❑ 6

Utilisation of Four Pillars NLP Technique in Studying Creative and Innovative Communication for Learning English Achievement

Rita Hartati[1], Meisuri[2], Siti Aisah Ginting[3] & Ariatna[4]

[1,2,3,4]Universitas Negeri Medan, Indonesia

ABSTRACT

NLP is used to study the excellence and effectiveness of people from all walks of life and across all disciplines and fields, especially in teaching-learning. The techniques and strategies of NLP empower the teaching-learning process by making it practical and goal-oriented. Language learners can use NLP as a psychotherapeutic technique to improve students' performance and take a step towards achievement. This research aims to investigate the success of students' study in Creative and Innovative Communication by using the four pillars of NLP (Outcome Orientation, Sensory Acuity, Behavior Flexibility, and Rapport). The methods used Google Forms as a questionnaire on 50 students who attended the Creative and Innovative Communication class in college. The result showed that more than half of the students had already applied the four pillars of NLP in their study. So, the students who applied the four pillars are expected to be more successful in the study.

Corresponding Author: Rita Hartati, English Language and Literature Department, Faculty of Languages and Arts, Universitas Negeri Medan. Email: ritahartati@unimed.ac.id

1. Introduction

Developed by Richard Bandler and John Grinder in the 1970s, NLP is an interpersonal communications model based on the belief that neurological processes (neuro), language (linguistic), and behavioural patterns adopted through experience (programming) are all strongly interconnected. The power of this connection can be harnessed to acquire skills in exceptional people. The efficiency of using the concept of NLP as therapy or as a personal development program was investigated.

Four pillars can be learned from NLP. Each pillar of NLP is based on four pillars, which serve the same function as the foundation of a building, like a house. As a result, NLP does not use any new technology. Therefore, these pillars are the main requirements for achieving self-change according to one's goals. (Sailendra, 2017). These unique pillars are (1) Outcome Orientation, In order to achieve a successful outcome, one must first define the outcome and be clear on what it is; (2) Sensory Acuity, which is about using the senses and being aware of what is going on both in yourself and the environment around you. It is essential to

know what is working and what is not. (3) Behavior Flexibility is having many choices of action. The more choices you have, the more chances of success. (4) Rapport is basically when two or more people interact so that there appears to be a real connection between them.

The previous research, García & Tamayo (2017), emphasised that language learners can use NLP as a psychotherapeutic technique to improve their performance and take a step towards achievement. One of the main implications of neuro-linguistic programming is its assistance in English language learning. Dicky Nur Rahmani, Akbar Trio Mashuri, and Ali Nurdin (2023) show that the Neuro Linguistic Programming approach in Islamic preaching carried out by Ustadz Rino Zeldeni uses four pillars of NLP, namely Outcome (the result of an action), Building Rapport (establishing a harmonious relationship), maximising Sensory Acuity (VAK), and Behavioral Flexibility which can improve communication, influence the thoughts and behaviours of the audience (man's) during preaching.

Based on that, the researchers of this paper would like to continue the research by investigating the utilisation of the four pillars of NLP in studying Creative and Innovative Communication. The results will show that the students who used the four pillars should be more successful in the study.

2. Literature Review

2.1 Neuro Linguistic Programming

Neuro-linguistic programming (NLP) was developed at the University of California at Santa Cruz in the 1970s. Its founders and principal authors were Richard Bandler, a student of (initially) mathematics and computer science, and John Grinder, a linguistics professor. McLendon (1989) describes the emergence of NLP between 1972 and 1981.

The term 'Neuro-Linguistic Programming', coined by Bandler and Grinder, refers to the linkage between a person's internal experience (neuro), their language (linguistic) and their patterns of behaviour (programming) (Tosey et al.; J., 2003). So, NLP is related to programming our language for effective communication. Neuro-Linguistic Programming is also viewed as the study of excellence. This idea is depicted in the definition of Tosey, Mathison and Michelli (2005), who defined NLP as the art of communication and the study of the structure of subjective experience. One can study the excellence of an individual and follow the same style of communication to achieve excellence achieved by others.

