



An Ethnographic Study of Neuro-linguistic Programming : Outcome-based Impacts to EFL Speaking skill

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Abstract: *Neuro-linguistic Programming (NLP) offers innovative strategies in pedagogy. NLP supports effective communication, personal growth, and transformative learning. This research examined the implementation of neuro-linguistic programming and its impacts on students' preferred outcome of speaking skills. The data of this research were collected using ethnographic approach through interviews, participatory observation, and document analysis. The research involved twenty-five students majoring in the English department at Prof. K.H. Saifuddin Zuhri State Islamic University Purwokerto, central Java, who were attending a speaking course in the 2023/2024 academic year. The implementation of NLP strategies (setting clear learning objectives, building rapport, sensory acuity, and flexibility) positively affected subjects' speaking skill aspects (fluency, vocabulary mastery, mimicry speaking style and pronunciation, and effective communication) to meet their desired goals except grammar comprehension. However, the strategy did not work effectively on the improvement of grammar comprehension. Therefore, future researchers are encouraged to make improvement in this aspect. Future researchers are also encouraged to analyse the changes in students' behaviours or attitudes in longitudinal research to further strengthen the findings of this research.*

Keywords: *Ethnographic Study, Neuro-linguistic Programming (NLP), outcome-based, Impacts, EFL Speaking skill*

INTRODUCTION

Achieving learning objectives effectively necessitates the presence of several supporting factors. These factors encompass the use of learning models, strategies, approaches, methods, and techniques (Wikanengsih, 2013). One of the strategies (Craft 2001) that is currently developing and becoming the focus of language experts is Neuro-Linguistic Programming (NLP). Hedayat et al. (2020) explained that neurolinguistic programming is an interpersonal communication system developed by John Grinder and Richard Bandler; they claim that neuroglial process (N), language (L), and behaviour pattern learned through experience (P) are

interconnected, and human beings can alter them. It is possible to change them to reach their desired goals in life.

NLP concepts have been progressively acknowledged for possible applicability in some fields, including the education sector (Keezhatta, 2019, Wattiheluw & Supriadin, 2025). The practical application of NLP offers significant benefits for educators and students in language learning, such as in English classes (Ginting and Hartati 2023). Effective NLP strategies help educators understand how language and thought influence behaviour, cognitive needs (Khalil, Khanh Vuong, and Khanh Tuan 2022; Taha et al. 2025), and improve effective communication (Begum, Paulraj, and Banu 2022). However, research on the impact of outcome-based NLP (student needs) on speaking abilities remains limited, as does the strategy proposed in this study. The researcher expects that the findings given in this study will contribute to scholarly references on NLP in the context of English language learning particularly speaking instruction.

LITERATURE REVIEW

Neuro-linguistic programming (NLP) studies how thoughts and feelings within neurological system affect linguistic patterns (Yuliawan, 2022:23). NLP provides insights to modify the habits to improve linguistic competence and explains how the related components function within the communication paradigm.

Bandler & Grinder (1975) state that the NLP communication model describes how external events received from the senses; including sight, sound, smell, taste, and touch are processed as information. The information is then processed through generalization, deletion, distortion, and meta-programs based on the pre-existing values, beliefs, decisions, and memories. The present events are represented internally by these filters, and will be produced in the form of reactions or actions. Well-functioning internal representational system allows the development of specific physiology.

Neuro-linguistic Programming (NLP) was initially developed by Bandler and Grinder in the 1970s through an exploration process known as modeling (Bandler & Grinder, 1979:7). The goal of this exploration was to examine the factors that contributed to the success of three renowned therapists and to create a working model that would allow others to learn from their expertise. To date, modelling remains one of the tools of the NLP.

In NLP, modelling engages detailed observation in thoroughly analysing the behaviours of the individual being modelled, in order to understand their viewpoint and experiences. Modelling in NLP fundamentally involves the profiling of several elements, including as behaviours, physiology, beliefs and values, internal states, and tactics. Through the observation and imitation of models' behaviours, learners will develop new reactions and reinforce the old ones, despite the absence of past experience. Learners can learn from the past experiences of prior successful learners to achieve success (Richards and Rodgers 2001). This strategy has been known effective when implemented in learning context. (Yusoff et al., 2019, Ali & Al-Muslimi, 2024)

In addition to modelling, NLP has brought the development of other techniques that have been utilized in research, particularly in the context of EFL speaking instruction. Prior researchers, including Caballero & Rosado (2018), Vaezi & Shahroosvand (2015), Fidinillah (2017), Nanda K Thakre et al. (2023), Haidir (2024), Ali & Al-Muslimi (2024), and Wattiheluw & Supriadin (2025b), Nanda K Thakre et al. (2023), Ali & Al-Muslimi (2024) have implemented NLP techniques including: anchoring or employing a specific stimulus to elicit a specific mental state, such as positive or negative feelings.

