this research, the researcher use close ended questionnaire to dig students perception of teacher success on the use of NLP technique in DP classroom.

Questionnaire is an instrument which respondents provide written responses to questions or mark items that indicate their response (Ary et al, 2006, p. 648). It is a written instrument consis of questions to be answered or statements to be responded by respondents. It is used to gather information about facts or about opinions/attitudes (Latief, 2010, p. 193).

The research instruments for this study is a questionnaire. This questionnaire designed for students who take English department Study Program of IAIN Palangkaraya in order to know the students' perception towards the use of NLP in DP course. The questionnaire designed in English language and used a Likert scale.

In addition, a Likert scale is the most common use question format for assessing participant's opinions of usability (Dornyei, 2010, p. 20). Likert scale in this study Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A), and Strongly Agree (SA). Harris (1969, p. 15) presented the sample that used 1 - 5 points. Each statement from the questionnaire labeled with each own score. There are five predetermined answers with scale 1 – 5 suggested by Likert Scale.

In this research, researcher adopted the questionnaire of *“Construct validation of a questionnaire on characteristicsof*

*successful EFL teachers*” (Moafian, Fatemah and Pishghadam, Reza., 2009, p. 66-69). Total of the statements are 45 items.

**Table 3.1 Range Score of Statement**

<b>Answer</b>	<b>Score</b>
Strongly Agree (SA)	5
Agree (A)	4
Neutral (N)	3
Disagree (D)	2
Strongly Disagree (SD)	1

**Table 3.2 Questionnaire Item Specification**

<b>Indicators</b>	<b>Item Specification</b>
Attention to all	Items 25, 26, 32, 36, 37, 38 and, 39
Morality	Items 4, 5, 7, 8, 31, 34, 42, and 43
Care and enthusiasm	Items 3, 9, 12, 13, 15, 24, and 44
Teaching accountability	Items 2, 10, 11, 23, 33, 35, 40, and 41
Evaluation	Items 16, 17, 18, 19, 20, and 27
Teaching boosters	Items 1, 6, 14, 21, 22, 28, 29, 30 and 45

**b. Interview**

Interview is oral questioning of a subject. It was used to gather data from interviewee in form of opinions, beliefs, and feelings about situations in their own words. They used it to help

understanding the interviewee experiences and the meaning they make rather than to test hypotheses. The interview is a technique of collecting data through interview process that goes in one direction, the question came from the interviewer and answers given by interviewee.

In this study, the writer used semi structured interview. Semi-structured, in-depth interviews were utilized extensively as interviewing format possibly with a personal or sometimes even with a bunch Corbin, J., & Strauss, A. (2014, p. 59). These kinds of interviews are conducted once only, with an individual or with a group and generally cover the duration of 30 min to quite an hour. Semi-structured interviews are based on semi-structured interview guide, which maybe a schematic presentation of questions or topics and need to be explored by the interviewer.

To get optimum use of interview time, interview guides serve the useful purpose of exploring many respondents more systematically and comprehensively likewise on keep the interview focused on the required line of action. The questions within the interview guide comprise of the core question and plenty of associated questions related to the central question, which successively, improve further through pilot testing of the interview guide Cresswell, W. J. (2012, p. 218).

So as to own the interview data captured more effectively, recording of the interviews is considered an appropriate choice. Meanwhile, hand written notes during the interview are relatively

unreliable because the researcher might miss some key points. The recording of the interview makes it easier for the researcher to concentrate on the interview content.

In this research the researcher used semi structured interview to dig deeper about the way DP teach in the class. From the interview the researcher knew what kind of NLP technique used. The interview adopted from Pishghadam, Reza., Shayesteh S., Shapoori M. 2011. Validation of an NLP Scale and its Relationship with Teacher Success in High Schools. It will consist of 37 questions which explore the way the lecturer applied the technique in the class. All the questions are in English but to express all the experience freely, the interviewee can use *Bahasa Indonesia* while answer the question.

**Table 3.3 Semi Interview Item Specifications**

<b>Indicators</b>	<b>Item Specification</b>
Establishing rapport	Item 3, 7, 11, 21, 23, 31, 34, 35, 37
Modelling	Item 4, 5, 13, 16, 18, 32
Creating a learner filter	Item 2, 9, 15
Pacing with the learner	Item 1, 20, 22, 28, 29
Elicitation with learner	Item 8, 14, 26
Caliberation of the learner	Item 10, 12, 19, 33
Reframing the approach	Item 17, 25, 27, 30
Collapsing an anchor	Item 6, 24,36

## 2. Instrument Validity

Based on Sugiyono, the result of the study is called valid if there is a similarity between the data that have collected by the testes and the true data that happened on the object of the study.

There are five kinds of validity Setyadi (2006, p. 22). They are face validity concerns with the layout of the test, content validity that represents the materials to be included, predictive validity that concerns with measuring the success within the future, as in replacement test, construct validity that concerns in measures specific characteristic in accordance with a theory of language learning and concurrent validity. Based on these, the researcher used face validity, content validity and construct validity because the opposite two are considered to be less needed.

### a. Face Validity

It is a term sometimes used in correlation with a tests content. Face validity refers to the extent to which examinees believe the instrument is examining what it is imagined to examine. Face validity ensures that the test items look right to other testers, teacher, indicators, and test. (Heaton, 1974, p.152)

Face validity is an estimate, whether the test appears to examine a specific criterion, but it does not guarantee that the test actually measures phenomena in this domain and is extremely near to content validity. The content validity depends upon a theoretical basis for assuming a test that it is assessing all domains of a particular criterion, meanwhile face validity relates to whether the test appears to

be a good measure (Haynes et.al., 2002). This judgement is formed on the face of the test, thus it can also be judge by the experts in the field.

The questionnaire in this research used to know the students perception on the use of NLP toward teacher success in ELT at English education study program of IAIN Palangkaraya. 45 items of questionnaires were distributed through WA group to English-Indonesian Translation calssroom and there were 35 respondents.

The instrument were calculated by the researcher with SPSS 18.0 program. The total item was 45 items and 35 respondents on 2020 academic year. The technique used to determined the validity test is product Moment with 5% level of significant. To determine wether the test question is valid or not used  $r_{xy}$  or  $r_{hitung}$  compared with product moment  $r_{table}$  with the following criteria:

If  $r_{hitung} \geq r_{xy}$  then valid

If  $r_{hitung} \leq r_{xy}$  then invalid Purwanto, (2004, p139)

Based on the table below there were 45 items of questionnaires. The  $r_{tabel}$  value was 0,33. There were 45 items of questionnaire were valid  $\geq r_{table}$  0,05.

Tabel 3.4 The result of Questionnaire Validation

Item	r hitung	r table	Note
Item 1	0.464	0.33	$r \text{ hitung} \geq r \text{ tabel} = \text{Valid}$
Item 2	0.636	0.33	$r \text{ hitung} \geq r \text{ tabel} = \text{Valid}$
Item 3	0.576	0.33	$r \text{ hitung} \geq r \text{ tabel} = \text{Valid}$
Item 4	0.685	0.33	$r \text{ hitung} \geq r \text{ tabel} = \text{Valid}$
Item 5	0.698	0.33	$r \text{ hitung} \geq r \text{ tabel} = \text{Valid}$
Item 6	0.644	0.33	$r \text{ hitung} \geq r \text{ tabel} = \text{Valid}$
Item 7	0.645	0.33	$r \text{ hitung} \geq r \text{ tabel} = \text{Valid}$
Item 8	0.716	0.33	$r \text{ hitung} \geq r \text{ tabel} = \text{Valid}$
Item 9	0.712	0.33	$r \text{ hitung} \geq r \text{ tabel} = \text{Valid}$
Item 10	0.615	0.33	$r \text{ hitung} \geq r \text{ tabel} = \text{Valid}$
Item 11	0.744	0.33	$r \text{ hitung} \geq r \text{ tabel} = \text{Valid}$
Item 12	0.596	0.33	$r \text{ hitung} \geq r \text{ tabel} = \text{Valid}$
Item 13	0.668	0.33	$r \text{ hitung} \geq r \text{ tabel} = \text{Valid}$
Item 14	0.650	0.33	$r \text{ hitung} \geq r \text{ tabel} = \text{Valid}$
Item 15	0.682	0.33	$r \text{ hitung} \geq r \text{ tabel} = \text{Valid}$
Item 16	0.631	0.33	$r \text{ hitung} \geq r \text{ tabel} = \text{Valid}$
Item 17	0.515	0.33	$r \text{ hitung} \geq r \text{ tabel} = \text{Valid}$
Item 18	0.748	0.33	$r \text{ hitung} \geq r \text{ tabel} = \text{Valid}$
Item 19	0.760	0.33	$r \text{ hitung} \geq r \text{ tabel} = \text{Valid}$

Item 20	0.679	0.33	$r \text{ hitung} \geq r \text{ tabel} = \text{Valid}$
Item 21	0.668	0.33	$r \text{ hitung} \geq r \text{ tabel} = \text{Valid}$
Item 22	0.741	0.33	$r \text{ hitung} \geq r \text{ tabel} = \text{Valid}$
Item 23	0.678	0.33	$r \text{ hitung} \geq r \text{ tabel} = \text{Valid}$
Item 24	0.672	0.33	$r \text{ hitung} \geq r \text{ tabel} = \text{Valid}$
Item 25	0.765	0.33	$r \text{ hitung} \geq r \text{ tabel} = \text{Valid}$
Item 26	0.721	0.33	$r \text{ hitung} \geq r \text{ tabel} = \text{Valid}$
Item 27	0.704	0.33	$r \text{ hitung} \geq r \text{ tabel} = \text{Valid}$
Item 28	0.497	0.33	$r \text{ hitung} \geq r \text{ tabel} = \text{Valid}$
Item 29	0.577	0.33	$r \text{ hitung} \geq r \text{ tabel} = \text{Valid}$
Item 30	0.652	0.33	$r \text{ hitung} \geq r \text{ tabel} = \text{Valid}$
Item 31	0.702	0.33	$r \text{ hitung} \geq r \text{ tabel} = \text{Valid}$
Item 32	0.703	0.33	$r \text{ hitung} \geq r \text{ tabel} = \text{Valid}$
Item 33	0.729	0.33	$r \text{ hitung} \geq r \text{ tabel} = \text{Valid}$
Item 34	0.669	0.33	$r \text{ hitung} \geq r \text{ tabel} = \text{Valid}$
Item 35	0.740	0.33	$r \text{ hitung} \geq r \text{ tabel} = \text{Valid}$
Item 36	0.776	0.33	$r \text{ hitung} \geq r \text{ tabel} = \text{Valid}$
Item 37	0.830	0.33	$r \text{ hitung} \geq r \text{ tabel} = \text{Valid}$
Item 38	0.810	0.33	$r \text{ hitung} \geq r \text{ tabel} = \text{Valid}$
Item 39	0.694	0.33	$r \text{ hitung} \geq r \text{ tabel} = \text{Valid}$
Item 40	0.775	0.33	$r \text{ hitung} \geq r \text{ tabel} = \text{Valid}$

Item 41	0.631	0.33	$r \text{ hitung} \geq r \text{ tabel} = \text{Valid}$
Item 42	0.480	0.33	$r \text{ hitung} \geq r \text{ tabel} = \text{Valid}$
Item 43	0.716	0.33	$r \text{ hitung} \geq r \text{ tabel} = \text{Valid}$
Item 44	0.748	0.33	$r \text{ hitung} \geq r \text{ tabel} = \text{Valid}$
Item 45	0.769	0.33	$r \text{ hitung} \geq r \text{ tabel} = \text{Valid}$

#### b. Content Validity

A non-statistical kind of validity that involves “systematic examination of the test content to decide whether it covers a sample distribution of the behaviour domain to be measured” or the extent to which a measuring instrument provides sufficient coverage of the topic understudy called content validity. If the instrument contains a proportional sample of the universe, the content validity is good; its determination is principally judgmental and intuitive (Shadish et. al., 2002).

It is especially important for achievement tests; it is also a priority for other kinds of measuring instruments, like personality and aptitude measures. Content validity demands appropriateness between the flexibility to be measured and the test being used to measure it.

### 3. Instrument Reliability

According to Ary (1985, p. 236), the reliability of a measurement instrument is that the degree of consistency with which it measures whatever it is measuring. Reliability may be a necessary characteristic of any good test. A test must first be reliable as a measuring instrument for it

to be valid at all. Reliability is defined as how much consistency the test scores the test achieves on the retest. Reliability is the consistency of score if the test is conducted to the identical tester.

The researcher used SPSS 18 version program in finding reliability. The degree of person alpha's Cronbach is higher than  $r_{table}$  (0.33).

**Tabel 3.5 The result of Questionnaire Reliability**

Cronbach's Alpha	N of Items
0.964	45

#### **D. Data Collection Procedure**

In this study, the researcher collected the data from questionnaire and interview.

1. The researcher prepared the instruments test in form of Google form, which is contain of questionnaire that have validited and reliabled.
2. The researcher delivered the Google form to the sample that has been chosen by total sampling.
3. The researcher collected all of the Google form.
4. The researcher interview the lecturer and record it.
5. After find all the data, the researcher analyzed the result of questionnaire using Microsoft Excel and SPSS software.
6. The researcher got the result of the questionnaire.

7. The researcher drawn conclusion from the data finding and theories about the students perception of Neuro Linguistic Programming based ELT at English education study program of IAIN Palangkaraya.

### E. Data Analysis Procedure

Quantitative data analyzed using SPSS software and Microsoft Excel. To analysed data of the questionnaire, the researcher used simple basic statistical techniques, as follows:

1. The researcher collects all the main data (item score/responses);
2. The researcher arranges the collected score into the distribution of the frequency of the score table.
3. The researcher calculate Mean using formula, Median, Mode, and Standard Deviation.

a. Mean,

According to Ary et al., (2010, p. 108), mean is sum all of the scores in a distribution divided by the number of cases. In term of a formula, it is;

$$\bar{X} = \frac{\sum x}{N}$$

Where:  $\bar{X}$  = Mean value

$\Sigma$  = Sum of

X= raw score

N = Number of case

b. Median

Median (Med) is defined as that point in a distribution of measure which 50 percent of the cases lie (which means that the other 50 percent will lie above this point). (Ary et al, 2010, p.110)

c. Mode/Modus

Mode is the value in a distribution that occurs most frequently.  
(Ary et al, 2010, p.111)

d. Standard Deviation

$$s = \sqrt{\frac{\sum(x - \bar{x})^2}{n - 1}}$$

Where:  $\sum(x - \bar{x})^2$  = Sum of the frequency of each score

$n$  = Number of cases

e. The researcher interpreted the analysis result.

f. The researcher gave conclusion

4. Data Display

Sandra (2006, p. 42) Coding categories are the primary thing to do for the research when commit to compile survey research. The researcher assigned a numerical code to the data, the data needed to be recorded in some fashion. The best way to do this was in some kind of table in which the researcher identified the respondent in the left-hand column and used the rows in the table to list the participant's response to every item.

Once the data is compiled in a table, it must be displayed in some ways. There are several possible alternatives.

a. One is to simply report the *frequency* of every response. Hence, within the example of having students rank the importance of each

skill, one could simply describe how many students ranked writing as one, and how many ranked listening collectively, and so on.

- b. A second alternative is to explain the results in *percentages*. If researchers choose to describe the results in terms of frequency or percentages they could also display these results in other form such as a figure using a bar graph or pie chart. Visually displaying results in this way often make it easier to focus on the results of the survey.