NLP tools exist at the level of processes and communication skills. They can literally be applied to any context to help you become highly effective, including the classroom (Meisuri & Hartati, 2023). Today, NLP is used to study the excellence and effectiveness of people from all walks of life and across all disciplines and fields. What has emerged is a wide range of approaches that are like 'software' for your mind.

The co-founders of NLP noticed three fundamental characteristics of really effective communicators shared by all the therapists, excellent communicators and influencers that they studied—influential leaders, salespeople, and teachers also share these characteristics. Firstly, be clear about what you are looking to achieve—know your outcome and have a grasp of what you want. Secondly, have the flexibility to adapt your behaviour and have a wide range of possible behaviours and responses. Thirdly, use your senses to notice if you are getting what you want so that you can adapt quickly and respond effectively (Ginting & Hartati, 2023).

NLP is a phenomenological form of knowledge. As such, it represents a body of knowledge about the nature of subjective human experience. NLP is best understood and learned through experience and practice.

2.2 The Four Pillars of NLP

The techniques and strategies of NLP empower the teaching-learning process by making it practical and goal-oriented. Using suitable approaches and techniques of NLP, English language teachers could work on language acquisition, self-esteem, self-confidence, body language, therapy, and personality development. This environment is considered motivating and helpful to overcome any issues or problems students face in learning the target language. NLP helps assess the multi-dimensional process of the human mind, and it studies the cognitive and mental abilities of humans. The teacher closely monitors the interaction between the body and mind of the students, and consistent patterns are identified, gaps are filled, and specific goals are achieved. This approach will give an insight into the learner's mind and thought process by analysing students' language. It aims to achieve the desired result by altering the thought process and action of the learner. According to Gracia and Tamayo, language learners can use NLP as a psychotherapeutic technique to improve students' performance and take a step towards achievement. It is necessary to understand that psychological factors play a prominent role in building confidence and dealing with anxiety and hesitation. They also strongly impact attitude, aptitude, personality, and language learning.

Four pillars of NLP:

Outcome orientation

Outcome orientation is an outcome-oriented discipline, and defining the outcome is imperative. This might sound hare-brained; eighty per cent of the students need more clarity about their goals. Often, students need help understanding what they truly desire in life; therefore, they drift from one thing to another. It is natural to be drawn towards negativity, having doubts or second thoughts about the targets. Outcome orientation sets the direction for the students by making them choose a positive path; a crystal-clear outcome will lead them to the strategically designed plan.

Sensory acuity

In this, we use our senses to understand and be aware of the path we are walking on to get the desired outcome. More than knowing what works for you is required; one must also be able to analyse and distinguish between what works and what does not. Often, students are seen repeating the procedure; this pillar tells them to identify the mistakes and change the strategy. Students must learn to register the minute details around them. Some students are always alert and observant, and some are careless by choice. This pillar reduces the gap between students and /their goals; hence, it is considered a fundamental pillar in NLP. It helps students to communicate effectively and work on soft skills and nonverbal communication.

Behavior flexibility

Flexibility can be defined as thinking of multiple ways to complete a certain task and being confident in the success rate. One must understand the concept of trying alternatives and switching approaches to complete a task. Students must learn to adapt themselves to any situation. Keeping all the options open will increase the chances of success.

Rapport

It helps learners understand each other's feelings or ideas and communicate comfortably. It is a skill built and happens naturally, but it needs to be enhanced occasionally. It shapes relationships with mutual trust and responsiveness; it maximises the similarities and minimises individual differences. Students must be able to get along, agree with patterns, accept disagreements and build a good rapport with fellow students.

3. Method

This research was conducted using the online survey tool associative research, which collected factual information. Online survey tools research generally uses a Google form as a questionnaire instrument filled out by participants using specific methods (N, 2016). The participants in this research were 50 students who attended creative and innovative communication classes at the State University of Medan.

4. Results and Discussion

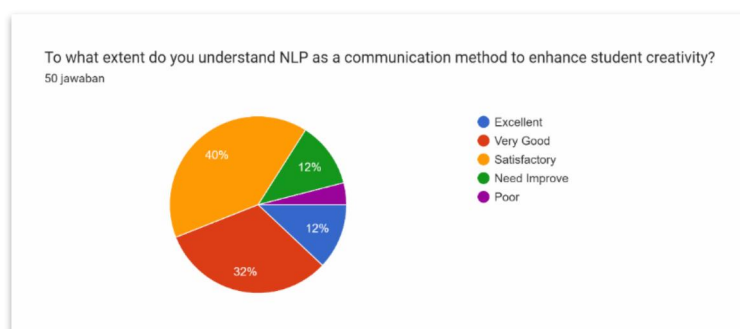The students' questionnaire responses are shown in the following pie chart.