Framing or recalling positive or negative feelings linked with a particular experience improve learners' comprehension of how emotions influence behavior, where they can modify their actions through mirroring and improve their communication through mimicking the body language, tone of voice, and speech. Perceptual position or understanding another person's point of view occurs by placing oneself in their shoes and seeing how they perceive the world. The learning process can also be enhanced by eliminating distractions and focusing the attention on the content being studied. These NLP techniques have been applied in research to enhance EFL speaking instruction.

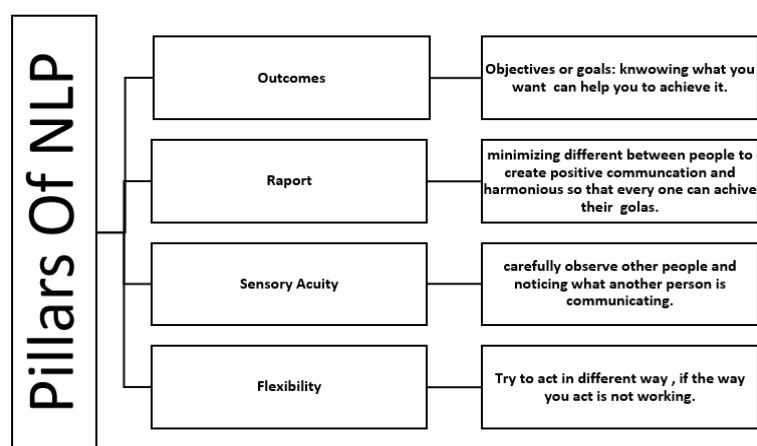


Figure 1. *Pillars of NLP (Kulińska & Socha 2022)*

Revell and Norman outline the basic actions of NLP in relation to the NLP pillars that can be applied to EFL learning instruction. Figure 2 presents the stages of each NLP pillar.

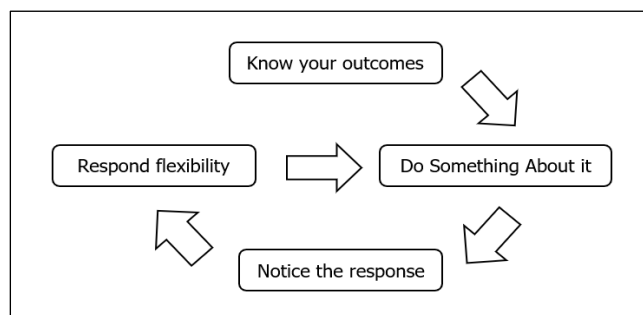


Figure 2. *Basic Action of NLP (Revell and Norman 1997:17)*

The first step, "Know your outcomes," involves setting specific goals that students want to achieve after learning within a certain timeframe. Outcomes are more specific than learning objectives which can be determined by the students themselves. NLP also takes into account the mental syntax, which is the manner in which individuals organize their thoughts, to gain access to the brain and nervous system segment that is most beneficial for achieving the desired outcomes (Furduescu 2019). In the context of NLP, outcomes can refer to two aspects of changes: knowledge and behaviour (Yuliawan, 2022:444). Outcomes direct towards something that student wants to achieve. To accommodate this need, the instructor can question "What do you want to achieve at the end of speaking class?", thereby students become aware of the difference between what they have and what they want (O'Connor, 2001:11-13).

In the second step, "Do something about it," involves taking action through positive communication with others, emphasizing the importance of building good relationships to achieve desired outcomes. The third step, "Notice the response," relates to sensory acuity in understanding what others want to communicate. The final step, "Respond with flexibility," involves using different ways or approach in solving a task when the previous action did not work. Changes and modification should be made until the desired outcome is achieved (Richards and Rodgers 2001).