**Table 3.6 Category of Measurement of Students Perception**

No	Score	Categorized
1	80% - 100%	Strongly Agree
2	60% - 79.99%	Agree
3	40% - 59.99%	Neutral
4	20% - 39.99%	Disagree
5	0% - 19.99%	Strongly Disagree

- c. Finally, within terval scales, one could describe the data interms of *central tendency*. As mentioned earlier, attitude scales are often treated as interval scales so that the central tendency of Likert-scale questions is sometimes calculated. The foremost common kinds of central tendency are the mean, mode, and median. The *mean* or average is calculated by adding up the scores and dividing by the amount of participants. The *median* is the number in a set of numbers

that represents the point at which 50% of the items are above and 50% are below. The *mode* is simply the most common number.

#### 5. Data Conclusion

The researcher finds conclusion answering for formulating the issues.

The researcher makes conclusion from all the data that is collected to form make clear understand for the students.



## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter consists of data presentation, research findings and discussion of the research about The Perception of Neuro Linguistic Programming based ELT.

#### **A. Data Presentation**

The first research process that the researcher did to have the subject of the data was the process of selecting the class in English education study program who had all the criteria like what have been told in chapter I of this research. After the researcher got the class, the researcher validated and reliabeled the questionnaire. The third process were distributed the questionnaire in form of Google form to the students who took Advanced English Gramar, English Phonology for ELT and English Syntax with DP. Meanwhile waited the result of the questionnaire were collected, the researcher stepped to the next process which was interview. Here was the data has come from the lecturer of the class which was DP.

##### **1. Result of Questionnaire**

To collect the first research problem data of the research, the researcher used questionnaire. There were 45 items of the questionnaire as the instruments for collecting the data. The questionnaire was adopted from Pishghadam, Reza., Shayesteh S., Shapoori M. (2011). After the questionnaire were validated and reliabled, all the questionnaire were distributed in form of Google form and given to 95 students as the sample of the research, they are 6<sup>th</sup> and 4<sup>th</sup> semester students on 2019/2020 academic

year and have learnt in DP classroom along the semester. The researcher distributed the questionnaire to English Students WA group and asked the leader of the class to distributed it to their classmate. The researcher then coordinated all the data input to the students attendance list and calculate it with Excel and SPSS 18 version application.

The presentage calculation of the questionnaire result on teacher success based on student perceptions on NLP-based English language teaching in English education study program of IAIN Palangkaraya showed positive perception toward teacher success on NLP-based English language teaching in English education study program of IAIN Palangkaraya. The presented data consisted of response, central tendency (Mean, Median, Modus) and standard deviation.

Then, all the score were tabulated in the table as follows:

Note :

SA	: Strongly Agree	Mn	: Mean
A	: Agree	Med	: Median
N	: Neutral	Mod	: Modus
D	: Disagree	SD	: Standard Deviation
SD	: Strongly Disagree		

Table 4.1 Result of the Questionnaire

Item	Number & Percent	Scale					Total	Mn	Med	M od	SD
		SD 1	D 2	N 3	A 4	SA 5					
1	Number	0	0	2	40	53	431	4.53	55.8	5	0.54
	Percent	0.0	0.0	2.1	42.1	55.8	100				
2	Number	0	0	6	43	46	420	4.42	48.4	5	0.6
	Percent	0.0	0.0	6.3	45.3	48.4	100				
3	Number	0	0	2	36	57	435	4.57	60.0	5	0.53
	Percent	0.0	0.0	2.1	37.9	60.0	100				
4	Number	0	0	9	38	48	419	4.41	50.5	5	0.66
	Percent	0.0	0.0	9.5	40.0	50.5	100				
5	Number	0	1	6	44	44	416	4.37	46.3	5	0.65
	Percent	0.0	1.1	6.3	46.3	46.3	100				
6	Number	0	0	4	50	41	417	4.38	52.6	4	0.57
	Percent	0.0	0.0	4.2	52.6	43.2	100				
7	Number	4	3	8	43	37	391	4.11	45.3	4	0.98
	Percent	4.2	3.2	8.4	45.3	38.9	100				
8	Number	0	0	4	39	52	428	4.5	54.7	5	0.58
	Percent	0.0	0.0	4.2	41.1	54.7	100				
9	Number	0	0	19	52	24	385	4.05	54.7	4	0.67
	Percent	0.0	0.0	20.0	54.7	25.3	100				
10	Number	0	1	11	46	37	404	4.25	48.4	4	0.69
	Percent	0.0	1.1	11.6	48.4	38.9	100				
11	Number	0	1	18	43	33	393	4.13	45.3	4	0.75
	Percent	0.0	1.1	18.9	45.3	34.7	100				
12	Number	0	0	3	46	46	423	4.45	48.4	4	0.56
	Percent	0.0	0.0	3.2	48.4	48.4	100				

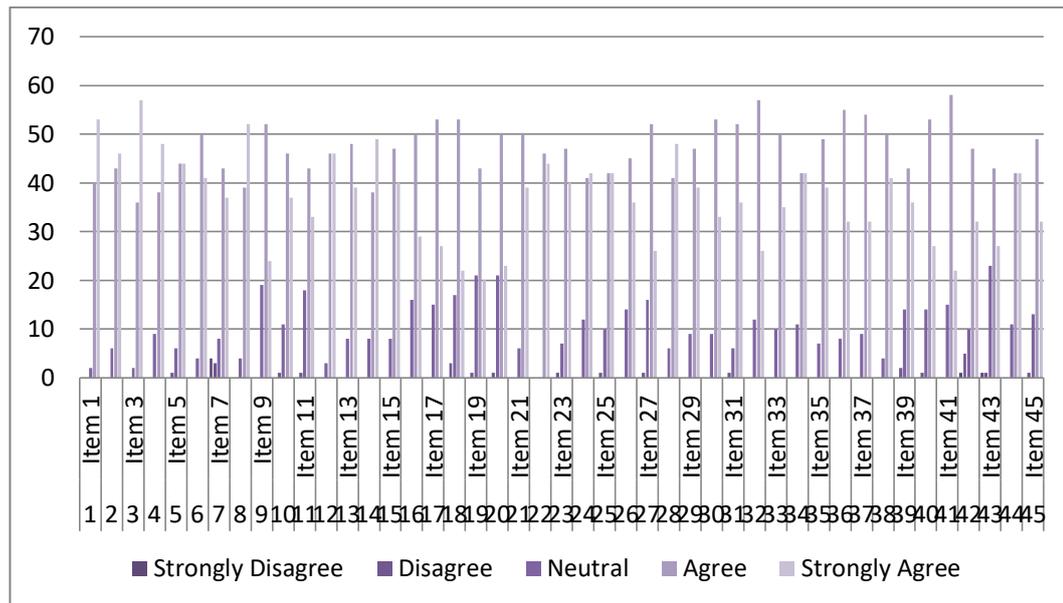
13	Number	0	0	8	48	39	411	4.32	50.5	4	0.62
	Percent	0.0	0.0	8.4	50.5	41.1	100				
14	Number	0	0	8	38	49	421	4.43	51.6	5	0.64
	Percent	0.0	0.0	8.4	40.0	51.6	100				
15	Number	0	0	8	47	40	412	4.33	49.5	4	0.62
	Percent	0.0	0.0	8.4	49.5	42.1	100				
16	Number	0	0	16	50	29	351	4.13	52.6	4	0.67
	Percent	0.0	0.0	16.8	52.6	30.5	100				
17	Number	0	0	15	53	27	392	4.12	55.8	4	0.65
	Percent	0.0	0.0	15.8	55.8	28.4	100				
18	Number	0	3	17	53	22	379	3.98	55.8	4	0.73
	Percent	0.0	3.2	17.9	55.8	23.2	100				
19	Number	0	1	21	43	20	337	3.96	45.3	4	0.69
	Percent	0.0	1.1	22.1	45.3	21.1	100				
20	Number	0	1	21	50	23	380	4	52.6	4	0.71
	Percent	0.0	1.1	22.1	52.6	24.2	100				
21	Number	0	0	6	50	39	413	4.34	52.6	4	0.59
	Percent	0.0	0.0	6.3	52.6	41.1	100				
22	Number	0	0	0	46	44	404	4.41	48.4	4	0.59
	Percent	0.0	0.0	0.0	48.4	46.3	100				
23	Number	0	1	7	47	40	411	4.32	49.5	4	0.65
	Percent	0.0	1.1	7.4	49.5	42.1	100				
24	Number	0	0	12	41	42	410	4.31	44.2	5	0.68
	Percent	0.0	0.0	12.6	43.2	44.2	100				
25	Number	0	1	10	42	42	410	4.31	44.2	5	0.7
	Percent	0.0	1.1	10.5	44.2	44.2	100				
26	Number	0	0	14	45	36	402	4.23	47.4	4	0.69
	Percent	0.0	0.0	14.7	47.4	37.9	100				

27	Number	0	1	16	52	26	388	4.08	54.7	4	0.69
	Percent	0.0	1.1	16.8	54.7	27.4	100				
28	Number	0	0	6	41	48	422	4.44	50.5	5	0.61
	Percent	0.0	0.0	6.3	43.2	50.5	100				
29	Number	0	0	9	47	39	410	4.31	49.5	4	0.64
	Percent	0.0	0.0	9.5	49.5	41.1	100				
30	Number	0	0	9	53	33	404	4.25	55.8	4	0.61
	Percent	0.0	0.0	9.5	55.8	34.7	100				
31	Number	0	1	6	52	36	408	4.29	54.7	4	0.63
	Percent	0.0	1.1	6.3	54.7	37.9	100				
32	Number	0	0	12	57	26	394	4.14	60.0	4	0.61
	Percent	0.0	0.0	12.6	60.0	27.4	100				
33	Number	0	0	10	50	35	405	4.26	52.6	4	0.63
	Percent	0.0	0.0	10.5	52.6	36.8	100				
34	Number	0	0	11	42	42	411	4.32	44.2	5	0.67
	Percent	0.0	0.0	11.6	44.2	44.2	100				
35	Number	0	0	7	49	39	412	4.33	51.6	4	0.61
	Percent	0.0	0.0	7.4	51.6	41.1	100				
36	Number	0	0	8	55	32	404	4.25	57.9	4	0.6
	Percent	0.0	0.0	8.4	57.9	33.7	100				
37	Number	0	0	9	54	32	403	4.24	56.8	4	0.61
	Percent	0.0	0.0	9.5	56.8	33.7	100				
38	Number	0	0	4	50	41	417	4.38	52.6	4	0.57
	Percent	0.0	0.0	4.2	52.6	43.2	100				
39	Number	0	2	14	43	36	398	4.18	45.3	4	0.76
	Percent	0.0	2.1	14.7	45.3	37.9	100				
40	Number	0	1	14	53	27	391	4.11	55.8	4	0.68
	Percent	0.0	1.1	14.7	55.8	28.4	100				

41	Number	0	0	15	58	22	387	4.07	61.1	4	0.62
	Percent	0.0	0.0	15.8	61.1	23.2	100				
42	Number	1	5	10	47	32	389	4.09	49.5	4	0.86
	Percent	1.1	5.3	10.5	49.5	33.7	100				
43	Number	1	1	23	43	27	379	3.98	45.3	4	0.81
	Percent	1.1	1.1	24.2	45.3	28.4	100				
44	Number	0	0	11	42	42	411	4.32	44.2	4	0.67
	Percent	0.0	0.0	11.6	44.2	44.2	100				
45	Number	0	1	13	49	32	397	4.17	51.6	4	0.69
	Percent	0.0	1.1	13.7	51.6	33.7	100				

Based on the table above, the result described that the highest mean score was 4.57 in item number 3 and the minimum mean score was 3.96 in item number 19. The median score that highest was in item 32 with 60.0 score. The mode were in item 6, 7, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19, 20, 21, 22, 23, 26, 27, 29, 30, 31, 32, 33, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, and 45 with score 4 and the minimum was 4 in item number 1, 2, 3, 4, 5, 8, 14, 24, 25, 28, and 34. In Standard deviation item number 7 was the highest score with 0.98 and the lowest was item number 3 with 0.53 score. These were the analysed result of the questionnaire of 45 items questionnaires.

The result of the questionnaire shown the following data related to students perception toward the statements that asked in the questionnaires form which was is related to the lecturer use of Neuro Linguistic Programming on based English language teaching on English classroom.



### Chart of the Perception on Neuro Linguistic Programming toward Teacher success on ELT class

Based on the chart, it could be concluded as item by item. To discuss the chart about the result of the questionnaire as follows

**Table 4.2 Result of analysis survey Item 1**  
**Item\_1**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Neutral	2	2.1	2.1	2.1
Agree	40	42.1	42.1	44.2
Strongly Agree	53	55.8	55.8	100.0
Total	95	100.0	100.0	

Item 1, “My teacher has a good knowledge of subject matter”. There were 2 students who chose option Neutral (2.1%). There were 40 students who chose option Agree (42.1%). There were 53 students who chose option Strongly Agree (55.8%). The calculation of analysis students perception item 1 was 91% with Strongly Agree category.

**Table 4.3 Result of analysis survey Item 2**  
**Item\_2**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Neutral	6	6.3	6.3	6.3
Agree	43	45.3	45.3	51.6
Strongly Agree	46	48.4	48.4	100.0
Total	95	100.0	100.0	

Item 2, “My teacher has up to date information”. There were 6 students who chose option Neutral (6.3%). There were 43 students who chose option Agree (45.3%). There were 46 students who chose option Strongly Agree (48.4%). The calculation of analysis students perception item 2 was 88% with Strongly Agree category.

**Table 4.4 Result of analysis survey Item 3**  
**Item\_3**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Neutral	2	2.1	2.1	2.1
Agree	36	37.9	37.9	40.0
Strongly Agree	57	60.0	60.0	100.0
Total	95	100.0	100.0	

Item 3, “My teacher is friendly towards learners”. There were 2 students who chose option Neutral (2.1%). There were 36 students who chose option Agree (37.9%). There were 57 students who chose option Strongly Agree (60%). The calculation of analysis students perception item 3 was 92% with Strongly Agree category.

**Table 4.5 Result of analysis survey Item 4**  
**Item\_4**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Neutral	9	9.5	9.5	9.5
Agree	38	40.0	40.0	49.5
Strongly Agree	48	50.5	50.5	100.0
Total	95	100.0	100.0	

Item 4, “My teacher respects learners as individual”. There were 9 students who chose option Neutral (9.5%). There were 38 students who chose option Agree (40%). There were 48 students who chose option Strongly Agree (50.5%). The calculation of analysis students perception item 4 was 88% with Strongly Agree category.

**Table 4.6 Result of analysis survey Item 5**  
**Item\_5**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	1	1.1	1.1	1.1
Neutral	6	6.3	6.3	7.4
Agree	44	46.3	46.3	53.7
Strongly Agree	44	46.3	46.3	100.0
Total	95	100.0	100.0	

Item 5, “My teacher understands learners well”. There was 1 student who chose option Disagree (1.1%). There were 6 students who chose option Neutral (6.3%). There were 44 students who chose option Agree (46.3%). There were 44 students who chose option Strongly Agree (46.3%). The calculation of analysis students perception item 5 was 88% with Strongly Agree category.

**Table 4.7 Result of analysis survey Item 6**  
**Item 6**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Neutral	4	4.2	4.2	4.2
Agree	50	52.6	52.6	56.8
Strongly Agree	41	43.2	43.2	100.0
Total	95	100.0	100.0	

Item 6, “My teacher has ability to manage the classroom well”. There were 4 students who chose option Neutral (4.2%). There were 50 students who chose option Agree (52.6%). There were 41 students who chose option Strongly Agree (43.2%). The calculation of analysis students perception item 6 was 88% with Strongly Agree category.