Figure 1.

The question is, "To what extent do you understand NLP as a communication method to increase student creativity?". The majority of respondents (44% of the total) gave positive ratings, namely "very good" and "very good," indicating that most of them understand NLP as an effective method of communication to increase student creativity. Meanwhile, some respondents (40%) gave a "satisfactory" rating, indicating that they understand NLP but feel there is room for improvement or further development in using the method. Finally, 12% of respondents are in the "needs to improve" category, indicating that some respondents may need more information or learning to better understand NLP as a communication method to increase student creativity.
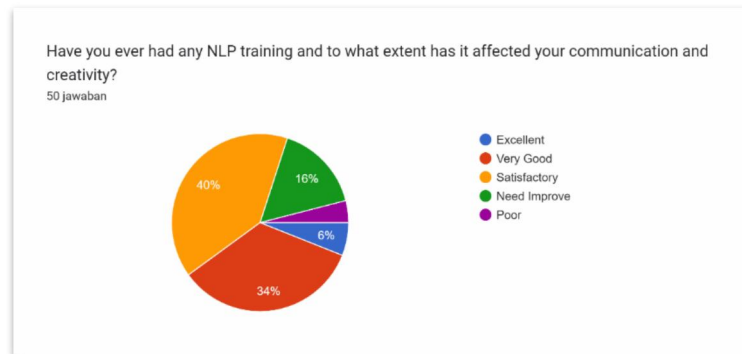
Figure 2.

From these results, most respondents (40%) felt that the NLP training had a "satisfactory" effect on their communication and creativity. Furthermore, the majority of respondents (40% + 34% = 74%) gave positive ratings, namely "very good" and "very good," indicating that most of them feel that the NLP training has had a positive impact on communication skills and creativity. However, about 16% of respondents feel that the effect of NLP training needs to be increased. Some respondents may not be delighted with the training results and may need more support or understanding to achieve more positive results in their communication and creativity.
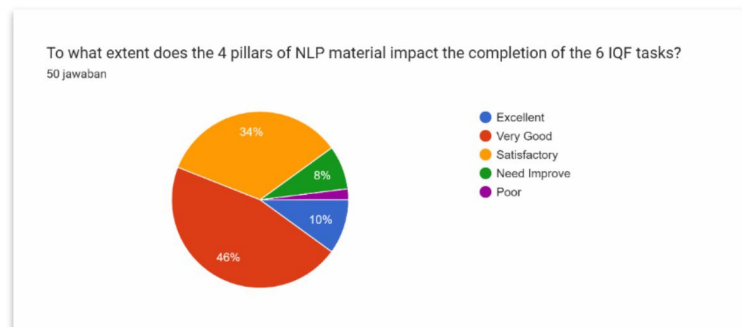

Figure 3.

From these results, most respondents (46%) felt that the four pillars of NLP material had a "very good" impact on completing the 6 IQF tasks. In addition, 34% of respondents also felt that the impact was "satisfactory," indicating that most were satisfied with the influence of the four pillars of NLP material in completing IQF tasks. However, about 8% of respondents feel that the impact of the four pillars of NLP material needs to be increased. It indicates that a group of respondents may feel that NLP materials have not had an optimal impact on helping them complete IQF tasks and that they need more support or understanding to improve their results.
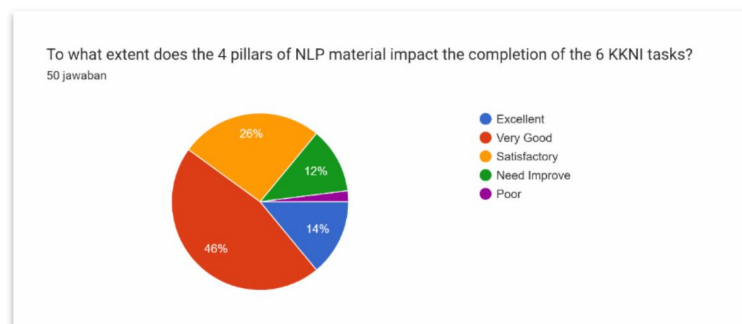

Figure 4.

