



Linguistic Structure and Hypnolinguistic Mechanisms of Neuro-Linguistic Programming Discourse in Shaping Students' Speech and Design Thinking in Senior High Schools

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Abstract. Language functions not only as a medium of communication but also as a cognitive mechanism shaping thought, behavior, and problem-solving abilities. In Indonesian secondary schools, students are often exposed to negative linguistic environments characterized by verbal bullying, authoritarian classroom discourse, and discouraging communication, potentially affecting their self-concept and creative thinking. This study investigates the linguistic structures and hypnolinguistic mechanisms of Neuro-Linguistic Programming (NLP) discourse in shaping students' speech and Design Thinking skills. A qualitative interdisciplinary case study with embedded pre- and post-intervention comparisons was conducted over 16 weeks at SMA Islam Plus Adzkie, West Java. Participants included 30 students purposively selected based on high exposure to verbal trauma and eight educators. Data were collected through classroom observations, audio-recorded interactions, discourse transcriptions, self-talk protocols, Design Thinking project assessments, and observations of neurolinguistic communication markers. Data analysis integrated Critical Discourse Analysis, Transformational-Generative Syntax, cognitive semantics, and speech act theory. Findings indicate that NLP-based discourse intervention transformed classroom communication by reducing directive and authoritarian expressions while increasing presuppositional, sensory-based, and supportive linguistic patterns. Students demonstrated reduced self-deprecating language and increased expressions of agency, confidence, and figurative language use. Improvements were also observed in speech fluency, communication confidence, and linguistic competence. Design Thinking performance improved across all dimensions, particularly during ideation, suggesting that constructive linguistic environments facilitate creative problem-solving and innovation. Correlation analysis revealed a strong positive relationship between linguistic transformation and Design Thinking performance, indicating that supportive discourse promotes cognitive and communicative development. These findings underscore the value of integrating NLP-informed communication strategies into classroom practice to strengthen students' linguistic confidence, higher-order thinking skills, and innovative pedagogy.

Keywords: Classroom Discourse; Design Thinking; Educational Linguistics; Hypnolinguistics; Neuro-Linguistic Programming.

a. INTRODUCTION

Senior High School (SMA) educational institutions represent a crucial locus in the cognitive development phase of adolescents, wherein language functions as the primary architect in shaping mental maps, reasoning patterns, and problem-solving orientations. From the perspective of Theoretical Linguistics (specifically Psycholinguistics, Neurolinguistics, and Cognitive Semantics), speech acts within school environments are not merely mechanical processes of lexical information exchange; rather, they serve as an ideological instrument that reconstructs the speaker's neural circuitry. However, the linguistic landscape in the contemporary school ecosystem currently faces a worrying phenomenon of degradation. The prevalence of verbal bullying, multilinear abusive language (occurring among students, teachers, and institutional leadership), as well as service and instructional patterns laden with power asymmetry, have created speech repression that damages the educational climate. Recent issues in clinical psycholinguistics demonstrate that constant exposure to impoliteness

discourse at school has fatal consequences, leading to a decline in mental resilience and adverse speech formation in students. From a neurolinguistic perspective, destructive surface structures from the school environment are absorbed via sensory organs, processed in Wernicke's and Broca's areas, and subsequently integrated into the adolescent's cognitive deep structure. This verbal trauma manifests as ego-damaging internal dialogue (self-talk), triggering linguistic anxiety and even reducing the students' Design Thinking capacity.

Design Thinking—as a cognitive methodology requiring the ability to empathize, define problems, ideate creative solutions, prototype, and test—becomes paralyzed when a child's cognitive language structure is laden with mental blocks resulting from repressive lexical indoctrination. Students accustomed to verbal abuse or served through authoritarian speech patterns lose the linguistic courage to think analytically, empathize socially, and produce innovative solutions. In response to this multidimensional crisis, institutionalized Neuro-Linguistic Programming (NLP) discourse offers an interdisciplinary breakthrough via hypnolinguistic mechanisms. Hypnolinguistics examines how specific syntactic structures, pragmatic presuppositions, and semantic metaphors are persuasively and hypnotically engineered to bypass the brain's critical factor in order to reprogram human subconscious neural behavior. When applied within the instructional discourse of teachers and school leaders, NLP functions as a tool for linguistic engineering. Meta Model speech patterns are utilized to dismantle language distortions, generalizations, and deletions associated with student trauma, while the Milton Model (artfully vague, goal-directed hypnotic language patterns) is applied to embed positive suggestions that stimulate new synaptic leaps in the adolescent brain—directly activating the Design Thinking framework.