**Table 4.8 Result of analysis survey Item 7**  
**Item 7**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	4	4.2	4.2	4.2
Disagree	3	3.2	3.2	7.4
Neutral	8	8.4	8.4	15.8
Agree	43	45.3	45.3	61.1
Strongly Agree	37	38.9	38.9	100.0
Total	95	100.0	100.0	

Item 7, “My teacher is good tempered”. There were 4 students who chose option Strongly Disagree (4.2%). There were 3 students who chose option Disagree (3.2%). There were 8 students who chose option Neutral (8.4%). There were 43 students who chose option Agree (45.3%). There were 37 students who chose option Strongly Agree (38.9%). The calculation of analysis students perception item 7 was 82% with Strongly Agree category.

**Table 4.9 Result of analysis survey Item 8**  
**Item 8**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Neutral	4	4.2	4.2	4.2
Agree	39	41.1	41.1	45.3
Strongly Agree	52	54.7	54.7	100.0
Total	95	100.0	100.0	

Item 8, “My teacher is patient”. There were 4 students who chose option Neutral (4.2%). There were 39 students who chose option Agree (41.1%). There were 52 students who chose option Strongly Agree (54.7%). The calculation of analysis students perception item 3 was 90% with Strongly Agree category.

**Table 4.10 Result of analysis survey Item 9**  
**Item 9**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Neutral	19	20.0	20.0	20.0
Agree	52	54.7	54.7	74.7
Strongly Agree	24	25.3	25.3	100.0
Total	95	100.0	100.0	

Item 9, “My teacher has a sense of humor”. There were 19 students who chose option Neutral (20%). There were 52 students who chose option Agree (54.7%). There were 24 students who chose option Strongly Agree (25.3%). The calculation of analysis students perception item 9 was 81% with Strongly Agree category.

**Table 4.11 Result of analysis survey Item 10****Item 10**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	1	1.1	1.1	1.1
Neutral	11	11.6	11.6	12.6
Agree	46	48.4	48.4	61.1
Strongly Agree	37	38.9	38.9	100.0
Total	95	100.0	100.0	

Item 10, “My teacher is friendly towards learners”. There was 1 student who chose option Disagree (1.1%). There were 11 students who chose option Neutral (11.6%). There were 46 students who chose option Agree (48.4%). There were 37 students who chose option Strongly Agree (38.9%). The calculation of analysis students perception item 10 was 85% with Strongly Agree category.

**Table 4.12 Result of analysis survey Item 11****Item 11**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	1	1.1	1.1	1.1
Neutral	18	18.9	18.9	20.0
Agree	43	45.3	45.3	65.3
Strongly Agree	33	34.7	34.7	100.0
Total	95	100.0	100.0	

Item 11, “My teacher uses extra instructional materials such as tapes, movies, etc”. There was 1 student who chose option Disagree (1.1%) there were 18 students who chose Neutral (18.9%). There were 43 students who chose option Agree (45.3%). There were 33 students who chose option Strongly Agree (34.7%). The calculation of analysis students perception item 3 was 83% with Strongly Agree category.

**Table 4.13 Result of analysis survey Item 12****Item 12**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Neutral	3	3.2	3.2	3.2
Agree	46	48.4	48.4	51.6
Strongly Agree	46	48.4	48.4	100.0
Total	95	100.0	100.0	

Item 12, “My teacher enjoys teaching”. There were 3 students who chose option Neutral (3.2%). There were 46 students who chose option Agree (48.4%). There were 46 students who chose option Strongly Agree (48.4%). The calculation of analysis students perception item 12 was 89% with Strongly Agree category.

**Table 4.14 Result of analysis survey Item 13****Item 13**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Neutral	8	8.4	8.4	8.4
Agree	48	50.5	50.5	58.9
Strongly Agree	39	41.1	41.1	100.0
Total	95	100.0	100.0	

Item 13, “My teacher is interested in the subject matter she is teaching”. There were 8 students who chose option Neutral (8.4%). There were 48 students who chose option Agree (50.5%). There were 39 students who chose option Strongly Agree (41.1%). The calculation of analysis students perception item 13 was 87% with Strongly Agree category.

**Table 4.15 Result of analysis survey Item 14**  
**Item 14**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Neutral	8	8.4	8.4	8.4
Agree	38	40.0	40.0	48.4
Strongly Agree	49	51.6	51.6	100.0
Total	95	100.0	100.0	

Item 3, “My teacher has self confident”. There were 8 students who chose option Neutral (8.4%). There were 38 students who chose option Agree (40%). There were 49 students who chose option Strongly Agree (51.6%). The calculation of analysis students perception item 14 was 89% with Strongly Agree category.

**Table 4.16 Result of analysis survey Item 15**  
**Item 15**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Neutral	8	8.4	8.4	8.4
Agree	47	49.5	49.5	57.9
Strongly Agree	40	42.1	42.1	100.0
Total	95	100.0	100.0	

Item 15, “My teacher has ability to stimulate learners in learning”. There were 8 students who chose option Neutral (8.4%). There were 47 students who chose option Agree (49.5%). There were 40 students who chose option Strongly Agree (42.1%). The calculation of analysis students perception item 3 was 87% with Strongly Agree category.

**Table 4.17 Result of analysis survey Item 16**  
**Item\_16**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Neutral	16	16.8	16.8	16.8
Agree	50	52.6	52.6	69.5
Strongly Agree	29	30.5	30.5	100.0
Total	95	100.0	100.0	

Item 16, “My teacher is friendly towards learners”. There were 16 students who chose option Neutral (16.8%). There were 50 students who chose option Agree (52.6%). There were 29 students who chose option Strongly Agree (30.5%). The calculation of analysis students perception item 16 was 74% with Strongly Agree.

**Table 4.18 Result of analysis survey Item 17**  
**Item\_17**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Neutral	15	15.8	15.8	15.8
Agree	53	55.8	55.8	71.6
Strongly Agree	27	28.4	28.4	100.0
Total	95	100.0	100.0	

Item 17, “My teacher uses good learners to help weaker ones”. There were 15 students who chose option Neutral (15.8%). There were 53 students who chose option Agree (55.8%). There were 27 students who chose option Strongly Agree (28.4%). The calculation of analysis students perception item 17 was 83% with Strongly Agree category.

**Table 4.19 Result of analysis survey Item 18**  
**Item 18**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	3	3.2	3.2	3.2
Neutral	17	17.9	17.9	21.1
Agree	53	55.8	55.8	76.8
Strongly Agree	22	23.2	23.2	100.0
Total	95	100.0	100.0	

Item 18, “My teacher gives sufficient number of assignment”. There were 3 students who chose option Disagree (3.2%). There were 17 students who chose option Neutral (17.9%). There were 53 students who chose option Agree (55.8%). There were 22 students who chose option Strongly Agree (23.2%). The calculation of analysis students perception item 18 was 71% with Agree category.

**Table 4.20 Result of analysis survey Item 19**  
**Item 19**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	1	1.1	1.1	1.1
Neutral	21	22.1	22.1	23.2
Agree	53	55.8	55.8	78.9
Strongly Agree	20	21.1	21.1	100.0
Total	95	100.0	100.0	

Item 3, “My teacher holds adequate number of test”. There was 1 student who chose option Disagree (1.1%). There were 21 students who chose option Neutral (22.1%). There were 53 students who chose option Agree (55.8%). There were 20 students who chose option Strongly Agree (21.1%). The calculation of analysis students perception item 19 was 71% with Agree category.

**Table 4.21 Result of analysis survey Item 20****Item\_20**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	1	1.1	1.1	1.1
Neutral	21	22.1	22.1	23.2
Agree	50	52.6	52.6	75.8
Strongly Agree	23	24.2	24.2	100.0
Total	95	100.0	100.0	

Item 20, “My teacher is prompt in returning test result”. There was 1 students who chose option Disagree. There were 21 students who chose option Neutral (22.1%). There were 50 students who chose option Agree (52.6%). There were 23 students who chose option Strongly Agree (24.2%). The calculation of analysis students perception item 20 was 80% with Strongly Agree category.

**Table 4.22 Result of analysis survey Item 21****Item\_21**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Neutral	6	6.3	6.3	6.3
Agree	50	52.6	52.6	58.9
Strongly Agree	39	41.1	41.1	100.0
Total	95	100.0	100.0	

Item 21, “My teacher is well prepared for class ”. There were 6 students who chose option Neutral (6.3%). There were 50 students who chose option Agree (52.6%). There were 39 students who chose option Strongly Agree (41.1%). The calculation of analysis students perception item 21 was 87% with Strongly Agree category.

**Table 4.23 Result of analysis survey Item 22****Item 22**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Neutral	5	5.3	5.3	5.3
Agree	46	48.4	48.4	53.7
Strongly Agree	44	46.3	46.3	100.0
Total	95	100.0	100.0	

Item 22 “My teacher is careful and precise in answering learners’ question”. There were 5 students who chose option Neutral (5.3%). There were 46 students who chose option Agree (48.4%). There were 44 students who chose option Strongly Agree (46.3%). The calculation of analysis students perception item 22 was 85% with Strongly Agree category.

**Table 4.24 Result of analysis survey Item 23****Item 23**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	1	1.1	1.1	1.1
Neutral	7	7.4	7.4	8.4
Agree	47	49.5	49.5	57.9
Strongly Agree	40	42.1	42.1	100.0
Total	95	100.0	100.0	

Item 23, “My teacher emphasizes important materials and points”. There was 1 student who chose option Disagree (1.1%). There were 7 students who chose option Neutral (7.4%). There were 47 students who chose option Agree (49.5%). There were 40 students who chose option Strongly Agree (42.1%). The calculation of analysis students perception item 23 was 87% with Strongly Agree category.

**Table 4.25 Result of analysis survey Item 24**  
**Item 24**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Neutral	12	12.6	12.6	12.6
Agree	41	43.2	43.2	55.8
Strongly Agree	42	44.2	44.2	100.0
Total	95	100.0	100.0	

Item 24, “My teacher is a dynamic and energetic person”. There were 12 students who chose option Neutral (12.6%). There were 41 students who chose option Agree (43.2%). There were 42 students who chose option Strongly Agree (44.2%). The calculation of analysis students perception item 23 was 86% with Strongly Agree category.

**Table 4.26 Result of analysis survey Item 25**  
**Item 25**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	1	1.1	1.1	1.1
Neutral	10	10.5	10.5	11.6
Agree	42	44.2	44.2	55.8
Strongly Agree	42	44.2	44.2	100.0
Total	95	100.0	100.0	

Item 25, “My teacher pays attention to all students”. There was 1 student who chose option Disagree (1.1%). There were 10 students who chose option Neutral (10.5%). There were 42 students who chose option Agree (44.2%). There were 42 students who chose option Strongly Agree (44.2%). The calculation of analysis students perception item 25 was 86% with Strongly Agree category.

**Table 4.27 Result of analysis survey Item 26**  
**Item 26**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Neutral	14	14.7	14.7	14.7
Agree	45	47.4	47.4	62.1
Strongly Agree	36	37.9	37.9	100.0
Total	95	100.0	100.0	

Item 26, “My teacher is willing to help the learners in and out of the classroom”. There were 14 students who chose option Neutral (14.7%). There were 45 students who chose option Agree (47.4%). There were 36 students who chose option Strongly Agree (37.9%). The calculation of analysis students perception item 26 was 85% with Strongly Agree category.

**Table 4.28 Result of analysis survey Item 27**  
**Item 27**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	1	1.1	1.1	1.1
Neutral	16	16.8	16.8	17.9
Agree	52	54.7	54.7	72.6
Strongly Agree	26	27.4	27.4	100.0
Total	95	100.0	100.0	

Item 27, “My teacher encourages learners in different ways”. There was 1 students who chose option Disagree (1.1%). There were 16 students who chose option Neutral (16.8%). There were 52 students who chose option Agree (54.7%). There were 26 students who chose option Strongly Agree (27.4%). The calculation of analysis students perception item 27 was 82% with Strongly Agree category.

**Table 4.29 Result of analysis survey Item 28**  
**Item 28**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Neutral	6	6.3	6.3	6.3
Agree	41	43.2	43.2	49.5
Strongly Agree	48	50.5	50.5	100.0
Total	95	100.0	100.0	

Item 28, “My teacher speaks clearly with a correct pronunciation”. There were 6 students who chose option Neutral (6.3%). There were 41 students who chose option Agree (43.2%). There were 48 students who chose option Strongly Agree (50.5%). The calculation of analysis students perception item 28 was 89% with Strongly Agree category.

**Table 4.30 Result of analysis survey Item 29**  
**Item 29**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Neutral	9	9.5	9.5	9.5
Agree	47	49.5	49.5	58.9
Strongly Agree	39	41.1	41.1	100.0
Total	95	100.0	100.0	

Item 29, “My teacher has clean and tidy appearance”. There were 9 students who chose option Neutral (9.5%). There were 47 students who chose option Agree (49.5%). There were 39 students who chose option Strongly Agree (41.1%). The calculation of analysis students perception item 29 was 86% with Strongly Agree category.

**Table 4.31 Result of analysis survey Item 30**  
**Item\_30**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Neutral	9	9.5	9.5	9.5
Agree	53	55.8	55.8	65.3
Strongly Agree	33	34.7	34.7	100.0
Total	95	100.0	100.0	

Item 30, “My teacher presents materials at learners’ level of comprehension”. There were 9 students who chose option Neutral (9.5%). There were 53 students who chose option Agree (55.8%). There were 33 students who chose option Strongly Agree (34.7%). The calculation of analysis students perception item 30 was 85% with Strongly Agree category.

**Table 4.32 Result of analysis survey Item 31**  
**Item\_31**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	1	1.1	1.1	1.1
Neutral	6	6.3	6.3	7.4
Agree	52	54.7	54.7	62.1
Strongly Agree	36	37.9	37.9	100.0
Total	95	100.0	100.0	

Item 31, “My teacher respects all ideas ”. There was 1 student who chose option Disagree (1.1%). There were 6 students who chose option Neutral (6.3%). There were 52 students who chose option Agree (54.7%). There were 36 students who chose option Strongly Agree (37.9%). The calculation of analysis students perception item 31 was 86% with Strongly Agree category.

**Table 4.33 Result of analysis survey Item 32**  
**Item\_32**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Neutral	12	12.6	12.6	12.6
Agree	57	60.0	60.0	72.6
Strongly Agree	26	27.4	27.4	100.0
Total	95	100.0	100.0	

Item 32, “My teacher accepts constructive criticism”. There were 12 students who chose option Neutral (12.6%). There were 57 students who chose option Agree (60%). There were 26 students who chose option Strongly Agree (27.4%). The calculation of analysis students perception item 32 was 83% with Strongly Agree category.

**Table 4.34 Result of analysis survey Item 33**  
**Item\_33**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Neutral	10	10.5	10.5	10.5
Agree	50	52.6	52.6	63.2
Strongly Agree	35	36.8	36.8	100.0
Total	95	100.0	100.0	

Item 33, “My teacher has the subject matter well-organized according to the number of sessions and hours”. There were 10 students who chose option Neutral (10.5%). There were 50 students who chose option Agree (52.6%). There were 35 students who chose option Strongly Agree (36.8%). The calculation of analysis students perception item 33 was 85% with Strongly Agree category.