The second core concept is the NLP presupposition. As explained by Revell & Norman (1997:15), instructors should note that, while these ideas need not be regarded as absolute truths, adopting them as such can profoundly influence both an individual's life and their pedagogical approach. Certain presuppositions are not exclusive to NLP as some of them are rather identical to or closely resemble the established ideas. The presuppositions include the concepts that (1) mind and body are interconnected, (2) the map is not the territory, (3) there is no failure, only feedback, (4) the maps become the territory, (5) knowing what you want helps you to get it, (6) the resources we need are within us, (7) communication is non-verbal as well as verbal, (8) the non-conscious mind is benevolent, (9) Communication is non-conscious as well as conscious, (10) all behaviour have positive intention, (12) the meaning of my communication is the response that I get, (13) modelling excellent behaviour leads to excellence, (14) in any system the element with the greatest flexibility will have most influence on that system.

In a literature analysis, Rustan (2022) looked into the implementation of NLP in language learning, particularly in speaking contexts. Other researchers also investigated this topic, including Caballero & Rosado (2018), Vaezi & Shahroosvand (2015), and Fidinillah (2017), which results show that NLP methods effectively improve speaking skills of elementary and university students. However, Caballero & Rosado focused solely on pronunciation and did not examine other aspects such as fluency, vocabulary, grammar, and task (Brown 2004a). They only employed the anchoring technique in their research and recommended further NLP techniques. Meanwhile, Vaezi & Shahroosvand's research focused on sensory preferences and suggested further research to investigate the effect of matching students' learning styles with teachers' styles on student achievement. Fidinillah's research did not provide a clear implementation procedure and NLP techniques in the experimental class.

The present research was performed to address gap in the implementation of neuro-linguistic programming strategies in EFL speaking instruction, including techniques such as building rapport, pacing and leading, perceptual position, modelling, and anchoring. This research analysed the impact of NLP on students' speaking skill as seen from students' outcomes. The results of this research provide educators valuable insights into how to incorporate NLP strategies into teaching practices, particularly in speaking classes, by considering the desired learning outcomes of the students. Nevertheless, this investigation was constrained by a restricted intervention duration of thirty hours and the absence of classroom observation in the qualitative research context.

EFL Speaking activities

Classroom activities that develop learners' ability to express themselves through speech are major component of a language instruction, particularly in EFL speaking class. Ur (1991:121) has identified four characteristics of successful speaking activities. First, learners need to talk as much as they can within the period of time allotted to the activity. In real-life practice, the duration of the talk is often taken up with teacher talk or pause. Second, participation needs to be even, where classroom discussion is not dominated by a minority of talkative participants. It is necessary to make sure that everyone gets a chance to speak and makes equal contribution to the activity. Third, learners' motivation should be strong since the motivation will drive them to speak because they are interested in the topic and have ideas to share. Fourth, language produced by the learners should be acceptable, delivered through utterances that are relevant, comprehensible and accurate.

A successful speaking activity will impact the aspects of speaking skills outlined by (Brown, 2004). Brown has identified six essential components of oral proficiency: vocabulary, grammar, comprehension, fluency, pronunciation, and task. Vocabulary refers to the words taught in a foreign language, while grammar encompasses the rules governing language use and the way words are combined to form correct sentences. Comprehension involves students' understanding of a specific topic, and fluency is characterized by the smoothness and natural flow of language. Pronunciation, on the other hand, pertains to the way words are spoken, including stress and sound production. Finally, task refers to achieving the objective of a given task. These aspects are crucial for effective speaking skill.

RESEARCH METHOD

In this qualitative research, an ethnographic design as proposed by Hammersley & Atkinson (2007) was employed to make interpretations and meanings of specific social or human phenomena (Creswell & Creswell, 2023:32). Modifications were made to the design of this research to suit the specific needs of the present research, without compromising the fundamental principles that underpin the implementation of ethnographic research. Hammersley and Atkinson's emphasize that each ethnographic research has its unique characteristics and requires tailored adjustments to yield an in-depth understanding of the underlying principles and practices of ethnographic research.

The research participant were selected through purposive sampling (Creswell and Creswell 2023) comprising twenty five of the students. The criterion encompassed students' speaking ability and consistency in following every learning stage. The research was implemented at Universitas Islam Negeri Prof. K.H Saifuddin Zuhri (UIN SAIZU) Purwokerto, Central Java, during the second semester of the 2023/2024 academic year, involving eighteen meetings totaling thirty six hours.

Three research instruments; interview guides, observation checklists, and documentations were utilized. Semi-structured interviews were conducted with 25 students as the subjects, focusing on the impact based on the preferred outcomes previously set. Observations were carried out at every face-to-face meeting to collect accurate data through researcher's direct involvement in the activities conducted by the subjects. The observations also ensured that the NLP had been properly implemented in learning. Various learning documents, such as weekly diary reports, audiovisual recorder, and lesson plans were regarded supporting data for the triangulation process of data analysis.