However, a sharp dichotomy exists within current global literature, revealing a critical research gap. Conventional Critical Discourse Analysis (CDA)—such as the models proposed by Norman Fairclough or Teun van Dijk—has historically focused solely on dissecting the abuse of power within macro-political texts without mapping how such texts empirically impact human neurobiology. Conversely, Cognitive Neurolinguistics research remains frequently trapped in clinical laboratory testing isolated from the sociolinguistic context of schools. To date, no doctoral research has radically synthesized CDA with Cognitive Neurolinguistics to examine how institutional discourse structures (NLP) can deconstruct power dominance while simultaneously reconstructing students' speech patterns and Design Thinking cognitive intelligence. This study is urgently required to establish a new paradigm within pure linguistics capable of addressing humanistic crises in educational environments.

Research Questions: What are the characteristics of the linguistic structure (generative syntax, pragmatic features, and macrosemantic structure) of Neuro-Linguistic Programming (NLP) discourse produced by the academic community in Senior High School environments? How do the hypnolinguistic mechanisms of NLP discourse (Meta Model and Milton Model) operate from a cognitive neurolinguistic perspective to deconstruct the ideology of speech repression and reconstruct students' mental Deep Structure? How can a hybrid model combining Critical Discourse Analysis and Cognitive Neurolinguistics explain the influence of NLP discourse on the formation of polite speech and the stimulation of students' Design Thinking capabilities?

Research Objectives: To analyze, codify, and describe the linguistic structural characteristics and lingual markers in NLP discourse applied within Senior High School institutions. To deconstruct and scientifically prove the hypnolinguistic mechanisms of NLP discourse in reprogramming students' subconscious cognitive nervous systems to sever the cycle of speech trauma caused by verbal bullying. To construct a new theoretical paradigm (a Hybrid CDA-Neurolinguistics Model) that empirically maps the causal relationship between therapeutic-institutional discourse structures and the escalation of students' Design Thinking intelligence and speech behavior.

b. THEORETICAL FRAMEWORK

Provision of Verbal Tools via Objective 1 (O1): The core background issue establishes that the school ecosystem is damaged by abusive dominance and manipulative power language. Through Objective 1, the researcher identifies and codifies the linguistic structure of NLP discourse as a counter-discourse model. Logically, these codification results provide a measurable, scientific, and applicable linguistic blueprint to replace teachers' and administrators' repressive discourse with empowering sentence structures.

Cognitive Neural Healing via Objective 2 (O2): The primary issue asserts that verbal trauma obstructs the brain's neural circuits, thereby shutting down Design Thinking cognitive functions (specifically empathy and creative ideation). Objective 2 logically supports the resolution of this issue by dissecting NLP's hypnolinguistic mechanisms as they deconstruct students' mental blocks. Once this mechanism is unravelled, language trauma recovery in schools moves beyond abstract theory into clinical, neurolinguistically grounded steps of verifiable accuracy.

Empowering Innovation Capacity via Objective 3 (O3): Contemporary issues indicate the failure of schools to produce creative, problem-solving High School graduates (design thinkers) due to a toxic speech ecosystem. Through Objective 3, this research generates a Hybrid CDA-Cognitive Neurolinguistics model. This model logically provides a practical contribution to education via a scientific formulation proving that a teacher's deliberate selection of lexical items and sentence structures linearly activates students' Design Thinking capacities.

c. RESEARCH METHODOLOGY AND DESIGN

This doctoral study employs an interdisciplinary clinical-qualitative approach, integrating Critical Discourse Analysis (Qualitative-Contextual) with Cognitive Neurolinguistics (Experimental-Mentalistic). The design utilized is a Controlled Experimental Clinical Case Study.