**Table 4.35 Result of analysis survey Item 34**  
**Item\_34**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Neutral	11	11.6	11.6	11.6
Agree	42	44.2	44.2	55.8
Strongly Agree	42	44.2	44.2	100.0
Total	95	100.0	100.0	

Item 34, “My teacher is impartial in grading”. There were 11 students who chose option Neutral (7.4%). There were 47 students who chose option Agree (49.5%). There were 40 students who chose option Strongly Agree (42.1%). The calculation of analysis students perception item 23 was 87% with Strongly Agree category.

**Table 4.36 Result of analysis survey Item 35**  
**Item\_35**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Neutral	7	7.4	7.4	7.4
Agree	49	51.6	51.6	58.9
Strongly Agree	39	41.1	41.1	100.0
Total	95	100.0	100.0	

Item 35, “My teacher has creativity in teaching”. There were 7 students who chose option Neutral (7.4%). There were 49 students who chose option Agree (51.6%). There were 39 students who chose option Strongly Agree (41.1%). The calculation of analysis students perception item 35 was 87% with Strongly Agree category.

**Table 4.37 Result of analysis survey Item 36**  
**Item\_36**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Neutral	8	8.4	8.4	8.4
Agree	55	57.9	57.9	66.3
Strongly Agree	32	33.7	33.7	100.0
Total	95	100.0	100.0	

Item 36, “My teacher involves all the students in learning”. There were 8 students who chose option Neutral (8.4%). There were 55 students who chose option Agree (57.9%). There were 32 students who chose option Strongly Agree (33.7%). The calculation of analysis students perception item 36 was 85% with Strongly Agree category.

**Table 4.38 Result of analysis survey Item 37**  
**Item\_37**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Neutral	9	9.5	9.5	9.5
Agree	54	56.8	56.8	66.3
Strongly Agree	32	33.7	33.7	100.0
Total	95	100.0	100.0	

Item 37, “My teacher creates equal opportunities for learners’ participation in the classroom”. There were 9 students who chose option Neutral (9.5%). There were 54 students who chose option Agree (56.8%). There were 32 students who chose option Strongly Agree (33.7%). The calculation of analysis students perception item 37 was 85% with Strongly Agree category.

**Table 4.39 Result of analysis survey Item 38**  
**Item\_38**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Neutral	4	4.2	4.2	4.2
Agree	50	52.6	52.6	56.8
Strongly Agree	41	43.2	43.2	100.0
Total	95	100.0	100.0	

Item 38, “My teacher creates opportunities for discussion and asking questions”. There were 4 students who chose option Neutral (4.2%). There were 50 students who chose option Agree (52.6%). There were 41 students who chose option Strongly Agree (43.2%). The calculation of analysis students perception item 38 was 88% with Strongly Agree category.

**Table 4.40 Result of analysis survey Item 39**  
**Item\_39**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	2	2.1	2.1	2.1
Neutral	14	14.7	14.7	16.8
Agree	43	45.3	45.3	62.1
Strongly Agree	36	37.9	37.9	100.0
Total	95	100.0	100.0	

Item 39, “My teacher avoids discriminating against learners”. There were 2 students who chose option Disagree (2.1%). There were 14 students who chose option Neutral (14.7%). There were 43 students who chose option Agree (45.3%). There were 36 students who chose option Strongly Agree (37.9%). The calculation of analysis students perception item 39 was 84% with Strongly Agree category.

**Table 4.41 Result of analysis survey Item 40**  
**Item\_40**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	1	1.1	1.1	1.1
Neutral	14	14.7	14.7	15.8
Agree	53	55.8	55.8	71.6
Strongly Agree	27	28.4	28.4	100.0
Total	95	100.0	100.0	

Item 40, “My teacher attends to the learners’ problems in learning”. There was 1 student who chose option Disagree (1.1%). There were 14 students who chose option Neutral (14.7%). There were 53 students who chose option Agree (55.8%). There were 27 students who chose option Strongly Agree (28.4%). The calculation of analysis students perception item 40 was 82% with Strongly Agree category.

**Table 4.40 Result of analysis survey Item 41**  
**Item\_41**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Neutral	15	15.8	15.8	15.8
Agree	58	61.1	61.1	76.8
Strongly Agree	22	23.2	23.2	100.0
Total	95	100.0	100.0	

Item 41, “My teacher divides class time appropriately for the different language skills according to the purpose of the course”. There were 15 students who chose option Neutral (15.8%). There were 58 students who chose option Agree (61.1%). There were 22 students who chose option Strongly Agree (23.2%). The calculation of analysis students perception item 41 was 81% with Strongly Agree category.

**Table 4.43 Result of analysis survey Item 42**  
**Item\_42**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	1	1.1	1.1	1.1
Disagree	5	5.3	5.3	6.3
Neutral	10	10.5	10.5	16.8
Agree	47	49.5	49.5	66.3
Strongly Agree	32	33.7	33.7	100.0
Total	95	100.0	100.0	

Item 42, “My teacher avoids making fun of the learners”. There were 1 student who chose option Strongly Disagree (1.1%). There were 5 students who chose option Disagree (5.3%). There were 10 students who chose option Neutral (10.5%). There were 47 students who chose option Agree (49.5%). There were 32 students who chose option Strongly Agree (33.7%). The calculation of analysis students perception item 42 was 82% with Strongly Agree category.

**Table 4.44 Result of analysis survey Item 43**  
**Item\_43**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	1	1.1	1.1	1.1
Disagree	1	1.1	1.1	2.1
Neutral	23	24.2	24.2	26.3
Agree	43	45.3	45.3	71.6
Strongly Agree	27	28.4	28.4	100.0
Total	95	100.0	100.0	

Item 43, “My teacher avoids being too strict”. There was 1 student who chose option Strongly Disagree (1.1%). There was 1 student who chose

option Disagree (1.1%). There were 23 students who chose option Neutral (24.2%). There were 43 students who chose option Agree (45.3%). There were 27 students who chose option Strongly Agree (28.4%). The calculation of analysis students perception item 43 was 80% with Strongly Agree category.

**Table 4.45 Result of analysis survey Item 44**  
**Item\_44**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Neutral	11	11.6	11.6	11.6
Agree	42	44.2	44.2	55.8
Strongly Agree	42	44.2	44.2	100.0
Total	95	100.0	100.0	

Item 44, “My teacher creates self confidence in learners”. There were 11 students who chose option Neutral (11.6%). There were 42 students who chose option Agree (44.2%). There were 42 students who chose option Strongly Agree (44.2%). The calculation of analysis students perception item 44 was 87% with Strongly Agree category.

**Table 4.46 Result of analysis survey Item 45**  
**Item\_45**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	1	1.1	1.1	1.1
Neutral	13	13.7	13.7	14.7
Agree	49	51.6	51.6	66.3
Strongly Agree	32	33.7	33.7	100.0
Total	95	100.0	100.0	

Item 45, “My teacher emphasizes the presence of the students in the classroom”. There was 1 student who chose option Disagree (1.1%). There were 13 students who chose option Neutral (13.7%). There were 49 students who chose option Agree (51.6%). There were 32 students who chose option Strongly Agree (33.7%). The calculation of analysis students perception item 45 was 84% with Strongly Agree category.

**Table 4.47 Final Result of Analysis Students Perception**

NO	Score	Categorized	NO	Score	Categorized
1	91	Strongly Agree	26	85	Strongly Agree
2	88	Strongly Agree	27	82	Strongly Agree
3	92	Strongly Agree	28	89	Strongly Agree
4	88	Strongly Agree	29	86	Strongly Agree
5	88	Strongly Agree	30	85	Strongly Agree
6	88	Strongly Agree	31	86	Strongly Agree
7	82	Strongly Agree	32	83	Strongly Agree
8	90	Strongly Agree	33	85	Strongly Agree
9	81	Strongly Agree	34	87	Strongly Agree
10	85	Strongly Agree	35	87	Strongly Agree
11	83	Strongly Agree	36	85	Strongly Agree
12	89	Strongly Agree	37	85	Strongly Agree
13	87	Strongly Agree	38	88	Strongly Agree
14	89	Strongly Agree	39	84	Strongly Agree
15	87	Strongly Agree	40	82	Strongly Agree
16	74	Agree	41	81	Strongly Agree
17	83	Strongly Agree	42	82	Strongly Agree
18	80	Strongly Agree	43	80	Strongly Agree
19	71	Agree	44	87	Strongly Agree
20	80	Strongly Agree	45	84	Strongly Agree
21	87	Strongly Agree			
22	85	Strongly Agree			

23	87	Strongly Agree			
24	86	Strongly Agree			
25	86	Strongly Agree			

$$\begin{aligned}
 \text{Final result} &= \frac{\text{Total score}}{\text{Total Item}} \\
 &= \frac{3820}{45} \\
 &= 84.8\% \text{ (Strongly Agree)}
 \end{aligned}$$

Based on the result of the questionnaire, the students perceived that the lecturer used Neuro Linguistic Programming in English classroom contributed positively to teacher's success. The results emphasized the importance of NLP techniques in ELT settings by enabling the teacher to communicate better with students, strengthen the learning environment, and develop positive interaction that would increase academic effectiveness of learners. The total questionnaire item consisted of 45 question with the final result was 84,8% and categorized Strongly Agree.

## 2. Result of Interview

To answered the second research problem of the research which is to know the way the lecturer taught in the class, the researcher used a semi structured interview adopted from Pishghadam, Reza., Shayesteh S., Shapoori M. *Validation of an NLP Scale and its Relationship with Teacher Success in High Schools* (2011, p. 914-916). The interview consisted of 37 questions which explore the way the lecturer applied the technique in the class. The interview were asked to DP as the lecturer who applied NLP technique in her classroom.

First, the researcher made an appointment to asked her free time, and on that day, Friday, September 11<sup>st</sup> 2020. The interview were held in FTIK building. The interview were 1.00.04 hour long and were recorded by the researcher. Finally, the recorder were transcribed and here are the result of the interview.

First question was about confirmation of lecturer adjust their teaching rate to the students. Based on the interview most of the time the lecturer is just flexible, depended the state of the classroom. Sometimes the lecturer followed the students and vice versa.

*“Yes, of course, harus. Kadang saya ngikutin mereka kadang mereka ngikutin saya. Tapi kebanyakan si fleksibel aja, tergantung keadaan kelas hari itu...”*

*(Yes, of course, it should be. Sometimes I follow them vice versa. But most of the time is just flexible, depending on the state of the class on that day, if the state of the class at that time)-Lecturer-*

Second question are about the lecturer correct all the language learners error. It's important to make the students repeat and remember the right vocabulary. But, the lecturer only did it in Grammar class, in other class she just let it go.

*“Kalau di kelas grammar iya, tapi kalau di kelas lain, ngga. Saya lepaskan aja istilahnya.”*

*(Yes, if it is in grammar class, but I am not if in other class. Just let it go) -Lecturer-*

Third question was about the making a group process in the class. It is important for students to have a comfortable and click group mate. The lecturer stated that she gave the freedom in formed the group for the students. They can make the group by themselves or if the students wanted she can form the group instead.

*“Of course, soalnya gimana ya, kalau saya yang menentukan kadang-kadang mereka ngga klik sama teman satu grupnya... Akhirnya, yaudahlah saya lepasin aja, bebas.....”*

*(Of course, sometimes if I am the one who form the group, they do not click with their group mate..... And I decide to give them freedom to form a group) -Lecturer-*

Fourth question was about the way the lecturer held the class. It is based on the class and the material, sometimes she took the class outside the classroom to have a new environment or she changed the learning order such as gave the material first then the experience next vice versa. But mostly she do it in normal way, like gave lecturers, exercise then supervised it by surrounded the class.

*“...Kadang-kadang tergantung materinya, ada yang saya kasih latihan dulu tapi ngga diambil nilai, baru nanti saya kasih materinya. Dibalik, pengalaman dulu baru materi...”*

*(Sometimes depending on the material, sometimes I love to give them exercise first but it doesn't take value, only later I give the material. In reverse, the experience used to be new material) -Lecturer-*

Fifth question is about the teaching method she usually used. She usually used more than two method in one meeting but sometimes she forget the name of the method because she got it by watching in Youtube or read somewhere else. She used such as high tech, a games, etc. An activity such as game took more time, so it depended on her business. But now she used high tech and learning management system to adapted with this pandemic situation.

*“Macam-macam, tergantung, kadang saya lupa nama teaching methodnya. Jadi, apa yang saya liat atau saya tonton di YouTube misalnya nanti saya coba di kelas tapi ngga tau namanya apa.”*

*(Variously, it depends, sometimes I forget the name of the teaching method. So, what I see or I watch on YouTube for example, I later try in class but do not know what the name is) -Lecturer-*

*“....Heem, lebih dari dua, ngga yang monoton pake itu melulu ....”*  
*(Yes, more than two, it is not that monotonous) -Lecturer-*

Sixth question was about used encouragement for language learners' progress. It is important to improve students' motivation. So, she tell the encouragement of studying the students as she walk from one chair to one chair during the supervising activities.

*“Iya, jadi saya bisa tau dorongan belajar siswa itu saat saya keliling dari kursi ke kursi tadi.....”*

*(Yes, so I can tell the encouragement of studying the student as I walk from chair to chair) -Lecturer-*

The seventh question was to know either the lecturer asked the successfull learners to talk about their progress in class. She did it while traveled around the class, it was her time to checked students task, corrected it, and rechecked it right that meeting. From that process the students know their mistakes and corrected it by themselves.

*“....karna saya saat keliling itu saya jadi tau kesalahan mereka dimana, nanti saya kasih tau kamu slahnya disini, tolong perbaiki nanti saya balik lagi. Kalau sudah nanti saya balik lagi, dan menanyakan gimana udah paham apa belum? Jadi taukan salahnya dimana? Itu kan namanya progress juga, jadi dia ngerjain, saya koreksi terus saya perbaiki.”*

*(Because I'm traveling around the students I know where their mistake is, later I tell them where the false answer is, please fix it later and I will come back again. If I'll come back later, and ask have you understand what you've not? So where did it go wrong? That's a progress, too, so he's do the exercise, and I keep correcting them) -Lecturer-*

The eight questions was about telling the students their progress personally to build positive attitude towards learning. She did it personally 5 minutes per child at least, but if there were students that really good she appreciated it in front of the class.

*“Iya, personali tapi. Tapi kecuali dia bagus banget nanti saya apresiasi didepan kelas. Tapi kalau secara personal itu saat saya keliling tadi, paling lama 5 menit per anak.”*

*(Yes, personally but. But if they're really good I'll appreciate it in front of the class. But if personally it was when I walked around earlier, at least 5 minutes per child) -Lecturer-*

Ninth question was about either the lecturer asked the students to speak clearly if needed. She stopped the students when mis pronounce and asked the students to repeat after her. But, there were some cases where the students stuck with the wrong pronunciation and she just repeated it 3 times. If the students still cannot do it properly she just asked her to sit down and practiced it their house.

*“Iya, kalau mereka salah mengucapkan akan saya stop, saya ulangi praktekan ke dia lalu baru nanti dia mengulangi perkataan saya.....”*

*(If they miss pronounce I will stop them, I repeat the practice to them and then he repeats my words later) -Lecturer-*

*“Hitungan saya selalu 3x, kalau dia 3x dan masih belum bisa saya akan suruh duduk dan bilang latihan lagi ya di rumah”*

*(My count is always 3 times, if they are in 3 times still can't I'll tell them to sit down and say please practice again at home) -Lecturer-*

Tenth question was about gave students a special duty for every individual. It is one factors of anchoring to motivate and build a positive attitude towards learning. If needed, she gave them additional task individually.

