



Plagiarism Checker X Originality Report

Similarity Found: 22%

Date: Thursday, November 07, 2019

Statistics: 454 words Plagiarized / 2020 Total words

Remarks: Medium Plagiarism Detected - Your Document needs Selective Improvement.

1 LEARNING MODELS STARTING WITH **BRAIN GYM IN LEARNING ENGLISH**
VOCABULARY AT ELEMENTARY SCHOOL Amalia Yahya IAIN Palopo Abstack Teaching English Vocabulary to the **elementary school students** is a challenge. Children in age ten to age 15 are in critical period. In this period they can get the lesson easily if they have good **motivation to study** especially in studying English.

In elementary school, **the teacher should have** a good creativity **in order to** handle the class very well. **The teacher should** find some strategies to make the students keep concentrating on the lesson. In addition, the main role of **teacher is to** make their students motivated in learning.

This article is aimed at explaining Learning Model Starting with **Brain Gym in Learning English** Vocabulary at Elementary School. **Brain gym is a simple movement** which involves some points which is related **to the brain** of human. It can make the students easily to breath, the blood circular can be in a good circulation.

The movement of **brain gym can increase the students'** concentration in learning, strengthen the students' motivation, develop the students' self confidence, self esteem, and togetherness feeling and can reduce the students' stress in learning Keywords: Brain gym, Vocabulary. INTRODUCTION Teaching English to the **elementary school students** is a challenge. Children in age ten to age 15 are in critical period.

In this period they can get the lesson easily if they have good **motivation to study** especially in studying English. In elementary school, **the teacher should have** a good creativity **in order to** handle the class very well. **The teacher should** find some strategies to make the students keep concentrating on the lesson.

In addition, the main role of **teacher is to** make their students motivated in learning. In addition, related to the English learning process, teachers of English should find some activities that **can motivate the** students to study the language and also create a 2 good atmosphere in the classroom.

One way to create a good condition in teaching English **in their classroom** is by using learning models starting with brain gym. It is really a delightful technique and also appropriate in the earlier **stage of the** language learning. **BRAIN GYM IN VOCABULARY CLASS** One of the way **to increase the students'** concentration in learning is through Brain gym.

It **is a simple movement** which involves some points which is related **to the brain** of human. It can make the students easily to breath, the blood circular can be in a good circulation. The movement of **brain gym can** **increase the students'** concentration in learning, strengthen the students' motivation, develop the students' self confidence, self esteem, and togetherness feeling and can reduce the students' stress in learning (Dennison, 2004:21) A search in contemporary dictionaries reveals **that learning is** "acquiring or getting of knowledge of a subject or skill by **study, experience or** instruction.

Skinner (2009: 3 in Sobry) state that " **learning as a** process adaption or adjustment of behavior that is going on progressive. Then, M. Sobry Sutikno (2009:3) states that " **learning as a** process that is done someone **to get a** new changing **as a result** experience itself in interction with environment. In addition, C.T Morgan (2009:4 in Sobry) states "learning is relatively permanent changes in an individual's knowledge or behavior that result from previous experience.

Furthermore, Brown (1994: 7) says that learnig is "aquiring of getting knowledge of a subject or skill by **study, experience or** instruction." Another definition of learning is also proposed by **Kimble and Garnezy** (in Brown, 1994:7). They define **learning as a relatively permanent change in s behavioral tendency and are the result of reinforced practice.**

3 According to definitions above, learning activity is a process which can motivate someone to change their behavior and maturation into relatively permanent position through experiences that involves their cognitive process, **and should be** done interactively between **the teacher and** the students. The interactive nature of learning means that evaluations designed to guide instruction **must focus on** interaction themselves, not on individual component of interaction.

Teachers are subjective insiders involved in classroom instruction as they go about their daily routines of instructing students, grading papers, taking attendance, evaluating their performance as well as looking the curriculum. Traditional educational researchers who develop questions and design studies around those questions and conduct research within the schools are considered objective outside observers of classroom interaction. But when teachers become teacher-researchers, the "traditional descriptions of both teachers and researchers change.