The research data were analyzed using the triangulation process by Miles et al. (2014). First, data condensation is the process of reducing and organizing data from field notes, interview transcripts, papers, and other empirical materials by selecting, focussing, simplifying, and changing it into a more succinct and relevant format. The second major stream of analysis work is data display. A display is a structured, compacted collection of information that allows for conclusion drawing and action. The third type of analysis activity is conclusion drawing and verification. From the beginning of data collection, the qualitative analyst assesses what things mean by noticing patterns, explanations, causal flows, and assertions.

FINDINGS AND DISCUSSION

FINDINGS

The findings of this research describe the impacts of NLP on students' speaking abilities, based on their preferred outcomes. The results are presented in four sections: The first section presents the students' outcomes. The second section presents the observation findings. The third section presents findings on subjects' weekly daily report. The fourth section presents the finding of the impact of NLP on students' speaking skills.

The students' outcomes

The desired outcomes of the participants were first determined by prompting them to write down in detail their goals for completing the speaking subject. Students were asked by the instructor to document their personal outcomes on google Jamboard application, which served as a reminder to track progress and determine whether the initial learning outcomes were met. The course materials and the learning plan were designed based on students' preferred outcomes. Therefore, determining outcomes before designing the learning process is essential, so that instructors can determine the techniques to be applied, the media to be used, and the topics to be discussed.

The outcomes designed by 25 students with detailed goals for completing the speaking subject. It is possible that certain subjects may not explicitly outline their learning objectives at the outset (as seen in figure 4). Consequently, once the outcomes have been identified, the instructor should reiterate and clarify the intended objectives to the students to ensure a shared understanding, as illustrated in Table 1.

Table 1. *Subjects' Plan Outcome*

No.	Students' Initial	Outcome
1.	NAM	Master English language skills, particularly speaking fluency
2.	WN	Improve speaking fluency
3.	ZN	Improve speaking fluency
4.	MAN	Acquire more vocabulary to improve English speaking skills
5.	SNA	Improve English fluency
6.	FNW	Deepen English pronunciation
7.	SR	Expand my vocabulary for everyday conversations, and work on mastering American and British accents
8.	ASF	Improve English language skills, particularly speaking fluently and understanding grammar
9.	SYU	Speak more fluently
10.	LZH	Speak more fluently
11.	AN	Improve English skills by mastering a wider vocabulary and speaking more fluently
12.	NI	Improve speaking skill (fluency)
13.	ZF	Become fluent in English
14.	HAY.	Improve speaking skill (fluency)
15.	DWA	Comprehend conversations and mimic native speakers' intonation and speaking style
16.	FA	Communicate effectively by using appropriate intonation and facial expressions
17.	ZAI.	Improve pronunciation
18.	AA	Improve my ability to convey information clearly and effectively
19.	MA	Improve speaking skill (fluency)
20.	JDP	Improve speaking fluency
21.	RDDS	Improve pronunciation, fluency and understanding of English grammar
22.	AFF	Speak English fluently and accurately with good pronunciation
23.	GFRS	Enhance my English fluency
24.	DH	Be able to increase communication skill such as use appropriate vocabulary for specific situation
25.	NN	Improve fluency in speaking

The subjects have specific goals to enhance their English-speaking skills, including speaking fluently, improving understanding of English grammar, vocabulary mastering, mimicry speaking style and pronunciation, as well as effective communication.

The observation findings

The results of the observations in this subsection are presented in three stages: the planning stage (learning design), and the action stage (implementation).

Planning stage

In the planning stage, the instructor developed a lesson plan aligned with the students' outcomes, consisting of 18 meetings, each lasting 2 hours. These student-set outcomes were the basis for determining the NLP strategy, media, references, and other activities. Seven key outcomes were identified among the 25 subjects, including: speaking fluently, understanding English grammar better, mastering American and British accents (pronunciation), improving effective communication through the use of appropriate vocabulary, enhancing the ability to convey information accurately, and communicating effectively using proper intonation and facial expressions.

Engaging learning process with active participation and effective communication from students should be delivered through individual, pair, and group work activities. Moreover, a range of NLP techniques, including modelling, rapport building, pacing and leading, anchoring, and perceptual position were employed in both in-class and out-of-class activities to achieve the intended outcomes. The materials and topics were selected from several references on NLP implementation in education, including Revell and Norman's (1996 & 1997) "NLP in Your hand" and "Handling Over NLP". Furthermore, the learning plan also included the use of multimedia, such as music and short videos, to enhance learning effectiveness. The evaluation process was then designed to align with the students' desired outcomes and to accurately assess the achievement of the learning objectives.