*“Iya, kadang saya memberikan tugas-tugas tambahan untuk mereka secara individu yang bagi saya masih perlu ditambah lagi latihannya.”*

*(Yes, sometimes I give them additional tasks individually which for me still needs to be added the exercises) -Lecturer-*

Eleventh question was the lecturer used students ideas of the topic presented in the class. Sometimes the lecturer gave brainstorming or small talk with the students before entered the material. The brainstorming can take until 15 minutes long.

*“Kadang iya kadang ngga, jadi karna kadang ada yang materinya banyak banget akhirnya saya langsung ke materi. Tapi, kalau materinya sedikit saya menyediakan brainstorming tapi kalau basa basi selalu ada, tapi ngga selama brainstorming.....”*

*(Sometimes it is, sometimes it is not, because sometimes there's a lot of material that I end up going straight to the material. But, if the material is only a few I provide brainstorming. If the small talk is always there, but not as long as brainstorming) -Lecturer-*

Twelveth question was about either the lecturer asked some questions to ensure the students understanding and to remove ambiguities. The lecturer realized that there were different understandings within the students, so it was important for teacher to make sure that the students understand and got the information or knowledge correctly. Usually the lecturer gave some explanation, give question about the students understanding and conclude the material on the meeting to made it clear and avoid ambiguity.

*“...mahasiswa di kelas ada lebih dari satu dan pemahaman mereka berbeda-beda....”*

*(There are more than one student in the class and their understanding are varies) -Lecturer-*

*“....pemahaman siswa yang berbeda tadi, tapi paling ngga guru sudah mencoba untuk menyampaikan, meminta untuk mengulang kembali dan memperbaiki....”*

*(Back to the students understanding which is different, but at least the teacher has tried to convey, asking to repeat and repair it) -Lecturer-*

Thirteenth question was about created new challenges for learners to anchor positive behaviors such as willingness and courage. Too much challenges will made the students dizzy, because basically the students needed stability in the class. The challenged was needed but was only 2 until 3 times in a semester to avoid the students to always adapted with the class circumstances.

*“.....kadang ada 1 2 3 kali dalam satu semester. Karna siswa butuh kestabilan di kelas, nuansa kelas harus stabil kalau ngga siswa dipaksa untuk beradaptasi dengan suasana baru itu. Jadi memang ada, kuliah, latihan, pertemuan yang berbeda terus balik lagi ke kuliah, latihan. Jadi, hanya digunakan untuk intermezzo saja”*

*(Sometimes there is 1, 2, or 3 times in one semester. Because students need stability in the classroom, the feel of the class must be stable if no student is forced to adapt to the new atmosphere. So there are material, exercises, different or new challenge meetings and keep going back to material, exercises. So, it's only used for intermezzo) -Lecturer-*

Fourth question was about welcoming new and creative answer from the students. She always opened with all students' answers, questions and ideas. Even she felt happy with out of the box idea as far as the question did not break the rules.

*“...kalau ada jawaban-jawaban unik dan out of the box malah saya senang sekali. Apapun jawaban mereka akan saya tamping, akan saya terima sepanjang tidak melanggar aturan”*

*(If there are unique and out of the box answers, I am very happy instead. Whatever their answer I will accept, I will accept as long as it does not break the rules) -Lecturer-*

Fifteenth question was about gave correct and incorrect feedback to the students. She did it but there were a point where she cannot did it for whole class. In Grammar class she did it for whole class and she gave up in

the third meeting, so she reduced the amount of the exercises and just explained it if the students asked her.

*“Of course, tapi saya ngga bisa ngasih untuk keseluruhan karna saya pernah mencoba untuk melakukannya di kelas grammar dan hanya bertahan 3 minggu awal perkuliahan....”*

*(Of course, but I can't give for the whole because I once tried to do it in a grammar class and only lasted 3 weeks early in the teaching process) -Lecturer-*

*“Akhirnya saya kurangi jumlah soal yang diberikan, yang dulu awalnya 10 soal saya kurangi jadi 5 soal saja....”*

*(Finally I reduce the number of questions were given, which was originally 10 then I reduce to 5 questions) -Lecturer-*

Sixteenth question was delivered about either the lecturer write down the new subject material on the board as a model. She mostly used power point to deliver the new material because it took shorter time and on the board after she explained the material she wrote the other example to deeper students understanding.

*“Depends, kalau di kelas grammar kan biasanya saya menyediakan power point sebagai bahan ajarnya, nanti baru saat menjelaskan dan member contoh saya tulis di papan tulis. Karna menjadi tidak effective saat saya menulis dulu di papan baru menjelaskan, waktunya jadi banyak terbuang.....”*

*(Depends, in grammar class I usually provide power point as teaching material, later when explaining and giving example I wrote on the board. Because it became in effective when I wrote first on the board and then explained, the time is wasted so much) -Lecturer-*

Seventeenth question was about written the material students did not understand on the board. It happened when there were students who did not understand a material they got outside the class, she would asked the students to come forward and wrote it on the board before she answered and explained it with them.

*“Of course, jadi misalnya mereka punya pertanyaan tentang apa yang mereka dapat di luar kelas. Saya akan meminta mereka maju dan menuliskannya di papan tulis lalu membahasnya bersama-sama.....”*

*(Of course, for example, they have questions about what they find outside the classroom. I will ask them to come forward and write it on the board and discuss it together) -Lecturer-*

Eighteenth question was about wrote new material during teaching process on the board. She did not do it because she used power point and only used the board to wrote the example. Wrote on the board was one of the way she build her confidence during the teaching and learning process.

*“...untuk new material saya menggunakan power point, papan tulis digunakan untuk menuliskan contoh. Karna satu contoh saja ngga cukup untuk mematangkan pemahaman siswa. Dan saat menulis saya merasa lebih percaya diri saat mengajar.....”*

*(For new material I use power point, the whiteboard is used to write examples. Because one example is not enough to deeper students' understanding. And when I write I feel more confident when teaching) -Lecturer-*

Sineteenth question was about payed attention on individual differences. She memorized students name to know the students better and gave them the sense of belonging because the lecturer relized about their exist in the class.

*“...saya selalu memperhatikan tiap siswa dan saya akan menghafalkan nama mereka meskipun cuma satu semester habis itu paling ingat mukanya tapi ngga inget namanya”*

*(I always pay attention to each student and I will memorize their name even though it is only one semester, but after the semester is end I mostly remember their face but don't know their name) -Lecturer-*

Twentieth question was about helping students with lack of language ability. She payed attention to each students and looked after the students with less language ability by gave them extra minutes to help them

understand better. Those minutes were taken from the students with better ability and divert it to them.

*“Ya, kalau misalnya mereka ada di dalam kelas saya berikan mereka extra minutes. Extra minutes ini saya ambil dari mahasiswa yang pintar-pintar....”*

*(If they are in the classroom I will give them extra minutes. These extra minutes I took from the students were smart) -Lecturer-*

Twenty first question was to payed attention to students eyes movement. It is important to did such as eye movement to keep the teaching and learning interactive and the communication with each student effectively because they relized that the students gave them the attention.

*“Iya saya suka eye contact karna itu sangat penting....”*  
*(Yes I like eye contact because it is very important) -Lecturer-*

Twenty second question was about gave students enough time to do the class activity and took the notes. She did give it to the students so they have time to write the notes and did other activities. The students respected the lecturer by gave her the time to talk and vice versa.

*“saya selalu menyediakan waktu siswa untuk menulis. Ada waktunya saya bicara, ada waktunya mereka menulis”*

*(I always give students time to write. There's a time when I talk, there's a time they write) -Lecturer-*

Twenty third questions were about created positive feeling for students. It is important to create the positive circumstances so the students will feel joy and enjoy the class. It would reduce the students' absence and increase the students motivation.

*“...kalau mereka ngga suka kelas saya nanti jadi banyak yang bolos dan banyak yang ngga suka. Pokoknya harus positif, mau saya sedang ada sedih atau apa di rumah saya harus tetap positif saat di kelas....”*

*(If they don't like my class later so many miss it and there are many students do not like it. Anyway I have to be positive, even if I am sad or there is something happened at home I have to stay positive while in class) -Lecturer-*

Twenty fourth question was about how importance the students opinions for the lecturer. She liked when students wanted to share their experienced or their opinion on some topic; she would memorize if and shared it again for the junior in the future.

*"...opini mereka itu penting. Mereka kadang berbagi pengalaman mereka dan itu saya tampung untuk nanti dikemudian hari saya bagi lagi ke adik kelasnya...."*

*(Their opinions are important. They sometimes share their experiences and that's what I'm looking forward in the future for their junior) -Lecturer-*

Twenty fifth question was about presented a student incomprehensible material in new way. She did it but it took a lot of energies because the brain was forced to think fast a new way to solved it. Took a long breath sometimes helped her to calm down and think clearly.

*"Of course, tapi ini yang bikin cape karna otak kita dipaksa untuk memikirkan cara baru dengan waktu yang sedikit..."*

*(Of course, but this is what makes us tired because our brains are forced to think of new ways with little time) -Lecturer-*

*"....Saya akan tarik nafas supaya ngga panik. Karna guru itu harus felksibel, kalau siswa tidak mengerti kita harus menemukan cara baru...."*

*(I have to take a long breathe to evade panic. Because the teacher has to be flexible, if the students don't understand, the teacher must find a new way) -Lecturer-*

Twenty sixth question was about gave the word needed to the students. Mostly in listening, before she played the audio she asked the students to search the vocabulary will used in the audio. So that the students

would have a clue to solve the task and it made them learn the vocabulary twice. First before the audio and in the last process after they shown the transcript of the audio.

*“Iya, tapi bukan di conversation lebih di kelas listening karna ini adalah salah satu tekniknya...”*

*(Yes, but not in conversations but in listening classes because this is one of the techniques) -Lecturer-*

*“.....Tapi jangan banyak-banyak, paling banyak 10 kosa kata saja. Ini memang salah satu tekniknya, jadi siswa diminta untuk mencari makna dari kosa kata dulu baru nanti diperdengarkan audionya, kalau mereka sudah paham isi percakapannya itu baru nanti diperlihatkan transkrip percakapannya.....”*

*(But not too much, 10 vocabularies are the max. This is indeed one of the techniques, so students are asked to look for the meaning of the vocabulary first then listen to the audio, if they already understand the content of the conversation later I will show the transcript of the conversation) -Lecturer-*

Twenty seventh was about presented required grammar in a dialogue. In made abstract process the lecturer will required the grammar for each part to help students to did it easily.

*“Mungkin saat membuat abstrak yaa, dan ada grammar-grammar tertentu yang digunakan.....”*

*(Maybe when making abstracts, and there are certain grammars used) -Lecturer-*

Twenty eight was about asked the learners to take note. The lecturer always gave times to take note and she thought that writing is one of the ways to help the memorized better. But it depended on the students' willingness to took a note or not.

*“Yes, whether they do it or not. Tapi saya selalu memberikan waktu untuk mereka mencatat.”*

*(Yes, whether they do it or not. But I always give time for them to take notes) -Lecturer-*

Twenty ninth was about asked teaching and speaking rate in the class. The lecturer asked it to the students and tried to follow the students rate because she afraid what if the material did not deliver properly. So it is important to check it and make sure the times was enough.

*“Yah saya tanyakan “saya kecepatan atau ngga?” dulu saya kalau ngomong sangat cepat karna di otak saya, saya maunya materi ini cepat disampaikan jadi mereka nanti cepat dapat latihan dan saya bisa menjelaskan dan membahasnya sama-sama.....”*

*(Well I ask them "am I too fast or not?" I used to say very quickly because in my brain, I want this material to be delivered quickly to the students so they can quickly get to practice, I can explain and discuss it together with them) -Lecturer-*

Thirty question was about gave hints to the students. It depended on the exercise whether it was a short or long answer. If it was a long answer she would but she would not if it too short answer she kept gave the hints if the students did not get the answer correctly.

*“Depends, kalau misalnya pendek ngga saya kasih. Tapi kalau jawabannya berupa deskripsi saya kasih petunjuk”*

*(Depends, for example if it is a short answer I do not do it. But if the answer is a description I give hint) -Lecturer-*

*Thirty first was about interested into students topic presented in the class. If the she had enough time she would discussed it together with the class, and develop the topic properly.*

*“Of course, kalau memang ada waktunya saya akan kembangkan....”*

*(Of course, if there is a time I will explain and develop it) -Lecturer-*

Thirty second questions were about used phrases or word from the students. It might happen in translation class when they got slang word. They usually brought new word they did not know and asked it in the class. She would discussed it and gave them the example.

*“Tergantung kelasnya si, kalau di kelas Translation misalnya ngomongin slang mereka pasti membawa kata-kata dari luar kadang saya pakai juga. Jadi tergantung kelasnya.”*

*(Depend on the class, if in translation class for example that talk about slang they usually bring words from outside so I use as well. So it depends on the class) -Lecturer-*

Thirty third questions were about asked the students to paid attention in similarities and differences of the subjects. It was one of standard in lesson plan so sometimes she just reviewed it briefly based on that day material.

*“Iya, karna itu juga salah satu standar yang ada di dalam RPP. “minggu kemarin masih inget ngga kalian belajar ini?” diulas sebentar aja, kadang juga ngga. Kalau misalnya materi hari ini banyak, biasanya ngga. Tapi secara umum iya, apalagi kalau dia berhubungan biasanya di kelas grammar.”*

*(Yes, because it is also one of the standards that exist in lesson plan. “Last week do you still remember that you learn this?” just reviewed it briefly, sometimes also didn’t. If for example today’s material is a lot, usually not. But in general yes, especially if it’s in grammar class) -Lecturer-*

Thirty fourth questions were about used teaching aids, flash card, etc in the class. The lecturer used laptop and some application to build cognitive boosters and some game sometimes. But mostly she used application or asked the students to made some posters to improve their creativity.

*“Usually just laptop and some application.....”*

*(Usually just laptop and some application) -Lecturer-*

Thirty fifth questions were how the lecturer preferred to called the students. In the first meeting she never forgot to ask the students to introduce their full name and nickname. It was one of her strategy to get close and familiar with them. Within in a month she would remember their name.

*“Of course, of course. Biasanya kalau di pertemuan pertama saya akan minta mereka buat menyebutkan nama panjang dan nama*

*panggilannya. Soalnya kalau ngga kayak gitu ngga akan terasa akrab sama mereka.”*

*(Of course, of course. Usually if in the first meeting I will ask them to mention their full name and nickname. Because if it's not like that it won't feel familiar and close with them) -Lecturer-*

Thirty fourth questions were about asked the students to pay attention to detail of the material. It usually occurred in listening class, where the students should pay attention to the audio to prevent from too much repetition.

*“Ya, attention to details kalau di kelas listening. Kadang mahasiswa minta ngulang terus padahal audionya cuma satu menit..”*

*(Yes, attention to details if in listening class. Sometimes students ask for a repeat even though the audio is only one minute) -Lecturer-*

*“Tapi, iya saya selalu meminta siswa untuk pay attention to details.”*

*(But, yes I always ask the students to pay attention to details) -Lecturer-*

The last question was about told the lecturer own experiences in the class. She said that it would not inspire the students if it was not her experiences. She was not just shared her experience but also her friends, her previous students, and others too. It was important to check the time while told about the experiences so that it will not too long and effect on the day material.