Data Collection

Data will be collected longitudinally in Senior High Schools through three primary mechanisms:

- a. Textual and Audio Discourse Corpus: Recording and transcribing authentic speech interactions (NLP discourse) produced by school leaders and teachers during administrative, instructional, and student counseling processes.
- b. Experimental Verbatim Transcripts (Self-Talk & Ideation): Gathering written and oral verbal data from students when exposed to Design Thinking metacognitive tasks (such as designing solutions for social issues in schools). Data are collected prior to (pre-test) and following (post-test) the subjects' exposure to NLP hypnolinguistic discourse.
- c. Physio-Linguistic Response Observation: Recording shifts in subjects' linguistic parameters (lexical choices, articulation fluency, reduction of hesitant pauses/blocking) alongside micro-physiological indicators (eye accession cues, intonation, and respiratory rhythm) as empirical evidence of cognitive neural circuit shifts.

Data Analysis

Critical Discourse Analysis (Textual Dimension & Discursive Practice): Dissecting how the sentence structures (syntax) of NLP discourse neutralize power hegemony and past verbal violence in schools.

Cognitive Neurolinguistic Analysis (Social Cognition Dimension): Applying Noam Chomsky's Generative-Transformational Grammar and Cognitive Semantics to map how transformations from the surface structure of teachers' utterances activate neural circuits in the

students' cognitive deep structure, thereby objectively increasing speech intelligence scores and capacity across Design Thinking stages.

d. RESULTS AND DISCUSSION

This clinical-linguistic study was conducted over a 14-week period at SMA Islam Plus Adzkia, involving 38 participants purposively selected: 2 school administrators (Head of Student Affairs and Principal), 6 subject teachers, and 30 students who had been identified through preliminary screening as having experienced moderate-to-severe verbal trauma from previous schooling environments. The student cohort comprised 16 females and 14 males, aged 15–17 years, all of whom exhibited measurable linguistic inhibition during the pre-test phase. The school itself presented a fascinating paradox: a highly regarded Islamic institution with strong academic credentials, yet one whose everyday linguistic ecology—like many Indonesian secondary schools—was characterized by asymmetrical power relations, frequent imperative-based instruction, and, in some documented instances, outright verbal derogation. This dual reality made the site uniquely appropriate for testing the clinical efficacy of NLP-based linguistic intervention.

Results

Structural Characteristics of NLP Discourse at SMA Islam Plus Adzkia (Addressing Research Question 1)

a. Syntactic Markers of the Meta Model

Analysis of 247 transcribed utterances produced by teachers and administrators during classroom instruction, counseling sessions, and daily school interactions revealed a statistically significant shift in syntactic patterning following the NLP training intervention. During the pre-intervention phase (Weeks 1–4), the dominant syntactic structures were:

Tabel 1. Distribusi Fitur Sintaksis pada Wacana Kelas Sebelum Intervensi (Pre-Intervention).

No.	Syntactic Feature	Frequency (Pre)	Example Utterance
1	Imperative Commands (Direct)	43.2%	"Duduk yang benar!" (Sit properly!)
2	Nominalizations (Vague) Without Operational Definition	18.7%	"Kedisiplinan itu penting." (Discipline is important.)
3	Universal Quantifiers (Overgeneralization)	15.3%	"Kamu selalu telat." (You are always late.)
4	Cause–Effect Distortions	12.8%	"Kalau kamu ribut, kamu tidak akan sukses." (If you make noise, you will not succeed.)

Following the post-intervention phase (Weeks 10–14), after teachers had undergone structured NLP training, the syntactic profile transformed dramatically:

Table 2. Distribution of NLP-Based Syntactic Features in Classroom Discourse After the Intervention (Post-Intervention).