From these results, most respondents (46% of the total) felt that the four pillars of NLP material had a "very good" impact on completing the 6 KKNI tasks. In addition, 14% of respondents also felt that the impact was "very good," indicating that some were very satisfied with the effect of NLP materials on helping them complete KKNI tasks. However, around 12% of respondents feel that the impact of the four pillars of NLP

materials needs to be increased. It indicates that a group of respondents may feel that NLP materials have not had an optimal impact on helping them complete KKNI tasks and that they need more support or understanding to improve their results. Meanwhile, 26% of respondents felt the impact was "satisfactory," indicating that they were pretty satisfied with the effect of NLP materials on completing KKNI assignments. However, there may still be room for improvement or further development.
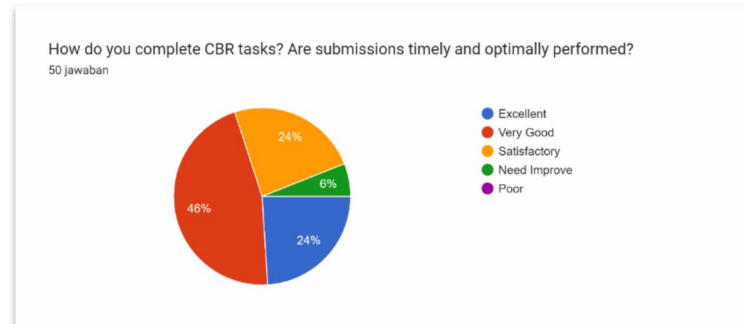

Figure 5.

From these results, most respondents (46%) felt they completed the CBR task well. In addition, 24% of respondents also felt that completing their CBR task was "very good," indicating that some were very satisfied with how they completed the task. As many as 24% of respondents felt the completion was "satisfactory," indicating that several were quite satisfied with completing their CBR tasks. However, there may be some aspects that could be improved to achieve more optimal results. However, 6% of respondents feel that completing their CBR tasks "needs improvement." It shows that a group of respondents feel that they need improvement in how they complete CBR tasks. It can mean that there are certain obstacles in completing tasks or that there may be opportunities to optimise the strategies and approaches used.
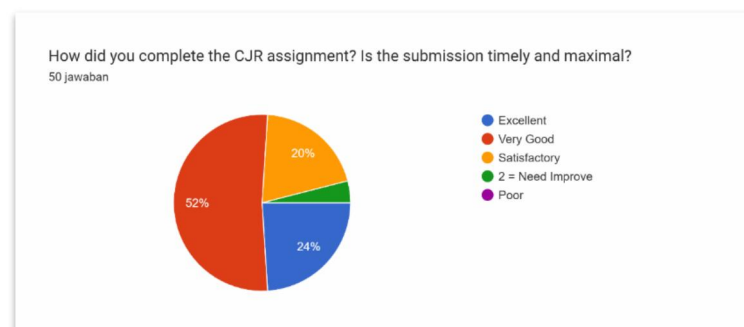

Figure 6.

From these results, most respondents (52%) felt they completed their CJR tasks well. In addition, 24% of respondents also felt that completing their CJR assignment was "very good," indicating that most of them were very satisfied with how they completed the task. As many as 20% of respondents felt that their CJR task completion was "satisfactory," indicating that several respondents were quite satisfied with completing their CJR task. However, there may be several aspects that could be improved to achieve maximum results. However, only 2% of respondents feel that completing their CJR tasks "needs improvement." It indicates that most respondents felt that their CJR assignment was delivered on time, had reached the maximum level, or was very good at completing the task.
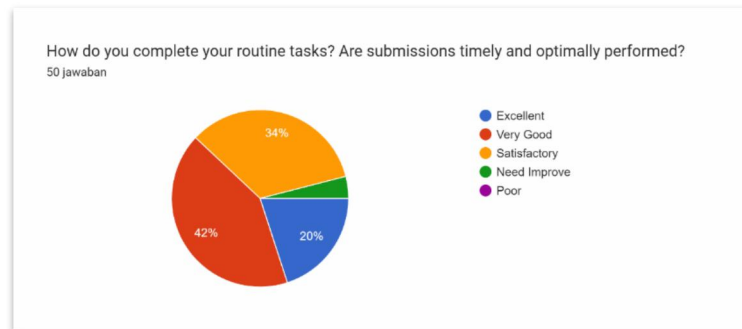
Figure 7.