*“Of course, karna saya pernah dengar kalau bukan pengalaman kita mahasiswanya tidak akan terinspirasi.....”*

*(Of course, because I've heard if it's not our experience the students won't be inspired) -Lecturer-*

*“.....Ya saya membicarakan banyak tentang diri saya, orang lain juga, pengalaman teman saya juga. Jadi di dalam kelas ngga boring tapi juga harus tau kapan batasnya saya harus ngomong tentang experience. Kadang-kadang kita terus ngomong ngga sadar waktu, makanya saya selalu pakai jam tangan terus untuk menentukan waktu.”*

*(Yes I talk a lot about myself, others too, my friend's experience as well. So in the classroom is not boring but also have to know when the limit I have to talk about the experience. Sometimes we keep talking unconscious with the time, so I always check my watch constantly to set the time) -Lecturer-*

From all the questions above the research conclude that the lecturer used NLP techniques with a little changes to adapted to the class circumstances. All the techniques used were establishing rapport, modeling, creating a learner filter, pacing with the learner, elicitation with learner, calibration of the learner, reframing the approach, and collapsing an anchor.

## **B. Research Findings**

In this section, the data finding of the study would be sparated based on the research problem of the study. Each research problem would showed the table categorized based on each item specification. Here are the research finding of the study.

### **1. Students perception of NLP-based English language teaching**

From the questionnaire about the students perception on the use of NLP towards teacher success, the researcher found as follows on the table.

**Table 4.48 Attention to all**

No. Item	Statements	Percent	Mn	SD	Result	Score
25	My teacher pays attention to all students	44.2%	4.31	0.7	Strongly Agree	86
26	My teacher is willing to help learners in and out of the classroom	47.4%	4.23	0.69	Agree	85
32	My teacher accepts constructive criticism	60.0%	4.14	0.61	Agree	83
36	My teacher involves all students in learning	57.9%	4.25	0.6	Agree	85

37	My teacher creates equal opportunities for learners' participation in the classroom	56.8%	4.24	0.61	Agree	85
38	My teacher creates opportunities for discussion and asking questions	52.6%	4.38	0.57	Agree	88
39	My teacher avoids discriminating against learners	45.3%	4.18	0.76	Agree	84

By divide the score total with the item of questionnaire the result of the table 4.48 showed 85.1% categorized Strongly Agree that the teacher should attention to all the students by paid attention to all students, willing to help learners in and out of the classroom, accepted constructive criticism, involved all students in learning, created equal opportunities for learners' participation in the classroom, created opportunities for discussion and asking questions, and the last avoided discriminating against learners. Attention to all was the part of NLP technique to collapsing an anchor between the students and teacher to create the created a safe place to students in the teaching and learning process.

**Table 4.49 Morality**

No. Item	Statements	Percent	Mn	SD	Result	Score
4	My teacher respects learners as individuals	50.5%	4.41	0.66	Strongly Agree	88
5	My teacher understands learners well	46.3%	4.37	0.65	Strongly Agree	88
7	My teacher is good-tempered	45.3%	4.11	0.98	Agree	82
8	My teacher is patient	54.7%	4.5	0.58	Strongly Agree	90

31	My teacher respects all ideas	54.7%	4.29	0.63	Agree	86
34	My teacher is impartial in grading	44.2%	4.32	0.67	Strongly Agree	87
42	My teacher avoids making fun of the learners	49.5%	4.09	0.86	Agree	82
43	My teacher avoids being too strict	45.3%	3.98	0.81	Agree	80

By divide the score total with the item of questionnaire the result of the table 4.49 showed 85.3% categorized Strongly Agree that the teacher respected learners as individuals, understood learners well, was good-tempered, patient, respected all ideas, was impartial in grading, avoided making fun of the learners, and avoided being too strict. Morality was the part of NLP technique which was building rapport to create a positive environment during teaching and learning process.

**Table 4.50 Care and enthusiasm**

No. Item	Statements	Percent	Mn	SD	Result	Score
3	My teacher is friendly towards learners	60.0%	4.57	0.53	Strongly Agree	92
9	My teacher has a sense of humour	54.7%	4.05	0.67	Agree	81
12	My teacher enjoys teaching	48.4%	4.45	0.56	Strongly Agree	89
13	My teacher is interested in the subject matter he/she is teaching	50.5%	4.32	0.62	Agree	87
15	My teacher has the ability to stimulate learners in learning	49.5%	4.33	0.62	Agree	87
24	My teacher is a dynamic and	44.2%	4.31	0.68	Strongly Agree	86

	energetic person					
44	My teacher creates self-confidence in learners	44.2%	4.32	0.67	Strongly Agree	87

By divide the score total with the item of questionnaire the result of the table 4.50 showed 87% categorized Strongly Agree that the teacher was friendly towards learners, had a sense of humour, enjoyed teaching, was interested in the subject matter he/she was teaching, had the ability to stimulate learners in learning, was a dynamic and energetic person, and self-confidence in learners. Care and enthusiasm was the part of NLP technique which was building rapport to create a positive environment during teaching and learning process.

**Table 4.51 Teaching accountability**

No. Item	Statements	Percent	Mn	SD	Result	Score
2	My teacher has up to date information	48.4%	4.42	0.6	Strongly Agree	88
10	My teacher is aware of new teaching methods and strategies	48.4%	4.25	0.69	Agree	85
11	My teacher uses extra instructional materials such as tapes, movies, etc	45.3%	4.13	0.75	Agree	83
23	My teacher emphasizes important materials and points	49.5%	4.32	0.65	Agree	87
33	My teacher has the subject matter well-organized according to the number of sessions and hours	52.6%	4.26	0.63	Agree	85
35	My teacher has creativity in teaching	51.6%	4.33	0.61	Agree	87

40	My teacher attends to the learners' problems in learning	55.8%	4.11	0.68	Agree	82
41	My teacher divides class time appropriately for the different language skills according to the purposes of the course	61.1%	4.07	0.62	Agree	81

By divide the score total with the item of questionnaire the result of the table 4.51 showed 84.7% categorized Strongly Agree that the teacher had up to date information, aware of new teaching methods and strategies, used extra instructional materials such as tapes, movies, etc, emphasized important materials and points, had the subject matter well-organized according to the number of sessions and hours, had creativity in teaching, attended to the learners' problems in learning, and divided class time appropriately for the different language skills according to the purposes of the course. Teaching accountability was part of NLP technique named pacing where the teacher suit the pace of the learning process with the students.

**Table 4.52 Evaluation**

No. Item	Statements	Percent	Mn	SD	Result	Score
16	My teacher knows his/her learners well (talents, abilities, weaknesses)	52.6%	4.13	0.67	Agree	74
17	My teacher uses good learners to help weaker ones	55.8%	4.12	0.65	Agree	83
18	My teacher gives sufficient number of	55.8%	3.98	0.73	Agree	80

	assignments					
19	My teacher holds adequate number of tests	45.3%	3.96	0.69	Agree	71
20	My teacher is prompt in returning test results	52.6%	4	0.71	Agree	80
27	My teacher encourages learners in different ways	54.7%	4.08	0.69	Agree	82

By divide the score total with the item of questionnaire the result of the table 4.52 showed 78.3% categorized Agree that the teacher knew his/her learners well (talents, abilities, weaknesses), used good learners to help weaker ones, gave sufficient number of assignments, held adequate number of tests, was prompt in returning test results, and encouraged learners in different ways. Evaluation was the part of NLP technique called calibration of the learner where the teacher recognizing the individual difference in learner so that the students can follow the teaching and learning process effectively.

**Table 4.53 Teaching boosters**

No. Item	Statements	Percent	Mn	SD	Result	Score
1	My teacher has a good knowledge of subject matter	55.8%	4.53	0.54	Strongly Agree	91
6	My teacher has the ability to manage the classroom well	52.6%	4.38	0.57	Agree	88
14	My teacher has self-confidence	51.6%	4.43	0.64	Strongly Agree	89
21	My teacher is well-prepared for the class	52.6%	4.34	0.59	Agree	87
22	My teacher is careful and precise in	48.4%	4.41	0.59	Agree	85

	answering learners' questions					
28	My teacher speaks clearly with a correct pronunciation	50.5%	4.44	0.61	Strongly Agree	89
29	My teacher has clean and tidy appearance	49.5%	4.31	0.64	Agree	89
30	My teacher presents materials at learners' level of comprehension	55.8%	4.25	0.61	Agree	85
45	My teacher emphasizes the presence of students in the classroom	51.6%	4.17	0.69	Agree	84

By divide the score total with the item of questionnaire the result of the table 4.53 showed 87.4% categorized Strongly Agree that the teacher had a good knowledge of subject matter, had the ability to manage the classroom well, had self-confidence, well-prepared for the class, was careful and precise in answering learners' questions, spoke clearly with a correct pronunciation, had clean and tidy appearance, presented materials at learners' level of comprehension, and teacher emphasized the presence of students in the classroom. Teaching boosters was part of NLP technique named creating learner filter by monitoring correct or incorrect behaviours of the students

From the data above, the result showed that most of teacher success characteristic were categorized as NLP based ETL technique. They are item 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 21, 22, 23, 24, 25, 26, 27, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, and 45.

## 2. Implementation of NLP-based English language teaching

The researcher used interview to know the implementation of NLP-based English language teaching based on each technique. To gain the data the researcher interviewed DP as the lecturer of the classroom.

**Table 4.54 Result of analysis interview of Establishing rapport**

Item	Questions	Answers
3	Are the language learners can form groups freely during your course?	Of course, soalnya gimana ya, kalau saya yang menentukan kadang-kadang mereka ngga klik sama teman satu grupnya. Malah jadi bikin lama, ada yang satu ngerjain sendiri yang lainnya ngobrol, itu mau ngegrup gimana. Akhirnya, yaudahlah saya lepasin aja, bebas. Tapi kalau ada yang minta saya yang membuat grup dan hampir semua minta gitu yaudah saya yang bikin. Tergantung maunya kelas apa.
7	Do you ask successful language learners to talk about their personal ways of progress in the classroom?	Of course, karna saya saat keliling itu saya jadi tau kesalahan mereka dimana, nanti saya kasih tau kamu salahnya disini, tolong perbaiki nanti saya balik lagi. Kalau sudah nanti saya balik lagi, dan menanyakan gimana

		<p>udah paham apa belum? Jadi dia taukan salahnya dimana? Itu kan namanya progress juga, jadi dia ngerjain, saya koreksi terus saya perbaiki.</p>
11	<p>Do you get the language learners' ideas of the topics presented in class?</p>	<p>Kadang iya kadang ngga, jadi karna kadang ada yang materinya banyak banget akhirnya saya langsung ke materi. Tapi, kalau materinya sedikit saya menyediakan brainstorming tapi kalau basa basi selalu ada, tapi ngga selama brainstorming. Kalau yang brainstormingnya banyak biasanya saya kasih waktu 15 menit lebih buat mereka mikir.</p>
21	<p>Do you pay attention to the language learners' eye movements?</p>	<p>Iya saya suka eye contact karna itu sangat penting.</p>
23	<p>Do you try to create a positive feeling in your students toward language learning?</p>	<p>Of course, kalau mereka ngga suka kelas saya nanti jadi banyak yang bolos dan banyak yang ngga suka. Pokoknya harus positif, mau saya sedang ada sedih atau apa di rumah saya harus tetap positif saat di kelas.</p>

		Kadang-kadang hal itu juga yang membantu saya mengeluarkan hal-hal negative.
31	Do you show your interest to the topics presented by your students?	Of course, kalau memang ada waktunya saya akan kembangkan. Misalnya, out of topic, “Miss bisa ngga kalau gini gini gini..” biasanya saat kelas sudah mau selesai dan masih ada waktu 5 menit misalnya jadi akan kita bahas sama-sama.
34	Do you make use of flash cards, CDs, posters, and other teaching aids?	Usually just laptop and some application. Ini PR banget kalau ngerjain kayak gini, karna memakan banyak waktu. Kalau poster biasanya mahasiswa yang saya minta untuk membuat poster. Teaching aids paling aplikasi. Paling saya menyediakan kertas untuk main game. Flashcard bisa tapi hanya untuk main game.
35	Do you prefer to call your students by their first name?	Of course, of course. Biasanya kalau di pertemuan pertama saya akan minta mereka buat menyebutkan nama panjang dan nama panggilannya. Soalnya kalau ngga kayak gitu ngga

		akan terasa akrab sama mereka.
37	Do you talk about yourself and your own experiences in the classroom?	Of course, karna saya pernah dengar kalau bukan pengalaman kita mahasiswanya tidak akan terinspirasi. Makanya saya suka cerita sama orang, suka dengerin orang cerita, suka ngajar disana sini supaya saya bisa cerita dan membagikan pengalaman saya. Ya saya membicarakan banyak tentang diri saya, orang lain juga, pengalaman teman saya juga. Jadi di dalam kelas ngga boring tapi juga harus tau kapan batasnya saya harus ngomong tentang experience. Kadang-kadang kita terus ngomong ngga sadar waktu, makanya saya selalu pakai jam tangan terus untuk menentukan waktu.

The on the table 4.53, the result of the interview analysis on the leacturer's response to the use of NLP-based ELT technique which is establishing rapport. In the interview the researcher stated that DP applied some activity such as formed the group freely to make the students more comfortable with the group mate and did the task effectively, told about students personal ways of progress in classroom to help students

understood the material easily, used learners idea of topic in class, pay attention to eye learners eye movement, create positive feelings create positive connection among students, lecturer, and subject matter that appear from the way DP created the learning environment, interested in topic presented by the students, use application as the media aids, preferred to call students name and share the lecturer experience in the classroom to established rapport.