Teacher-researchers raise questions about what they think and observe about their teaching and their students' learning. They collect student work in order to evaluate performance, but they also see student work as data to analyze in order to examine the teaching and learning that produced it". Rose (2000:34) states that to a mind of flint, the teacher must be iron, and strike sparks. To the empty pitcher, the teacher becomes a well.

To the fallow mind, a planter of seeds. To the cluttered mind, a gardener to weed, shape, and clear a space for growing. To the lens, the teacher is light, and to the mind of light, a lens. To the sleeper, the teacher is the wake up call of birds at sunrise. To clay, the teacher is a knowing guide. To the developed mind, the teacher is colleague, listener, friend.

To all, the teacher is a mirror that shows not only the self but the path and its choices, the task and its demands-the difficulties, the joys. To all and from all, the teacher is a learner, a 4 person-and a prism through which the ordinary reveals itself to be miraculous. Most dictionaries define the word "teacher" simply as "one who teachers".

At face value, this may be true, but most of what it means to be a teacher can't possibly be expressed in a single sentence. A teacher is a symbol of learning, a leader of learners, and a miracle to education. Brain Gym in Teaching English Vocabulary at Elementary School Brain gym is a simple movement which involves some points which is related to the brain of human.

It can make the students easily to breath, the blood circular can be in a good circulation. The movement of brain gym can increase the students' concentration in learning, strengthen the students' motivation, develop the students' self confidence, self esteem, and togetherness feeling and can reduce the students' stress in learning (Dennison, 2004:21) Nurhayati (1998: 43) suggested that in teaching English, a teacher should give more activities especially in teaching vocabulary, so they have time to receive and produce the words.

Why must teaching involve various kinds of activities? Because students seem to learn better when engaged in activity which involve more skills in teaching. The advantage of Brain Gym games according to Carrier (1980:6), as follows : Brain gym can be used to change the pace of a lesson and so maintain motivation. Brain gym can change the role of the teacher from that a formal instructor to that manager organizer of activities that students enjoy participating.

This can be useful in reducing teacher-students distance or conflict. Brain gym can increase teacher-students communication and so reduce the domination of the classroom by the teacher. The activity or movement that can be used in teaching vocabulary is classroom brain gym. Movement is imitating something or pretending action.

It is used to get an understanding about a certain skill through process of activities or practices in imitating situation. They also give values of a movement in nine components as follows: 1. Motivator It is a source of fascination and pleasure for students of all ages. It provides a break in classroom routine 2. Efficacy It promotes active involvement in learning 3. Skill It reinforces and maintains inquiry and valuing skill 4.

Responsibility It shifts the burden of responsibility students 5. Sympathy and Empathy The players' ability to identify with the game roles is directly related to their ability to empathies with the individuals whose roles they have assumed. 6. Group process It affords teachers opportunities to study group process in their classroom. 7.

Reality testing It provides students which chances to test reality they will encounter in the adult words. 8. Concept learning The teacher who uses brain gym activity can accommodate the learning styles and competencies of students of varying ability. They are: Phase I Orientation where teacher present the topic. Phase II Participant training where the students begin to get into the simulation.

Phase III The simulation itself where the students participating in the simulation while the teacher function in the role as referee or coach. Phase IV Debriefing where summarize event and perception. The purposes of brain gym method as follows: a. Supplying skill method to the students in their vocabulary systematically. b.

Improving students' comprehending and understanding of various games by efficient and effective. c. Improving achievement of the students in their vocabulary. Based on some ideas above, the researcher can interpret that student's vocabulary depends on the method that they use. Meanwhile, brain gym method is one effective method that can be used in increasing their achievement in vocabulary.