From these results, most respondents (42%) feel they organise routine tasks well. In addition, 20% of respondents also felt the arrangement of their routine tasks was "very good," indicating that some were very satisfied with how they organised routine tasks. As many as 34% of respondents felt the arrangement of their routine tasks was "satisfactory," indicating that several respondents were quite satisfied with their routine tasks. However, there may be some aspects that could be improved to achieve more optimal results.
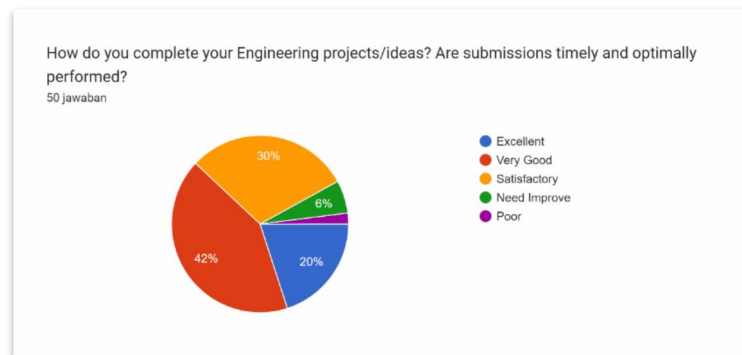

Figure 8.

From these results, most respondents (42%) felt they prepared engineering projects/ideas well. In addition, 20% of respondents also felt that their engineering project/idea was "very good," indicating that some were very satisfied with how they organised the project/idea. As many as 30% of respondents felt the preparation of their Engineering project/idea was "satisfactory," indicating that several respondents were quite satisfied with the preparation of their Engineering project/idea. However, there may be some aspects that could be improved to achieve more optimal results. However, only 6% of respondents felt their engineering projects/ideas "need to improve." This indicates that most respondents felt that the preparation of their Engineering project/idea was timely and had been carried out optimally. However, a group of respondents still felt there was room to improve how they prepared the Engineering project/idea.
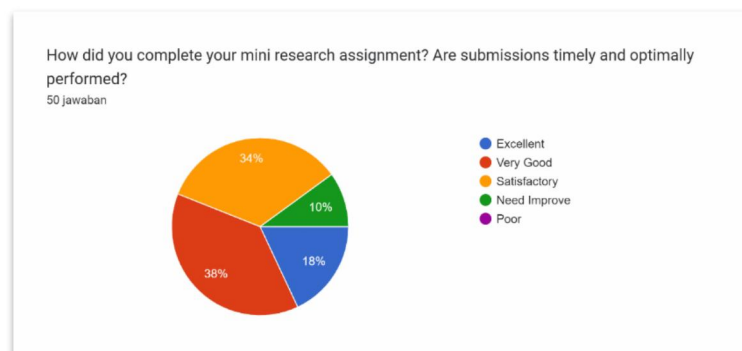

Figure 9.

From these results, most respondents (38%) felt they structured their mini-research assignment well. In addition, 18% of respondents also felt the organisation of their mini-research assignment was "very good," indicating that some were very satisfied with how they organised their research assignment. As many as 34% of respondents felt the arrangement of their mini-research assignment was "satisfactory," indicating that

several respondents were quite satisfied with the arrangement of their mini-research assignment, but there may be some aspects that could be improved to achieve more optimal results. However, 10% of respondents felt the organisation of their mini-research assignment "needs improvement." This indicates that a group of respondents feel that the arrangement of their mini-research assignments could be more optimal and requires improvement.

Figure 10.