No.	Syntactic Feature	Frequency (Post)	Example Utterance
1	Presupposition-Embedded Questions	28.4%	"Seberapa siap kamu untuk mulai mengerjakan tugas ini dengan tenang?" (How ready are you to start this assignment calmly?)
2	Modal Auxiliaries of Possibility	22.6%	"Kamu bisa memilih cara mana yang paling nyaman bagimu untuk menyelesaikan ini." (You can choose which way is most comfortable for you to complete this.)
3	Deictic Shift to Internal Locus	19.3%	"Bagian mana dari penjelasan tadi yang menurutmu perlu diulang?" (Which part of the explanation do you feel needs repeating?)
4	Sensory-Grounded Predicates	16.8%	"Bayangkan kamu melihat dirimu berhasil menyelesaikan soal ini dengan percaya diri." (Imagine seeing yourself completing this problem confidently.)

b. Pragmatic Markers and Presupposition Triggers

The most clinically significant finding was the emergence of presupposition triggers in the post-intervention data. Teachers naturally began using syntactic constructions that presupposed the student's capacity and willingness to succeed. For example:

"Kapan kamu mulai mengerjakan tugas itu?" (When will you start that assignment?) — presupposes the student will start, not if.

"Apa yang paling membantumu merasa fokus?" (What helps you feel most focused?) — presupposes the student has resources for focus.

"Seberapa dalam pemahamanmu tentang konsep ini?" (How deep is your understanding of this concept?) — presupposes understanding exists, merely calibrating depth.

This shift was not merely statistical but felt by students. In post-intervention interviews, Student S-12 (female, age 16) remarked: "Guru sekarang kayaknya percaya sama kita. Pertanyaannya beda. Dulu suruh-suruh, sekarang diajak mikir." (Teachers seem to believe in us now. The questions are different. Before they commanded; now they invite us to think.)

Hypnolinguistic Mechanisms and Cognitive Neural Reprogramming (Addressing Research Question 2)

Direct Neurolinguistic Markers in Student Self-Talk

Using pre- and post-intervention verbatim transcripts of students' self-talk during Design Thinking ideation tasks, we identified measurable reductions in linguistic markers of trauma:

Table 3. Changes in Neurolinguistic Communication Markers Before and After the NLP-Based Intervention.

No.	Marker Category	Pre-Test Frequency (per 100 Clauses)	Post-Test Frequency (per 100 Clauses)	Reduction (%)
1	Self-Deprecating Phrases (" <i>aku bodoh</i> ", " <i>nggak mungkin</i> ")	34.2	7.8	77.2%
2	Hesitation Markers (" <i>anu</i> ", " <i>eee</i> ", " <i>gimana ya</i> ")	28.7	11.3	60.6%
3	Negative Future Projections (" <i>nanti pasti gagal</i> ")	22.1	5.4	75.6%
4	Emotional-Avoidance Language (" <i>terserah</i> ", " <i>bosen</i> ")	19.6	6.2	68.4%
Mean	Overall Reduction	—	—	70.45%

Clinical Observation Note (Researcher Journal, Week 8):

"Student S-07 (male, 15), who in Week 1 could barely utter three consecutive clauses without the word 'gugup' (nervous) or 'salah' (wrong), today spontaneously described his solution to the school waste problem using complex conditionals and metaphoric language: 'Kalau sampah organik kita ubah jadi pupuk, tanaman di belakang kelas bisa jadi laboratorium hidup... kayak kita belajar dari alam.' (If we turn organic waste into fertilizer, the plants behind the classroom could become a living laboratory... like we're learning from nature.)"

The Milton Model in Classroom Discourse

The Milton Model patterns—artfully vague, analogical language designed to bypass the critical factor and access subconscious resources—were most visibly deployed by one senior teacher, Pak Rahmat (pseudonym), during the final intervention phase. His post-intervention utterances frequently contained:

Rhythmic, rhythmic pacing: "Kamu belajar... kamu tumbuh... kamu menemukan... cara terbaikmu sendiri..."

Analogical metaphors: "Seperti sungai yang mencari jalannya sendiri ke laut, pikiranmu juga punya caranya sendiri" (Like a river finding its own way to the sea, your mind also has its own way.)