Action stage

Observations conducted during classroom learning showed that the subjects' understanding of NLP concepts was still limited, requiring additional time to provide more examples to clarify them. Some subjects had low vocabulary mastery. To address this issue, the instructor asked them to record new vocabulary words in their notebooks to improve their vocabulary mastery. The other linguistic skills, such as grammar, were taught implicitly, where the instructor indirectly delivered the materials within communicative activities that focused on the overall comprehension.

The subjects were allowed to use digital dictionaries to translate new vocabulary as they go on task. However, during practice, they were not allowed to access the gadget as they had to speak without text. Subjects were given time to work on their assignments before practicing with their peers or the instructor using English, allowing subjects to acquire new vocabulary. When teaching specific predicates used to describe internal states, repetitions on the difficult materials were made to ensure that every subject understand the materials.

The issues mentioned above were observed during the initial sessions, particularly from the first to the third meeting. However, from the fourth meeting onward, the subjects demonstrated a stronger understanding of NLP strategies through various techniques such as Mirroring, pacing and leading, perceptual positioning, Modelling, and anchoring. They also showed improved speaking performance and greater motivation to complete the learning activities.

Weekly daily report findings

The weekly daily reports from the first meeting to the last meeting is as follows:

1. The subjects found that determining outcomes based on their needs was very interesting, as it had never been applied before.
2. The subjects initially experienced difficulty in understanding NLP concepts during the first meeting.
3. Building rapport was identified as important for fostering healthy social relationships and effective communication.
4. The instructor delivered the material effectively using English.
5. NLP focuses on the use of sensory channels.
6. NLP was recognized as a new strategy introduced in the course.
7. Frequent speaking practice in English before the class helped improve fluency and confidence.
8. The use of instrumental music supported the learning process.
9. Pair and group work proved effective in facilitating idea sharing.
10. All subjects had opportunities to express their ideas and experiences, and they reported feeling happy.
11. Sharing personal experiences was considered easy and engaging since NLP is experience-based.
12. Feedback was regarded essential for correcting grammatical errors following speaking practice.
13. Pacing and leading teach the subjects to build trust and create positive communication.
14. Considering others' opinions is important to create positive social relationships (perceptual position).
15. The learning material was perceived as easy to understand.
16. Subjects improved their pronunciation by learning from their respective role models (modelling).
17. During interactions, the instructor consistently listened attentively and responded appropriately (anchoring).

The impact of NLP on students' speaking skill

This section explores the impact of NLP on students' speaking skill, building on the outcomes presented in Section A outlined in Table 2.

Table 2. *The Impacts on speaking skill based on students' outcome*

No	Students'	Impact
	Initial	Speaking Aspect
1.	NAM	<i>"By practicing frequently my fluency has improve quite a bit"</i>
2.	WN	<i>"My fluency is improving. Sometimes I speak fluently, but other times I feel hesitant, depending on the topic."</i>
3.	ZN	<i>Yes, I feel my speaking fluency has improve a lot but sometimes I feel less confident because of the word choice.</i>
4.	MAN	<i>"Yes, by listening to my friends and lecturer daily, I've acquired a lot of vocabulary, even if I don't actively use it all."</i>
5.	SNA	<i>"My fluency is getting better because it is a speaking class, we always practice some assignment"</i>