From these results, most respondents (40% of the total) felt that the four pillars of NLP techniques they learned had a "very good" impact on communication, creativity, and collaboration in their tasks to learn English. In addition, 18% of respondents also felt the impact was "very good," indicating that some were very satisfied with the impact of NLP techniques in achieving their English learning goals. As many as 38% of respondents felt the impact was "satisfactory," indicating that several respondents were quite satisfied with the impact of NLP techniques. However, some aspects could be improved to achieve more optimal results in learning English. However, 18% of respondents feel the impact of NLP techniques "needs to be increased." This indicates that a group of respondents feel that the impact of the NLP techniques they have learned could be more optimal and requires improvement or improvement in achieving the goals of learning English.
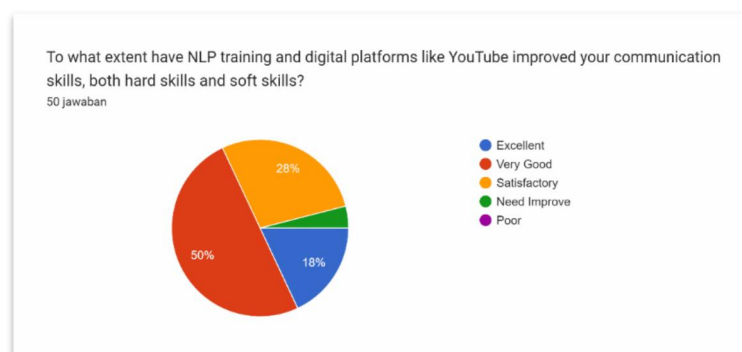

Figure 11.

From these results, most respondents (50% of the total) felt that NLP training and digital platforms such as YouTube were very effective in improving their hard and soft communication skills. Additionally, 18% of respondents also felt the improvement was "very good," indicating that some of them were very satisfied with the impact of NLP training and YouTube on developing their communication skills, 28% of respondents found the improvement to be "satisfactory," indicating that some respondents were quite satisfied with the improved communication skills they gained through the NLP training and YouTube, but there may be some aspects that could be improved to achieve more optimal results. However, 18% of respondents felt the increase "needs to be improved." This indicates that a group of respondents feel that the impact of NLP and YouTube training in improving their communication skills still needs to be satisfactory, and they need more support or improvement in the learning process.
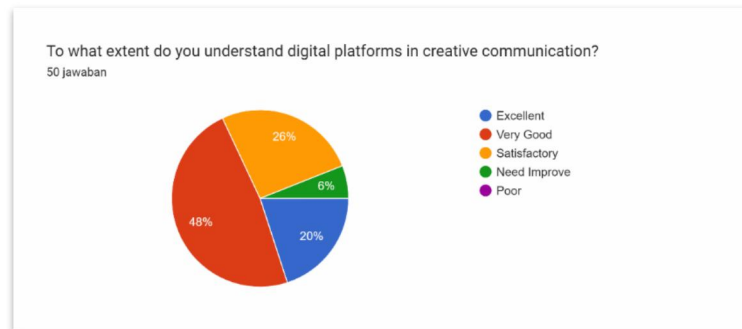
Figure 12.

From these results, most respondents (48%) feel they have a "very good" understanding of digital platforms in creative communication. In addition, 20% of respondents also felt their understanding was "very good," indicating that some were very satisfied with their level of understanding about using digital platforms for creative communication. As many as 26% of respondents felt their understanding was "satisfactory," indicating that several respondents were quite satisfied with their understanding of digital platforms in creative communication. However, there may be some aspects that could be improved to achieve a more optimal understanding. However, only 6% of respondents feel their understanding "needs to be improved." This indicates that a group of respondents feel that their understanding of digital platforms in creative communication has yet to reach a satisfactory level. They need more information or learning to increase this understanding.
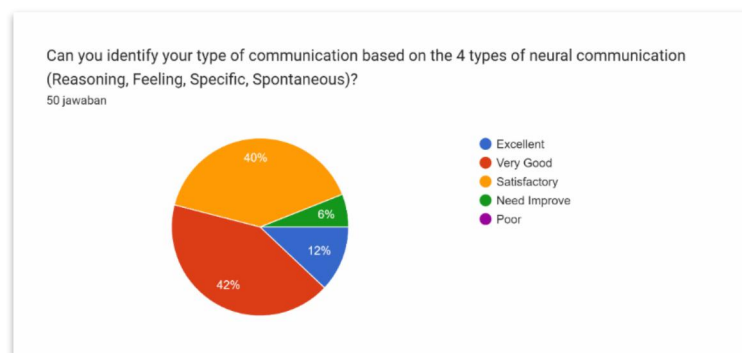

Figure 13.