A common procedure for conducting brain gym is doing it at the beginning of the class. The students are asked to prepare their self by paying attention to the instruction given by teacher in the process of brain gym. Another procedure is to look for understanding of students in brain gym movement by testing them with instructions.

Lastly, the procedure of applying brain gym by collaborating all the movements in one meeting. So every meeting there will have some various collaboration of movements. The advantages of Barin Gym according to Carrier (1980:6), as follows : a. Brain gym can be used to change the pace of a lesson and so maintain motivation. b. Brain Gym can be used to punctuate long formal teaching units and renew students energy before returning to more formal learning. 7 c.

Brain gym can change the role of the teacher from that a formal instructor to that manager organizer of activities that students enjoy participating. This can be useful in reducing teacher-students distance or conflict. d. Brain gym can increase teacher-students communication and so reduce the domination of the classroom by the teacher.

From the explanation above, it can be concluded that the use of Brain gym in learning process is very important, useful, appropriate, effective way in facilitating the students in a teaching. CONCLUSION Based on the describing above, the researcher concludes that one of important point in teaching is teacher should give full the attention especially in vocabulary skill. Therefore, in teaching vocabulary a teacher is required to used a good strategy.

Actually, there some technique that can be used to teach vocabulary but the researcher using only focus to explain the contribution of brain gym in developing student vocabulary. Brain gym is a simple movement which involves some points which is related to the brain of human. It can make the students easily to breath, the blood circular can be in a good circulation.

The movement of brain gym can increase the students' concentration in learning, strengthen the students' motivation, develop the students' self confidence, self esteem, and togetherness feeling and can reduce the students' stress in learning. REFERENCES 8 Azar, Betty. (1992). Fundamental of English Grammar. New Jersey: Prentice Hall. Collier Macmillan International. (1971) The Key to English Vocabulary. London: Macmillan Limited. Dahmin, Omar. (1988).

Learning English through the Games of Cubes. English Teaching Forum. Volume xxvi

Number 1 January 1988. Depdikbud, (1985). Petunjuk Pelaksanaan Praktek Mengajar dan Petunjuk Pelaksanaan Sistem Penilaian. Jakarta Frankel, Jack R. (1975). **Helping students Think and Values Strategies for Teaching the Social** Studies. Englewood Cliffs. New Jersey Prentice/ Hall International Inc Harmer, Jeremy. (1991).

The **Practice of English Language Teaching**. New York: Longman Hornby, A.S. (1974). **Oxford Advanced learner's Dictionary of current English**. Tokyo : London Oxford University Press. Soejito. (1992). Kosa Kata Bahasa Indonesia. Jakarta: PT. Gramedia Pustaka Utama Jakarta Wallace, Michael. (1989). Teaching Vocabulary. ELBS. New York: Oxford University Press Inc. Webster, Mariam. (1990). Webster's ninth New Collagist Dictionary.

Massachusetts : Meriam – webster Inc. Publisher.

INTERNET SOURCES:

<1% -

<https://teachthought.com/critical-thinking/10-team-building-games-that-promote-critical-thinking/>

<1% - <https://www.wikihow.com/Study>

<1% - <https://quizlet.com/113050384/school-flash-cards/>

<1% -

<https://www.britishcouncil.org/voices-magazine/how-keep-your-students-motivated>

<1% - <https://www.thoughtco.com/what-is-the-role-of-a-teacher-2081511>

<1% - <https://carm.org/more-stuff/features/brain-gym>

1% - <https://www.pinterest.com.au/amychesney11/brain-gym-for-kids/>

<1% - https://www.ugr.es/~portalin/articulos/PL_numero12/2%20Merce%20Bernaus.pdf

<1% -

<http://www.ascd.org/publications/educational-leadership/sept08/vol66/num01/Seven-S-Strategies-for-Building-Positive-Classrooms.aspx>

<1% -

<https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/teaching-tools/inclusive/learning-behavioural-differences.pdf>