6.	FNW	<i>"My pronunciation has improved because, in this speaking class, we're constantly encouraged to speak, which has helped me develop better pronunciation skills".</i>
7.	SR	<i>"Yes, I picked up some new vocabulary. The speaking class also helps us improve our pronunciation through extensive practice"</i>
8.	ASF	<i>"Yes, because I feel fluent when doing the practice and interview with the lecturer. I still struggle to understand a lot when people speak in English. Honestly, grammar is still a bit of a challenge for me. I've tried to learn it after class, but I'm still having trouble and need more time to understand this"</i>
9.	SYU	<i>"My fluency has definitely improved since semester one. I used to score 60% on the app, but now I'm consistently scoring between 85% and 90%."</i>
10.	LZH	<i>"My fluency has increased just a little, but there are still some words that I don't know how to pronounce, which disrupts my speaking fluency."</i>
11.	AN	<i>"Yeah, I think that's true! I speak more fluently now because I've learned so many new words. For me, having a wide range of vocabulary really helps with speaking fluently."</i>
12.	NI	<i>"I still feel like my English speaking isn't smooth enough due to vocabulary and pronunciation issues. I find it challenging, but I'll continue learning to improve it in the future"</i>
13.	ZF	<i>"My fluency is not bad, because I've been practicing a lot!"</i>
14.	HAY.	<i>"My speaking fluency has improved a lot, but I still struggle with confidence issues."</i>
15.	DWA	<i>"I think my pronunciation has improved due to intensive practice when we learn. I can usually understand what others are saying, but different accents can sometimes make it hard for me to catch the meaning. I like the modelling technique because it allows me to imitate native speakers."</i>
16.	FA	<i>"My pronunciation is still not great, but I never give up on improving it. Every time I think of my parents, I get motivated to keep learning. After studying NLP (Pacing Leading) and Building Rapport, I realized that mirroring body gestures and showing empathy become an essential part of communication."</i>
17.	ZAI.	<i>"The speaking class and pronunciation class have been really helpful. In speaking class, we get a lot of practice use NLP strategy, and before performing, I make sure to practice difficult words. The pronunciation class teaches us about silent letters, word stress, and other important aspects that greatly improve our pronunciation skills."</i>
18.	AA	<i>"I finally understand and realize that, in NLP (Pacing and Leading) non-verbal communication plays a significant role in building rapport and influencing others. Besides that, in communication it is also necessary to use word choices that are easy to understand by the listener. As a listener, I will also find it easier to understand if the word choices used are not complicated."</i>
19.	MA	<i>"I think my fluency improves when I can speak faster and without hesitation."</i>
20.	JDP	<i>"My fluency is getting better because we had a lot of English practice from the very first meeting"</i>
21.	RDDS	<i>"Yes, because studying English every meeting motivates me to use English, and it definitely improves my English fluency, pronunciation, and vocabulary. Additionally, "I'm still working my English grammar, because I sometimes forget to use the past tense or the correct form of 'to be'. I'm trying to get better at using 'is' for he, she, it, 'are' for they, and 'am' for I"</i>
22.	AFF	<i>"Yes, studying English intensively every meeting compels me to use it regularly, and "I'm also improving my pronunciation, and grammar."</i>
23.	GFRS	<i>"I've seen a slight improvement in my English-speaking fluency, thanks to the extensive practice we have in speaking class, which helps develop our English language skills."</i>
24.	DH	<i>"My English vocabulary has improved significantly due to the speaking course, which involves a lot of practice. I've been trying little by little, and it's paid off"</i>
25.	NN	<i>"Yes, my fluency is improve, because the subject encouraged us to speak more often."</i>

According to the data findings there are five sub-themes emerged, they are speaking fluency, understand English grammar, vocabulary mastery, mimicry speaking style and pronunciation, and communicate effectively.

Speaking fluency

Fluency is a major goal for most students in speaking classes. Regular practice activities conducted in each meeting positively affected their speaking fluency, as the subjects expressed.

"By practicing frequently my fluency has improve quite a bit"

"My fluency is getting better because it is a speaking class, we always practice some assignment"

"My fluency is not bad, because I've been practicing a lot!"

"My fluency is getting better, we had a lot of English practice from the very first meeting"

"Yes, studying English intensively every day compels me to use it regularly,

"I've seen a slight improvement in my English-speaking fluency, thanks to the extensive practice we have in speaking class, which helps develop our English language skills."

"Yes, my speaking fluency is improved because the subject encouraged us to speak more often."

"I feel fluent when doing the practice and interview with the lecturer. "

The selection of familiar topics or topics that students regarded interesting can improve fluency as learners are more likely to find words easily. In the learning process, instructors used topics related to the subjects' experiences, such as recounting experiences of celebrating Eid al-Fitr with family. The instructor applied anchoring techniques to help them recall fond memories of celebrating this special occasion.

"My fluency is improving. Sometimes I speak fluently, but other times I feel hesitant, depending on the topic."

When conveying ideas, subjects sometimes also felt less confident and disrupted when choosing words that match the topic being discussed as well as the pronunciation issue.

"I feel my speaking fluency has improve a lot but sometimes I feel less confident because of the word choice."

"My fluency has increased just a little, but there are still some words that I don't know how to pronounce, which disrupts my speaking fluency."