From these results, most respondents (42%) identified their communication as "very good" in the Reasoning type. In addition, 12% of respondents also identified their communication as "excellent," indicating that some were very satisfied with the type of Reasoning communication they had. As many as 40% of respondents identified their communication as "satisfactory," indicating that several respondents were quite satisfied with their type of Reasoning communication. However, there may be some aspects that could be improved to achieve more optimal results. However, only 6% of respondents identified their communication as "needs improvement" in the Reasoning type. This indicates that a group of respondents feel that their type of Reasoning communication still needs to be improved, and they need more support or learning to improve this type of communication.
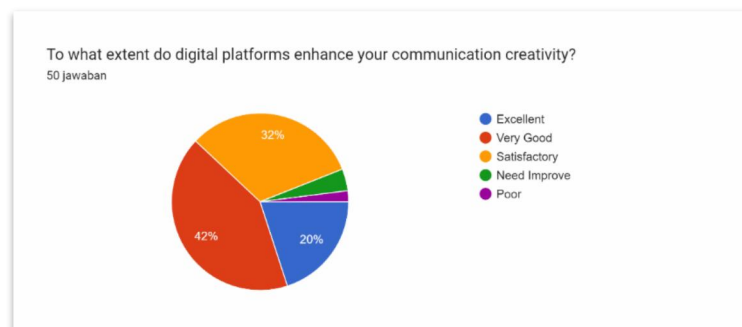

Figure 14.

From these results, most respondents (42%) feel that digital platforms are very good at enhancing their communication creativity. In addition, 20% of respondents also felt the digital platform was "very good," indicating that some were very satisfied with the impact of digital platforms in enhancing their communication creativity. As many as 32% of respondents felt the digital platform was "satisfactory," indicating that several respondents were quite satisfied with the impact of the digital platform in enhancing their communication creativity. However, there may be some aspects that could be improved to achieve more optimal results.
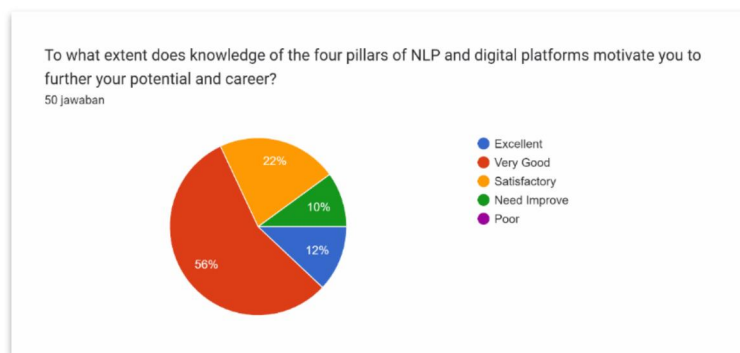

Figure 15.

From these results, most respondents (56% of the total) feel that knowledge of the four pillars of NLP and digital platforms motivates them to advance their potential and careers. In addition, 12% of respondents also felt their motivation was "perfect," indicating that some of them feel highly motivated by this knowledge to reach their potential and succeed in their careers. As many as 22% of respondents felt their motivation was "satisfactory," indicating that some respondents felt quite motivated by knowledge of the four pillars of NLP and digital platforms. However, there may be some aspects that could be improved to achieve more optimal motivation.

5. Conclusion

This research investigates the utilisation of four pillars of the NLP technique in studying creative and innovative communication. The participants of this research are 50 students who attend creative and innovative communication classes. The result showed that more than half of the students had already applied the four pillars of NLP in their study. So, the students who applied the four pillars will be more successful in the study. The researchers recommended that others do the research using the four pillars of NLP to investigate the success of students' studies.

References

Banu, S. S., & Rekha, K. B. Role of Neuro-Linguistic Programming In English Language Teaching.

Hasbi, H. (2014). Empat Pilar Neuro Linguistics Programming dalam Komunikasi di Dunia Pendidikan untuk Pembentukan Karakter Peserta Didik. Journal Polingua: Scientific Journal of Linguistics, Literature and Language Education, 3(1), 30–36.