Double-binds: "Apakah kamu ingin memulai dengan soal yang terasa berat dulu, atau yang terasa ringan, agar kamu merasakan kemudahan lebih cepat?" (Do you want to start with the problem that feels heavy first, or the one that feels light, so that you feel ease more quickly?)

Students consistently reported (in post-intervention interviews) that these patterns made them feel "dihargai" (valued) and "enggak tertekan" (not pressured). More importantly, their self-reported anxiety scores (on a 1–10 scale) dropped from a mean of 7.8 (pre) to 3.2 (post).

Design Thinking Capacity and Speech Formation (Addressing Research Question 3)

The hybrid AWK-Neurolinguistic framework allowed us to map the linear correlation between specific linguistic structures and Design Thinking competency indicators. We operationalized Design Thinking across five stages, measuring student performance through teacher observation rubrics and project-based output evaluation.

Table 4. Design Thinking Competency Gains Pre- vs Post-Intervention

Design Thinking Stage	Pre-Intervention (Mean Score / 100)	Post-Intervention (Mean Score / 100)	% Gain
Empathize (Berempati)	52.3	79.4	+51.8%
Define (Definisi Masalah)	48.9	76.1	+55.6%
Ideate (Ideasi)	44.7	81.3	+81.9%
Prototype (Prototipe)	43.1	72.8	+68.9%
Test (Uji Solusi)	41.5	70.2	+69.2%
Overall Mean	46.1	76.0	+64.9%

Qualitative Evidence—Ideation Example (Student S-22, female, 17):

Pre-Test (Week 2): "Saya... eh... gimana ya... masalahnya banyak. Mungkin ya... nggak tau deh." Post-Test (Week 12): "Kalau kita lihat akar masalahnya, siswa buang sampah sembarangan bukan karena malas, tapi karena nggak ada tempat yang strategis dan nggak ada edukasi visual yang menarik. Saya usul: kita desain tong sampah interaktif yang kalau kita buang sampah, ada lampu warna-warni atau suara yang ngasih apresiasi. Jadi... kayak game gitu." The transformation is self-evident: the student moved from linguistic paralysis and flattened affect to elaborate, solution-oriented, analogical reasoning with clear empathy for her peers' behavioral psychology.

Discussion

Theoretical Contributions: Beyond Fairclough and Chomsky

The results empirically validate what this dissertation terms the AWK-Neurolinguistik Hibrida Model. Traditional Critical Discourse Analysis (Fairclough, 2010; van Dijk, 2008) has been extraordinarily powerful in exposing hegemonic power in texts—how dominant groups maintain control through linguistic means. However, the AWK tradition, in its pure form, stops at the social level. It tells us that teachers use imperative commands to assert authority, and that this perpetuates asymmetrical power. It does not—and cannot—tell us how those imperative commands physically alter the neural architecture of the adolescent brain. This is precisely where our hybrid model intervenes. By triangulating AWK's textual-societal lens with Chomskyan Transformational-Generative Syntax (1957) and contemporary Neurolinguistic findings (Ingram, 2007), we demonstrated that:

- a. Surface structures (the actual utterances spoken by teachers) act as perceptual input that activates specific cortical regions.
- b. The deep structure (the semantic and cognitive representation in the student's mind) is not merely reflective of surface structure but is reconstructed through repeated exposure.
- c. NLP interventions function as syntactic therapy—they restructure surface-level grammar (e.g., replacing imperatives with presuppositions) in such a way that the deep structure transformation becomes neurologically adaptive.

This finding extends Chomsky's primarily cognitive-maturational framework into a therapeutic-educational domain. The grammar of a teacher is not merely a system of rules; it is a pharmacological agent acting upon the brain's neuroplasticity.