To speak fluently, one of the most important aspects is vocabulary mastery. Vocabulary mastery allows learners to express their ideas and boost their confidence in speaking. In the learning process, the instructor has suggested the

subjects to note down new vocabulary to be used in the next meeting. The use of digital dictionaries was also allowed when subjects were summarizing the ideas they wanted to convey before presenting them to their peers and instructor.

"Yeah, I think that's true! I speak more fluently now because I've learned so many new words. For me, having a wide range of vocabulary really helps with speaking fluently."

One subject felt that her speaking is not sufficiently fluent due to issues with vocabulary mastery and pronunciation in English."

"I still feel like my English speaking isn't smooth enough due to vocabulary and pronunciation issues. I find it challenging, but I'll continue learning to improve it in the future"

Understand English Grammar

English grammar was taught implicitly, with an emphasis on comprehensive usage and meaning. Grammatical errors were addressed at the end of each lesson to avoid interrupting the subjects while they were expressing their ideas or responses. The limited time available in each meeting also contributed to the minimal use of explicit grammar instruction.

"I'm still working on it, because I sometimes forget to use the past tense or the correct form of 'to be'. I'm trying to get better at using 'is' for he, she, it, 'are' for they, and 'am' for I."

"Honestly, grammar is still a bit of a challenge for me. I've tried to learn it after class, but I'm still having trouble and need more time to understand this"

The implementation of NLP strategies in speaking courses did not appear to have a significant impact on the students' comprehension of English grammar. Neither of the two subjects focused on grammatical understanding demonstrated the expected level of performance. The application of grammatical knowledge in spoken communication remained a challenge for them.

Vocabulary Mastery

Vocabulary mastery is one of the most important linguistic aspects for foreign language learning. Sufficient vocabulary enables subjects to understand ideas conveyed by their peers, interpret sentences easily, and communicate their ideas effectively. The integrated NLP strategy learning process that focuses on the communication accommodated engaging speaking practices between instructors and peers to enhance English vocabulary mastery.

"Yes, by listening to my friends and lecturer daily, I've acquired a lot of vocabulary, even if I don't actively use it all."

More intensive speaking practices has allowed the subjects to acquire new vocabulary. In addition, the instructor also used English when interacting with the subject during the learning process.

"Yes, my vocabulary has improved because every time we practice in class, we always discover new words, which helps to expand my vocabulary."

"Yes, I picked up some new vocabulary, while my friend shared their idea"

"My English vocabulary has improved significantly due to the speaking course, which involves a lot of practice in speaking English. I've been trying little by little, and it's paid off"

Adequate vocabulary mastery allows subjects to choose the right words when engaging in dialogue or conveying their ideas, thus preventing them from appearing hesitant when speaking.

"Yeah, I think that's true! I speak more fluently now because I've learned so many new words. For me, having a wide range of vocabulary really helps with speaking fluently."

Therefore, the NLP-integrated speaking program has a positive impact on subjects' vocabulary mastery outcome.

Mimicry speaking style and pronunciation

The achievement of outcomes related to mimicry speaking style and pronunciation can be attained through extensive speaking practice. Greater frequency in practicing and listening sessions links to improved pronunciation.

"My pronunciation has improved because, in this speaking class, we're constantly encouraged to speak, which has helped me develop better pronunciation skills"

"Yes, studying English intensively every day compels me to use it regularly, and "I'm also improving my pronunciation."

In addition to extensive practice, instructors introduced modelling technique that encouraged subjects to learn from native speakers as the role models. In the context of mimicry speaking style and pronunciation, subjects found this technique to be particularly engaging and effective.

"I like the modelling technique because it allows me to imitate native speakers. The speaking class also helps us improve our pronunciation through modelling technique and extensive practice."

"Yes, the speaking class and pronunciation class have been really helpful. In speaking class, we get a lot of practice use modelling technique, and before performing, I make sure to practice difficult words. The pronunciation class teaches us about silent letters, word stress, and other important aspects that greatly improve our pronunciation skills."

A subject was known struggling with understanding words and sentences and accents spoken by her partners. The subjects of this research tended to be more accustomed to the American accent that they found British accent less comprehensible. Additionally, their native language accent (Javanese) also affects their pronunciation of words in English.

"I think my pronunciation has improved due to intensive practice when we learn. I can usually understand what others are saying, but different accents can sometimes make it hard for me to catch the meaning. I like the modelling technique because it allows me to imitate native speakers."

One subject believed her pronunciation skills did not improve after studying speaking integrated with NLP as she remained struggling with pronunciation.

"My pronunciation is still not great, but I never give up on improving it."