Hedayat, N., Raissi, R., & Asl, S. A. (2020). Neuro-linguistic programming and its implications for English language learners and teachers. Theory and practice in language studies, 10(9), 1141–1147.

Meisuri, M., & Hartati, R. (2023). Utilization of neurological dominance science (NDS) to enhance students' creativity in communication as implementation outcome based education (OBE). *Journal of Applied Studies in Language*, *7*(2), 128-140. Doi: https://doi.org/10.31940/jasl.v7i2.128-140

Rahman, D. N., Mashuri, A. T., & Nurdin, A. (2023). Neuro-Linguistic Programming Approach in the Preaching of Ustadz Rino Zeldeni. East Asian Journal of Multidisciplinary Research, 2(4), 1633-1646.

Ginting, S. A., & Hartati, R. (2023). Neuro-linguistic Programming in the English Classroom: Perceptions and Applications Among Teachers. *VELES (Voices of English Language Education Society)*, *7*(2), 355-363. Doi: https://doi.org/10.29408/veles.v7i2.22549

Shah, N. (2011). NLP Practical Guide. UK: Icon Book, Ltd.

Thoriquttyas, T., Faizin, N., & Ahsin, N. (2022, November). Implementing Neuro-Linguistic Programming (NLP) as Teaching Innovation for Islamic Religious Education (IRE): A Study on Student's Perception. In

International Conference on Language, Education, and Social Science (ICLESS 2022) (pp. 147-154). Atlantis Press.

Wiwoho, R. H. (2008). Understanding NLP. Jakarta: IndoNLP.

The Author (s):

Rita Hartati (https://orcid.org/0000-0002-3287-3178), Lecturer at English Language and Literature Department, Faculty Languages and Arts, Universitas Negeri Medan, Medan, Indonesia. Her research interest includes Linguistics, Language Teaching and Literature. E-mail: ritahartati@unimed.ac.id

Meisuri (https://orcid.org/0000-0001-9151-6093), Lecturer at English Language and Literature Department, Faculty Languages and Arts, Universitas Negeri Medan, Medan, Indonesia. Her research interest includes Linguistics, Language Teaching and Literature. E-mail: meisuriw@yahoo.com

Siti Aisah Ginting (https://orcid.org/0000-0001-5005-0493), Professor at English Language and Literature Department, Faculty Languages and Arts, Universitas Negeri Medan, Medan, Indonesia. Her research interest includes Linguistics, Language Teaching and Literature. E-mail: aisah_ginting@yahoo.co.id

Ariatna (https://orcid.org/0000-0002-9199-376X), Lecturer at English Language and Literature Department, Faculty Languages and Arts, Universitas Negeri Medan, Medan, Indonesia. His research interests include English Language Teaching, Linguistics and Literature. E-mail: ariatna@unimed.ac.id

Appendix

Questionnaire

The questions asked in the Google form are :

1) To what extent do you understand NLP as a communication method to enhance student creativity?

2) Have you ever had any NLP training, and to what extent has it affected your communication and creativity?

3) To what extent do the four pillars of NLP material impact completing the 6 IQF tasks?

4) To what extent do the four pillars of NLP material impact completing the 6 KKNI tasks?

5) How do you complete CBR tasks? Are submissions timely and optimally performed?

6) How did you complete the CJR assignment? Is the submission timely and maximal?

7) How do you complete your routine tasks? Are submissions timely and optimally performed?

8) How do you complete your Engineering projects/ideas? Are submissions timely and optimally performed?

9) How do you complete your mini-research assignment? Are submissions timely and optimally performed?

10) To what extent do the four pillars of NLP techniques that you learn impact communication, creativity, collaboration with friends, and English learning tasks?

11) To what extent have NLP training and digital platforms like YouTube improved your hard and soft communication skills?

12) To what extent do you understand digital platforms in creative communication?

13) Can you identify your type of communication based on the four types of neural communication (Reasoning, Feeling, Specific, Spontaneous)?

14) To what extent do digital platforms enhance your communication creativity?

15) To what extent does knowledge of the four pillars of NLP and digital platforms motivate you to further your potential and career?