**Table 4.55 Result of analysis interview of Modeling**

Item	Questions	Answers
4	Are you run the class in a formal way?	Tergantung kelas dan materinya tentang apa. Jadi, dulu saya pernah bawa mahasiswa ke Kum-kum saat mata kuliah translation kalau tidak salah dan meminta mereka untuk mempertunjukkan puisi di depan umum. Bahkan saat itu ada mahasiswa yang menawarkan diri untuk menari disana, mungkin saking mereka merasa nyaman dan pada dasarnya anak tersebut memang sudah percaya diri jadi ya saya persilahkan saja. Kadang-kadang tergantung materinya, ada yang saya kasih latihan dulu tapi

		<p>ngga diambil nilai, baru nanti saya kasih materinya. Dibalik, pengalaman dulu baru materi, jadi mereka tau iniloh yang saya rasakan. Di kelas translation, proof reading itu gimana si dan mereka jadi tau oo itu yang saya kerjakan tadi, oo memang ada masalah seperti ini. Jadi pengalaman dulu baru materi. Kalau supervised classroom iya, saya suka keliling untuk melihat bagaimana tiap siswa mengerjakan, masalah apa yang mereka hadapi, jadi saya akan tau perkembangan tiap individunya. Sehingga saya juga jadi hafal dengan mahasiswa.</p>
5	<p>Do you make use of only one teaching method during the teaching and learning process?</p>	<p>Macam-macam, tergantung, kadang saya lupa nama teaching methodnya. Jadi, apa yang saya liat atau saya tonton di YouTube misalnya nanti saya coba di kelas tapi ngga tau namanya apa.</p>
	<p>But the point in one meeting could be more than two methods used, right?</p>	<p>Heem, lebih dari dua, ngga yang monoton pake itu melulu, ngga. Kayak ini, ada misalnya high tech. Jadi dulu</p>

		<p>di kelas speaking saya pernah mengadakan games namanya mentimeter yang saya dapat, games ini dari Amerika. Saya bikin kuis jadi mereka konek sama saya melalui ada kayak pinnya gitu, terus nanti cara mainnya mereka nebak jawaban dari kuisnya dan jawaban mereka nanti akan keliatan di layar, jadi satu kelas itu bisa liat jawaban temennya yang lain. Itu mainnya di kelas, jadi saya nyiapin soalnya dari rumah terus pinnya saya bagaikan, misalnya seorang translation itu pekerjaannya apa. Terus nanti mereka jawab, dan jawaban mereka akan muncul. Nanti kalo jawabannya benar ada bunyinya kling kling kling. Ada juga kuis, jadi siapa yang paling banyak bener jawabannya saya kasih reward, di kelas English Indo. Rewardnya waktu itu postcard sama koin koin gitu. Rame memang kalau menggunakan metode baru seperti itu, tapi</p>
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		<p>membutuhkan banyak waktu, jadi kalau saya punya waktu luang baru saya terpikir buat memakai metode baru tersebut tapi kalau saya banyak kerjaan itu ngga akan sempat terpikir. Maunya si gitu, karna sekarang memang harus menggunakan high tech dan menggunakan learning managemen system karena sedang masa pandemic.</p>
13	Do you create new challenges for the language learners?	<p>Kalau kebanyakan challenge biasanya anak-anak akan pusing. Dulu waktu awal-awal saya ngajar saya suka sekali membuat tantangan seperti itu untuk siswa tapi akhirnya saya ngga bisa menentukan suasana kelas, karna selalu baru, pingin coba ini coba itu. Tapi kadang ada 1 2 3 kali dalam satu semester. Karna siswa butuh kestabilan di kelas, nuansa kelas harus stabil kalau ngga siswa dipaksa untuk beradaptasi dengan suasana baru itu. Jadi memang ada, kuliah, latihan, pertemuan yang berbeda terus balik</p>

		lagi ke kuliah, latihan. Jadi, hanya digunakan untuk intermezzo saja.
16	Do you write down the new subject material on the board as a model?	Depends, kalau di kelas grammar kan biasanya saya menyediakan power point sebagai bahan ajarnya, nanti baru saat menjelaskan dan member contoh saya tulis di papan tulis. Karna menjadi tidak effective saat saya menulis dulu di papan baru menjelaskan, waktunya jadi banyak terbuang. Makanya biasanya saya menjelaskan sambil mencatat. Makanya biasanya saya bilang ke mahasiswa untuk perhatikan dulu penjelasan saya, baru nulis, karna saya juga selalu memberikan waktu untuk mereka menulis catatan hari itu.
18	During the teaching process, do you write down the new material on the board?	No, karna untuk new material saya menggunakan power point, papan tulis digunakan untuk menuliskan contoh. Karna satu contoh saja ngga cukup untuk mematangkan pemahaman siswa. Dan saat menulis saya merasa lebih percaya diri saat mengajar, saya

		<p>justru ngga betah kalau hanya duduk diam saja dan menjelaskan begitu. Kadang tidak terlalu diperhatikan oleh siswa beda kalau saya bergerak dan ada yang saya tulis, secara tidak langsung mereka akan mengikuti untuk menulis.</p>
32	<p>During teaching, do you use some of the words or phrases used by the language learners?</p>	<p>Tergantung kelasnya si, kalau di kelas Translation misalnya ngomongin slang mereka pasti membawa kata-kata dari luar kadang saya pakai juga. Jadi tergantung kelasnya.</p>

The on the table 4.54, the result of the interview analysis on the leacturer's response to the use of NLP-based ELT technique which is modeling. In the interview the researcher used both formal and informal way of teaching based on the class and the subject material, DP used more than one method during the learning and teaching process so that the learner would not bored or felt too much changes, created new challenges for students, and wrote down the material in the board to got students better understanding. These were the lecturer strategies for the learners to achieve better results and involved students exploring how a person achieved an outstanding performance in some effort.

Table 4.56 Result of analysis interview of Creating a learner filter

Item	Questions	Answers
2	Are you correct all the language learners errors?	Kalau di kelas grammar iya, tapi kalau di kelas lain, ngga. Saya lepaskan aja istilahnya.
9	If needed, do you ask the language learners to speak clearly?	Iya, kalau mereka salah mengucapkan akan saya stop, saya ulangi praktekan ke dia lalu baru nanti dia mengulangi perkataan saya. Tapi, untuk beberapa keadaan biasanya ada yang memang lidahnya udah seperti itu dan susah untuk berubah.
	Kalau menemui hal seperti itu, sikap anda bagaimana?	Hitungan saya selalu 3x, kalau dia 3x dan masih belum bisa saya akan suruh duduk dan bilang “latihan lagi ya di rumah” karna kalau saya fokus ke satu anak tersebut kasian teman-temannya yang lain.
15	Do you give feedback to your students` correct and incorrect answers?	Of course, tapi saya ngga bisa ngasih untuk keseluruhan karna saya pernah mencoba untuk melakukannya di kelas grammar dan hanya bertahan 3 minggu awal perkuliahan.

<p>Lalu apa yang dilakukan untuk mengatasinya Ma'am ?</p>	<p>Akhirnya saya kurangi jumlah soal yang diberikan, yang dulu awalnya 10 soal saya kurangi jadi 5 soal saja.</p> <p>Kemudian dulu awalnya saat memberi feedback ke mahasiswa saya sebutkan salahnya dimana, yang benar seperti apa dan contoh lainnya bagaimana.</p> <p>Akhirnya komen itu saya kurangi dan hanya saat mahasiswa menanyakan dimana salahnya baru saya jelaskan ke mereka. Saya mau melakukan itu sebetulnya, hati dan otak saya mau tapi badan saya yang ngga kuat kalau memberikan feedback dengan cara seperti itu.</p>
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The on the table 4.55, the result of the interview analysis on the leacturer's response to the use of NLP-based ELT technique which is creating a learner filter. In the interview DP stated that she corrected learner error even not all of them and had tolerate limit 3 times for each students to avoid students' stress, anxiety and lack of self-confidence which prevented the success of astudents second language acquisition, asked the learner to speak clearly in her classroom, and gave feedback to correct and incorrect answer. In the knowledge construction, affective

filter was emotional variables associated with the success or failure of acquiring a second language.

**Table 4.57 Result of analysis interview of Pacing with the learner**

Item	Questions	Answers
1	Do you expect your students to adjust themselves to your teaching rate?	Yes, of course, harus. Kadang saya ngikutin mereka kadang mereka ngikutin saya. Tapi kebanyakan si fleksibel aja, tergantung keadaan kelas hari itu, kalau keadaan kelas saat itu semangat, bisa cepet saya ngajarnya. Tapi, kalau kelasnya diakhir-akhir, oke kita santai saja. Kalau pagi saya semangat, kalau sore mereka sudah capek biasanya, saya juga jadi santai saja.
20	Do you help the students with less language ability?	Ya, kalau misalnya mereka ada di dalam kelas saya berikan mereka extra minutes. Extra minutes ini saya ambil dari mahasiswa yang pintar-pintar. Karna untuk mereka saya cukup melihat pekerjaannya dan misalnya sudah bisa saya akan gunakan waktu mereka ke yang perlu extra minutes

		<p>ini. Misalnya satu anak 3 menit, untuk anak yang pintar-pintar ini kadang satu menit saja sudah cukup jadi sisa 2 menit nya saya gunakan untuk membantu yang lain. Tapi kalau misalnya mereka mau memonopoli saya, biasanya saya batasi “ntar dulu yaa, yang disebalah sana ada yang perlu saya”</p>
22	<p>Do you give enough time to the language learners to write down notes and do class activities?</p>	<p>Ya, saya selalu menyediakan waktu siswa untuk menulis. Ada waktunya saya bicara, ada waktunya mereka menulis.</p>
28	<p>For better learning and understanding, do you ask the language learners to take notes?</p>	<p>Yes, whether they do it or not. Jadi kalau saya meminta mereka untuk mencatat belum tentu semua itu nyatet kadang Cuma difoto aja. Tapi saya selalu memberikan waktu untuk mereka mencatat.</p>
29	<p>Do you ask your students of your teaching and speaking rate in the classroom?</p>	<p>Yah saya tanyakan “saya kecepitan atau ngga?” dulu saya kalau ngomong sangat cepat karna di otak saya, saya maunya materi ini cepat disampaikan jadi mereka nanti cepat dapat latihan</p>

		<p>dan saya bisa menjelaskan dan membahasnya sama-sama. Jadi akhirnya saya mengatur supaya saya berbicara lebih lambat. Karna biasanya kalau saya terlalu lambat dalam berbicara apa yang akan saya sampaikan bisa hilang. Karna ngga semua anak ratenya sama, jadi harus pelan-pelan.</p>
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The on the table 4.56, the result of the interview analysis on the leacturer's response to the use of NLP-based ELT technique which is pacing with learner. In the interview DP stated that she asked the students about her teaching rate and tried to adjust the students and vice versa, helped students with less abilitby gave them more time and attention while she was around the class and asked the students progress, gave enough time to write down a note dan class activity, and asked about her speaking rate in teaching process so that the students would understood the material better.

Table 4.58 Result of analysis interview of Elicitation with learner

Item	Questions	Answers
8	Do you inform your students of their progress?	Iya, personal tapi. Tapi kecuali dia bagus banget nanti saya apresiasi didepan kelas. Tapi kalau secara personal itu saat saya keliling tadi, paling lama 5 menit per anak.
14	Do you welcome new and creative answers from the students?	Of course, kalau mereka mau ngasih tau saya. Kalau ada waktunya yaa  Of course, saya ngga pernah membungkam mereka, walaupun ada pertanyaan yang saya belum bisa jawab hari ini biasanya saya tamping dulu untuk minggu depan. Kalau ada jawaban-jawaban unik dan out of the box malah saya senang sekali. Apapun jawaban mereka akan saya tamping, akan saya terima sepanjang tidak melanggar aturan.
26	Do you give the language learners the words needed for a conversation?	Iya, tapi bukan di conversation lebih di kelas listening karna ini adalah salah satu tekniknya. Jadi kalau di listening ngga mungkin meminta mereka untuk

		<p>mendengarkan secara langsung dan meminta mereka untuk mencatat, mereka akan blank. Untuk mereka yang terbiasa mendengarkan bahasa Inggris mungkin akan paham, tapi untuk mereka yang nggak kalau nggak dikasih aba-aba diawal nanti mereka akan kesulitan. Jadi biasanya untuk percakapan atau teks gitu, ada kosakata inti yang harus mereka cari terlebih dahulu supaya nanti saat mereka sudah mau masuk ke percakapan mereka sudah punya bayangan, “ooh itu kata kerja yang artinya itu” mereka nantinya akan mengaitkan sendiri. Tapi jangan banyak-banyak, paling banyak 10 kosakata saja. Ini memang salah satu tekniknya, jadi siswa diminta untuk mencari makna dari kosakata dulu baru nanti diperdengarkan audionya, kalau mereka sudah paham isi percakapannya itu baru nanti diperlihatkan transkrip percakapannya.</p>
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		Mereka nanti akan bisa melihat apa yang mereka dengar tadi dan mencocokkan sudah tepat belum antara yang mereka dengar dengan teks aslinya. Jadi mereka dua kali belajar kosa kata, diawal dan diakhir.
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The on the table 4.57, the result of the interview analysis on the leacturer's response to the use of NLP-based ELT technique which is Elicitation with learner. In the interview DP stated that she informed the students progress and gave the students appreciation if she/he did the task well, welcomed new and creative answers from the students to know how far the students understanding were, and therefore, and to start planning the lesson.

**Table 4.59 Result of analysis interview of Calibration of the learner**

Item	Questions	Answers
10	Do you assign a special duty for every individual?	Iya, kadang saya memberikan tugas-tugas tambahan untuk mereka secara individu yang bagi saya masih perlu ditambah lagi latihannya.
12	Do you ask them some questions to ensure your students` understanding and to remove the ambiguities?	Iya, of course. Karna mahasiswa di kelas ada lebih dari satu dan pemahaman mereka berbeda-beda. Di awal saya jelaskan, itulah gunanya

		<p>RPP jadi diawal guru itu menjelaskan, diakhir nanti guru menanyakan pemahaman siswa dan guru menyimpulkan lagi. Gunanya ya itu untuk menghindari ambiguitas ini, karna kadang di kelas ada yang pemahamannya sedikit melenceng, jadi nanti saya akan bilang “ya, jawabannya hampir benar tapi saya perbaiki lagi ya/saya tambahin lagi ya...” Jadi mahasiswa ngga Cuma ngomong doang tapi dia juga sadar kalau mereka masih kurang tepat. Meskipun kembali lagi ke pemahaman siswa yang berbeda tadi, tapi paling ngga guru sudah mencoba untuk menyampaikan, meminta untuk mengulang kembali dan memperbaiki. Andapun saya salah saat di kelas, kemudian saya sadar di luar atau baru baca minggu depannya saya perbaiki, hal itulah yang selalu membuat saya untuk terus belajar. Kalau saya salah, saya perbaiki. Kalau ada pendapat</p>
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		mahasiswa yang bertentangan, pertanyaannya akan saya tampung untuk minggu depan.
19	Do you pay attention to individual differences?	Of course, saya selalu memperhatikan tiap siswa dan saya akan menghafalkan nama mereka meskipun cuma satu semester, habis itu paling ingat mukanya tapi ngga inget namanya.
33	Do you ask your students to pay attention to similarities and differences of the subjects?	Iya, karna itu juga salah satu standar yang ada di dalam RPP. “minggu kemarin masih inget ngga kalian belajar ini?” diulas sebentar aja, kadang juga ngga. Kalau misalnya materi hari ini banyak, biasanya ngga. Tapi secara umum iya, apalagi kalau dia berhubungan biasanya di kelas grammar.

The on the table 4.58, the result of the interview analysis on the leacturer’s response to the use of NLP-based ELT technique which is caliberation of the learner. In the interview the lecturer stated that she assigned special duty for every individual to help them understood the material, asked some question to ensure students understanding and removed ambiguities, and paid attantion to individual differences because

DP realized that every students had a difference understanding level so that she needed to confirm the correct answer, and similarities and differences of the subject, in some cases there are material like grammar which was correlated one with other so that it would be easier to taught the students.

**Table 4.60 Result of analysis interview of Reframing the approach**

Item	Questions	Answers
17	When the language learners do not understand a subject matter, do you write it down on the board?	Of course, jadi misalnya mereka punya pertanyaan tentang apa yang mereka dapat di luar kelas. Saya akan meminta mereka maju dan menuliskannya di papan tulis lalu membahasnya bersama-sama. Saya selalu terbuka dengan pertanyaan-pertanyaan yang mungkin mengganggu pikiran mereka saat di luar kelas.
25	When the language learners do not understand something, do you present it in a new way?	Of course, tapi ini yang bikin cape karna otak kita dipaksa untuk memikirkan cara baru dengan waktu yang sedikit. Biasanya kalau ada yang nanya saya akan berenti sebentar sambil memikirkan cara baru itu, atau kalau saya kecepetan nanti akan saya

		<p>lambatin penjelasannya. Saya akan tarik nafas supaya ngga panik. Karna guru itu harus felksibel, kalau siswa tidak mengerti kita harus menemukan cara baru.</p>
27	<p>For holding a dialogue, do you present the required grammar?</p>	<p>Mungkin saat membuat abstrak yaa, dan ada grammar-grammar tertentu yang digunakan. Ya harus, misalnya background itu harus present tense, metode resultnya tujuannya itu harus pake past tense karna sudah di masa lalu, kalau ada sarannya dia harus menggunakan kalimat tentative atau modal auxiliary karna hasil penelitiannya akan berubah-ubah. Jadi tergantung dengan materinya.</p>
30	<p>In answering the questions, do you give hints to students?</p>	<p>Depends, kalau misalnya pendek ngga saya kasih. Tapi kalau jawabannya berupa deskripsi saya kasih petunjuk.</p>
	<p>But ma'am have you ever, for example give a question then students can not answer so Ma'am gave hints to answer the question?</p>	<p>Pernah, waktu di kelas translation jadi saya meminta mereka untuk menerjemahkan puisi ke prosa. Jadi, ini kayak intra bahasa, menerjemahkan puisi ke prosa. Fire and ice, some said</p>

		<p>world will end in fire some said in ice.</p> <p>Mereka ngga ngerti fire dan ice disini maksudnya apa kemudian saya bilang “coba kalian fikir kalau dunia ini akan kiamat dalam bentuk ice dari sisi science itu bagaimana, sisi social gimana, sisi ekonomi gimana..” jadi tergantung soalnya.</p>
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The on the table 4.59, the result of the interview analysis on the leacturer’s response to the use of NLP-based ELT technique which is reframing the approach. In the interview DP stated that she wrote on the board and presented a material in a new way when the students didn’t understand a subject matter, from this activities the students would had a new perspective about the problem they faced. She also gave hints to students in answering a long answer but not for a short answer, and required some grammar in some course to gave a better understanding. The lecturer changed the focus of a situation or problem and examining it from a different perspective. Instead of thought about all students competing for lecturer attention or resources, it were better to consider them the solution by considering all of them as volunteer aides, helping each other succeed.