<1% -

<http://research.avondale.edu.au/cgi/viewcontent.cgi?article=1000&context=teachcollection>

<1% - <https://brainconnection.brainhq.com/2013/03/05/the-anatomy-of-movement/>

<1% - <https://www.coursehero.com/file/14367251/Chapter-13-PPT/>

<1% - <http://jurnal.untidar.ac.id/index.php/transformatika/article/view/186/137>

1% - <http://www.preservearticles.com/psychology/operational-theory-of-learning/2278>

<1% - <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4355834/>
<1% -
<https://www.interaction-design.org/literature/book/the-encyclopedia-of-human-computer-interaction-2nd-ed/usability-evaluation>
1% - <https://cacapitnikka.blogspot.com/>
<1% -
<http://www.hewlett.org/wp-content/uploads/2016/08/EvaluationPrinciples-FINAL.pdf>
1% -
<https://blablawriting.com/importance-of-research-in-school-society-and-teacher-essay>
<1% - http://www.ascd.org/ASCD/pdf/journals/ed_lead/el_199204_vandeweghe.pdf
1% - <https://thmeaningofteachin.blogspot.com/>
5% - <https://patriciatourne.blogspot.com/>
1% - <https://ornelagjinali.blogspot.com/>
1% - <https://www.pinterest.com/pin/92886811034832316/>
<1% - <https://gr.pinterest.com/pjmcongongle/classroom-games/>
<1% -
<https://ayudewiputri.blogspot.com/2012/01/teaching-vocabulary-using-picture.html>
<1% - <https://www.alternet.org/authors/thom-hartmann/feed>
<1% - <http://www.fao.org/3/W7504E/w7504e07.htm>
1% - <https://www.pinterest.com.au/sheppiemaebd/>
<1% -
<https://www.lawteacher.net/free-law-essays/international-law/rules-of-evidence-before-the-international-court-of-justice-international-law-essay.php>
<1% - https://en.wikipedia.org/wiki/Emotional_intelligence
<1% -
https://www.researchgate.net/publication/237280697_Research_on_Group_Work_and_Collaborative_Work_and_Its_Implications_For_Primary_School_Teachers
<1% - <https://www.sciencedirect.com/science/article/pii/S0890856709633499>
<1% - <https://www.pinterest.com/pin/212021094932377866/>
<1% - https://pure.tue.nl/ws/files/137380283/20191028_An.pdf
<1% - <https://quizlet.com/205451216/research-methods-final-ch-6-10-flash-cards/>
<1% - <https://education.wm.edu/centers/ttac/documents/packets/adhd.pdf>
<1% - <https://teachers.net/mentors/learning-research/topic468/>
<1% - https://www.tesol.org/docs/books/bk_ELTD_Listening_004
<1% -
<https://oer.galileo.usg.edu/cgi/viewcontent.cgi?filename=2&article=1000&context=ecampus-ecoretext&type=additional>
<1% - <https://getc2017.sched.com/list/descriptions/>
<1% -
<https://jurnalkwangsan.kemdikbud.go.id/index.php/jurnalkwangsan/oai?verb=ListRecord>

ds&metadataPrefix=oai_dc

<1% - <https://andikamil.blogspot.com/2013/10/proposal-binggris-effectiveness-of.html>

<1% - <http://www.brainmetrix.com/>

<1% -

https://mafiadoc.com/reproductions-supplied-by-edrs-are-the-best-that-can-be-made_59b0b1e21723ddc0c5016c12.html

<1% - http://www.philadelphia.edu.jo/Library/600/650/En/MANAGEMENT_EN.HTM

<1% - <https://library.umd.umich.edu/newbooks/2015/july.php>

1% - <http://eprints.ums.ac.id/24323/9/BIBLIOGRAPHY.pdf>

<1% - <https://www.loot.co.za/index/html/index4161.html>

<1% - https://id.wikipedia.org/wiki/Kapal_perusak



IAIN PALOPO