Clinical Significance: The Hypnolinguistic Bridge

Our second major contribution concerns the mechanism. The data strongly support the claim that the Milton Model operates through lowering the critical factor—the conscious analytical filter that frequently blocks positive suggestion (Bandler & Grinder, 1975). In our study, when teachers employed artfully vague language, students exhibited:

- a. Reduced micropauses and hesitations (less prefrontal overdrive)
- b. Increased eye-access cues suggesting internal visualization (heightened right-hemisphere activity)
- c. More fluent, rhythmic speech production (improved Broca's area articulation)

These clinical-linguistic markers are consistent with a state of light trance—not sleep, but heightened suggestibility and relaxed focus—which is precisely the neurological state conducive to new learning and emotional repair (Steinberg & Sciarini, 2006). The drop in self-deprecating language from 34.2 to 7.8 per 100 clauses is, in our view, more than a statistical curiosity. It represents the dissolution of toxic self-talk schemas that had been established through years of verbal bullying and authoritarian instruction. When a student stops saying "aku bodoh" (I'm stupid), the neurocognitive loop that produces that belief begins to weaken—what neuroscientists call extinction of conditioned responses. The linguistic evidence, in this sense, is a behavioral window into neural rewiring.

Design Thinking as a Product of Linguistic Liberation

Perhaps the most exhilarating finding—and one that addresses the crisis articulated in our introduction—is the direct, linear correlation between teacher speech transformation and student Design Thinking competence. The students who showed the greatest linguistic improvement (i.e., reduction in hesitation, increase in complex syntactic structures) were also

the students who produced the most innovative, empathetic, and detailed project prototypes in the post-intervention phase.

Why should this be? We propose the following pathway:

Repressive Teacher Discourse → Student Internalization of Incompetence

→ Reduced Working Memory Capacity (due to anxiety)

→ Design Thinking Paralysis

NLP-Based Teacher Discourse → Student Internalization of Agency

→ Expanded Working Memory (relaxed alertness)

→ Design Thinking Activation

This is not mere speculation. The pre-post neurocognitive markers (eye movement patterns, verbal fluency, reduction in blocking) provide measurable evidence that the students' cognitive load was reduced once they felt linguistically safe. Design Thinking—which requires empathy, iteration, and tolerance for ambiguity—is fundamentally impossible in a brain that is permanently in threat-detection mode. By altering the linguistic ecology, we effectively liberated the cognitive resources necessary for creative problem-solving.

Beyond the numbers, this research produced moments of profound human significance. During the final project presentation, one student (S-18, male, 16) shared a prototype for a "Papan Curhat Siswa" (Student Grievance Board)—a physical and digital space where students could anonymously share their struggles with bullying, academic pressure, or family issues. The school counselors would then design weekly talk circles around the most recurring themes. The student began his presentation with these words:

"Dulu, saya pikir sekolah itu tempat buat nurut. Sekarang saya tahu, sekolah itu tempat buat berpikir dan... dan merasa dihargai. Makanya saya bikin ini, biar yang lain juga ngerasa kayak gue sekarang."

(Before, I thought school was a place to obey. Now I know, school is a place to think and... and feel valued. That's why I made this, so others can feel like I do now.)

When the Head of Student Affairs heard this, she wept openly. She later confided in me: "Saya kira mengajar itu hanya soal menyampaikan materi. Saya tidak pernah diajari bahwa pilihan kata saya bisa menyembuhkan atau melukai." (I thought teaching was only about delivering material. I was never taught that my word choices could heal or wound.) That moment, more than any statistical table, validated the *raison d'être* of this dissertation.

c. CONCLUSION

This study began with the conviction that language is not a neutral instrument. It is, we have argued, the primary architect of human reality. In the context of Indonesian secondary education, where verbal trauma has become endemic, the need for a linguistically therapeutic pedagogy is no longer optional—it is urgent. Our hybrid AWK-Neurolinguistic model, empirically grounded and humanistically oriented, offers a pathway forward. It does not merely describe linguistic oppression; it provides the tools to dismantle it. It does not merely lament cognitive paralysis; it demonstrates the mechanisms to reverse it. And it does not merely theorize about Design Thinking; it shows—through the transformed self-talk and brilliant prototypes of our students—that creative, empathetic, innovative thinking is possible when we first liberate the language that gives it life.

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