**Table 4.61 Result of analysis interview of Collapsing an anchor**

Item	Questions	Answers
6	Do you use encouragement for the language learners' progress?	Iya, jadi saya bisa tau dorongan belajar siswa itu saat saya keliling dari kursi ke kursi tadi.
24	Do you think that all students' opinions are important for you?	Of course, opini mereka itu penting. Mereka kadang berbagi pengalaman mereka dan itu saya tampung untuk nanti dikemudian hari saya bagi lagi ke adik kelasnya. Masalahnya saat kita menanyakan opini mereka, mereka semua pada diam.
36	Do you ask your students to pay attention to details in the discussing a topic?	Ya, attention to details kalau di kelas listening. Kadang mahasiswa minta ngulang terus padahal audionya cuma satu menit, Miss ulang, Miss ulang. Kalau diulang terus kapan selesainya. Tapi, iya saya selalu meminta siswa untuk pay attention to details.

The on the table 4.60, the result of the interview analysis on the lecturer's response to the use of NLP-based ELT technique which is collapsing an anchor. In the interview DP used encouragement for the learners progress, considered that all the students opinio were important, and also paid attantion to details in discussing a topic. The lecturer

comprehended knowledge foundation or environmental adjustment that provided students with a rich source of information and caused a change about students guide perception and about what they understand from the guide as they look at the case from different points of view.

Based on the interview, the researcher found that the lecturer used NLP technique in her teaching and learning process. All the techniques they used were adapted and customized to the students need so that it would be more effective and efficient for the teaching and learning process.

### **C. Discussion**

As discussed in the previous section of this research, to know students perception of Neuro Linguistic Programming based ELT toward teacher success, it is important to find out some information relating to NLP-based ELT and the criteria of teacher success. This research provides the students perception of Neuro Linguistic Programming based ELT toward teacher success. From 95 students, the data finding showed that mostly all the students in 4<sup>th</sup> and 6<sup>th</sup> semester who learned in DP classroom (84.8%), Strongly Agree that DP has achieved the criteria of teacher success by using NLP-based ELT.

The techniques used by the teacher in the classroom were establishing rapport, modeling, creating a learner filter, pacing with the learner, elicitation with learner, calibration of the learner, reframing the approach, and collapsing an anchor. All the techniques were compile through questionnaire and interviews. After being reviewed through this research, the result indicate that the majority of the students have a positive belief to her

way of teaching and “strongly agree” that the lecturer is a success teacher. This result had similar result with the previous research by Lashkarian and Sayadian (2015, p. 510-516) that NLP techniques contributed positively to teacher’s success.

Compatible with Pishghadam, R., Shapoori, M., & Shayesteh, S. (2011, p. 1-8) the use of NLP-based ELT technique was associated with the teacher success, it can be looked from the characteristic of the teacher success where the point in that questionnaire was relatable with the NLP-based ELT.

Then, the result of the research questions where data was obtained based on NLP-based ELT technique, such as establishing rapport, modeling, creating a learner filter, pacing with the learner, elicitation with learner, calibration of the learner, reframing the approach, and collapsing an anchor.

#### 1. Establishing rapport

From the questionnaire, several questions asked to the students about their perception when the teacher applied this technique. The result showed that 60.0% students believe that the teacher were friendly toward the students and it will to motivate them to come to the class. So that, it is important to teacher to keep the positivity in the class. They should have a good tempered and patient. Teacher personality and ability such as their self confidence, material mastery, and sense of humor was also an important point in teacher success characteristics they should master. Teacher should know how to manage themselves to get the confident in teaching process, like write the material in the board and went around the class as well.

It was also revealed from the data that 47.4% of students believed that the most important teacher role in class was their willingness to help the students in and out of the class. This is one of skill the teacher success to have. This matter realized by the teacher to improve the students receptivity to what is being taught. Students was given opportunity to asked the teacher about their misunderstanding material during the class while the teacher supervised the students by walked around to their chairs.

## 2. Modeling

From the questionnaire, several questions asked to the students about their perception when the teacher applied NLP-based ELT technique. Specifically, it is related to the modeling technique where the teachers offer a new strategies to the learners to achieved the better results. Looking from the data, 51.6% students coviced that the teacher had creativity in teaching. Students prefer a comfortable class to express themselves freely and confidently, and teacher need to explore how a students achieved an outstanding performance in some effort by not just observing their behavior but also investigated the internal factors such as students confidence and external factors such as the method they use in teaching process as Dilts, R (1998, p. 28) said that the person's beliefs which relate to the task, their physiological/emotional state, and those mental strategies that appear is crucial in increasing performance.

### 3. Creating a learner filter

From the instrument, several questions asked to the students about the teacher when she creating a learner filter, 50.5% students agree that the teacher spoke in clear and correct pronunciation and the teacher asked the students to speak clearly as well as correct their incorrect pronunciation especially in grammar class. The teacher need to monitor correct or incorrect knowledge by removed the ambiguities. Corrected attitude needed to avoid the students from stress, anxiety and lack of self-confidence can prevent the success of a second language acquisition Katherine, D (2019, p.157) instead of correcting the students, tell them the correct use of language in a supportive attitude.

From the questionnaire 49.5% the students agree that the teacher avoided making fun of the learner, Veronica (2019, p.1-2) stated that it is important for teacher to create a policy in the classroom that prohibits students from making fun of peers or laughing at errors.

### 4. Pacing with the learner

From the questionnaire, several questions asked to the students about their perception when the teacher applied pacing with the learner. 52.6% students agree that the teacher had the subject matter well-organized according to the number of session and hours. Bernstein (2003, p. 66) stated that teacher should managed the time in the class well by allocating the time from one activity to the sub activity such as from brainstorming or even just talking about the topic to stimulate the students motivation, giving the material by delivered it though the PPT

and discussed the problem together, doing the exercises to examine the students understanding and also share the teacher experience in the class.

It is important for teacher to adjust their speaking and teaching rate in the class, to make sure that the students had enough time to understand the material. The teacher need to realized that every students had their own rate in learning and it is better to adjusted it.

#### 5. Elicitation with learner

From the questionnaire, several questions were asked according to the elicitation the teacher with the learner. Looking from the data, 52.6% students agree that teacher created opportunities for discussion and asking question to lead greater engagement, encourages thinking, and encourages students to self-discoveries. It can be used in all language skills courses such as Reading, Listening, Speaking and Writing. Elicitation enabled the teacher to evoke students ideas, feelings, meaning, situations, associations and memories. It is usefull as diagnostic tools fro teacher to provide vital information about what the learners know or do not know, and therefore, to start planning a lesson. Eliciting also encourages teachers to be flexible and to move on rather than dwell on information which is already known Scrivener (2012, p. 139). 57.9% students agree that the teacher involve all the students in learning.

#### 6. Caliberation of the learner

From the questionnaire, several questions were asked according to calibtarion of the learner. 50.5% students agree that the teacher respect learners as individual by knowing the learners talents, abilities, and

weakness. Baker & Dunlosky (2006, p. 61) stated that students have difficulty in estimating their own performance, meanwhile the teacher had ability to compare their performance to standard for example to provided answer match or mismatch with the correct answer which will result more realistic performance estimates.

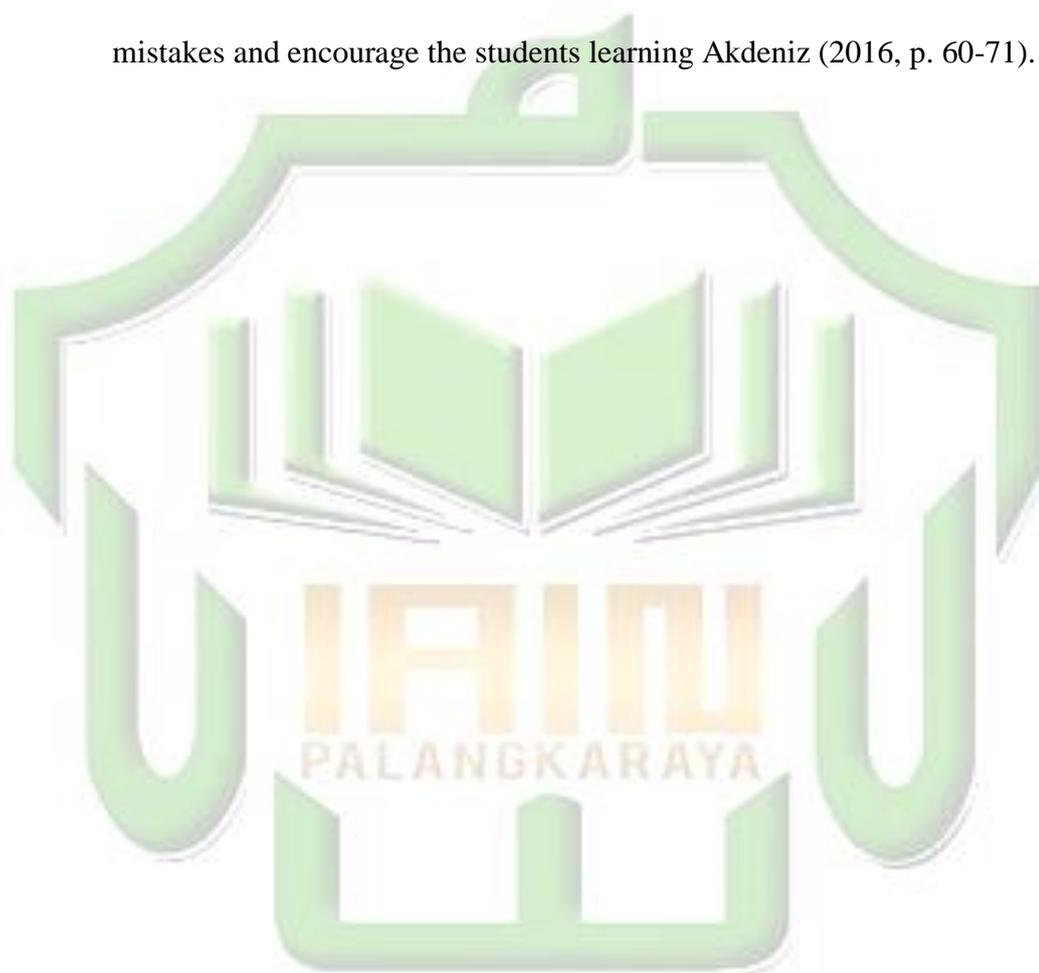
Factors such as individual characteristic was classified as confidence level in ability or stuents knowledge as well as important categories such as self-concept, goal orientation and goal setting. It the class it is important to set the goals of the meeting to motivate the students.

#### 7. Reframing the approach

From the questionnaire several questions were asked according to calibtation of the learner 48.7% students agree that the teacher provide a new teaching methods and strategies to help the students got the better understanding. In some cases, some students were not enough to use only one strategy or method to make them undersatand the topic, the teacher were challenged to found the new way to get a new perspective about the problem by providing a new way to help the students. Lashkarian (2015, p. 11) stated that stopping unproductive teaching strategies and providing better alternatives so as to improve learning opportunities permits the individual to perceive an experience differently, apporportioning new meaning.

#### 8. Collapsing an anchor

From the questionnaire several questions were asked, 54.7% students agree that the teacher encouraged the learners in different ways such as gave them reward, compliment in front of the class or in personally to the students. It increases motivation of individualizing teaching and creating an atmosphere where students are not afraid of mistakes and encourage the students learning Akdeniz (2016, p. 60-71).



## **CHAPTER V CONCLUSION AND SUGGESTION**

This chapter consists of conclusion of the data and suggestion of the data.

### **A. Conclusion**

The conclusion of the first research question about the student perceptions on the use of NLP-based English language teaching toward teacher success in ELT classroom indicate that the majority of DP students (84.8%) have a positive belief or “Strongly Agree” to her way of teaching which is used NLP as her technique strategy and “strongly agree” that the lecturer is a success teacher.

The NLP-based techniques used by DP are:

1. Establishing rapport, such as forming the group freely, told about their personal ways of progress in classroom, used learners' idea of topic in class, pay attention to eye learners' eye movement, create positive feelings, interested in topic presented by the students, use application as the media aids, prefer to call students' name and share the lecturer's experience in the classroom.
2. Modeling, the lecturer used both formal and informal way of teaching based on the class and the subject, used more than one method during the learning and teaching process, create new challenges for students, and write down the material in the board to get better understanding.
3. Creating a learner filter, the lecturer correct learner error even not all of that and had tolerate limit 3 times, asked the learner to speak clearly, and gave feedback to correct and incorrect answer.

4. Pacing with the learner, the lecturer asked about her teaching rate and tried to adjust the students, helped students with less ability, gave enough time to write down a note dan class activity, and asked about her speaking rate in teaching process.
5. Elicitation with learner, the lecturer informed the students progress, welcomed new and creative answers from the students, gave the learners the words needed.
6. Calibration of the learner, the lecturer assign special duty for every individual, asked some question to ensure students understanding and removed ambiguities. Paid attantion to individual differences, and similarities and defferences of the subject.
7. Reframing the approach, the lecturer wrote on the board when the students didn't understand a subject matter, presented a material in a new way when the students didn't understand, gave hints to students in answering a long answer, and required some grammar in some course to gave a better understanding.
8. Collapsing an anchor, the lecturer used encouragement for the learners progress, considered that all the students opinio were important, paid attantion to details in discussing a topic.

## **B. Suggestion**

Concerned with the conclusion, the researcher would like to propose some of the following suggestions that hopefully would be useful and valuable for the students, the lecturers and the researcher.

a. For the Lecturer

By knowing more about NLP technique in teaching English Language, it will be more effective when it is applied in the class. If the lecturer knowing the students well, the lecturer will know about the students talents, abilities, and weakness because it will influence the students understanding and motivation in the class activities. The lecturer should gave the adequate number of test or excercises to the students individually to help the students understanding better.

b. For the other researcher

By using this research as the reference for the next research. This study will find information about the students perception on the use of NLP based ELT toward teacher success on English language classroom. But, the researcher here are not very specific about the technique, the application and the instrument of it. So, the researcher suggests the next researcher to do a case study research, and hope that the next study can be better than this research, and this research will be a reference for the next researcher who uses this term.

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