The NLP technique applied in the learning process has a positive impact on the mimicry speaking style and pronunciation outcome that the subject wants to achieve, although there is still one subject who feels that the outcome has not been fully achieved.

Communicate Effectively

The last outcome that the subject wants to achieve is to communicate effectively. After going through the learning process, the subjects understand that besides verbal communication, non-verbal communication in the forms of facial expressions, eye contact, body language, and tone of voice also affect the communication success. The instructor applied the pacing and leading technique to achieve this outcome. Pacing refers to establishing a strong rapport with an individual before attempting to influence their actions according to their goals or your desires to engage learners in extensive pacing before initiating leading. The learning activity was delivered in the form of situational practices through role-playing. Additionally, the subject also understands that choosing words that are easily understood by the conversation partner has a significant impact on communication.

"I finally understand and realize that, in NLP (pacing and leading), non-verbal communication plays a significant role in building rapport and influencing others. Besides that, in communication, it's also necessary to use word choices that are easy for the listener to understand. As a listener, I will also find it easier to understand if the word choices used are straightforward and clear."

"After studying NLP (Pacing Leading) and Building Rapport, I realized that mirroring body gestures and showing empathy become an essential part of communication."

The NLP technique applied in the learning process has a positive impact on the effective communication outcome.

DISCUSSION

The findings of this research show that Neuro-linguistic Programming is a feasible strategy to be applied in the context of pedagogy (Craft 2001), especially for speaking instruction similar with Caballero & Rosado (2018), Vaezi & Shahroosvand (2015), Fidinillah (2017), Nanda K Thakre et al. (2023), Haidir (2024), Ali & Al-Muslimi (2024), and Wattiheluw & Supriadin (2025b), Nanda K Thakre et al. (2023), Ali & Al-Muslimi (2024) at the university level in Indonesia.

There are several important findings obtained in this research. First, determining the outcome prior to learning is the foundation of successful learning, as the learning activities can be adjusted to the expected outcomes. (O'Connor 2001) explained that once the desired results are defined and the goals are clarified, a clear pathway can be mapped. Progress toward achieving solutions is made through proactive actions and by taking responsibility for the challenges encountered.

Second, weekly diary reports are necessary as part of reflection on learning that support the breaking of old thought patterns (Yuliawan, 2022:443). The results of this reflection can also be used to support the learning process in the next meeting. Third, the application of Neuro-linguistic Programming in speaking instruction positively affected subjects' speaking fluency through regular practice. Frequent speaking practices engage learners to learning that can help them achieve learning success (Ur 1991). Selecting topics that are easy for the subjects to explain and using more familiar vocabulary are also important for fluency improvement. One subject did not find her fluency satisfactory due to limited vocabulary mastery and suboptimal English pronunciation.

Fourth, NLP implementation in English grammar learning done in this research was not successful because grammar explanations were delivered explicitly instead of implicitly. The explicit delivery was challenging for learners to understand, resulting in suboptimal results in grammar comprehension. Understanding the basic concepts of grammar is essential; however, this requires a sufficient duration of learning time in the classroom and outside the classroom.

Fifth, in terms of vocabulary mastery, the application of NLP techniques enabled subjects to speak more frequently. From greater speaking frequency, subjects hear and find new vocabulary more often. In this aspect, all subjects who desired improvement in vocabulary mastery were successful.

Sixth, regarding the mimicry speaking style and pronunciation, the NLP modeling has brought positive impacts, similar to the finding of). Although one subject still found difficulties in making accurate pronunciation, most subjects found the help of native speaker effective as a role model. Extensive practice is also necessary for further improvement in pronunciation.

Seventh, the application of pacing and leading techniques, as well as building rapport in learning has allowed the subjects to understand that effective communication is beyond verbal communication. They learned that non-verbal communication is also effective in conveying ideas. The desired outcome for subjects in this aspect was achieved, indicating that the NLP strategy through pacing and leading techniques, as well as anchoring, had a positive impact on the aspect of effective communication.

CONCLUSION

In general, Neuro-Linguistic Programming (NLP) has a positive impact on the achievement of the desired outcomes in speaking skills, particularly in terms of speaking fluency, vocabulary mastery, speaking style and pronunciation, and effective communication. However, the strategy did not work effectively on the improvement of grammar comprehension. Therefore, future researchers are encouraged to make improvement in this aspect. It is also recommended to conduct

research emphasizing on changes in student behavior with longer learning durations of over 38 hours per week. Other research methodologies can also be employed to obtain more comprehensive results.

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