CHAPTER I
INTRODUCTION

This research focuses on the effectiveness of Brain Gym method to improve students’ English achievement. This part discusses the background, the research question, the objective of the study, the significance of the study, the scope and limitation of the study, the definition of key terms, and the paper organization from this research.

A. Background of the Study

Junior high school students, especially from rural areas face major difficulties in learning English. They come from different backgrounds, and education. Based on the English teacher of MTS N Krian students hardly speak English outside the classroom. Instead, they speak in their mother tongue to their family members at home and to their friends in their communities. They do not like learning English because they think that English language is a very difficult subject and they do not have the interest to learn it.

According to Gunawan there are several factors that make students feel bored (1) Students do not have learning motivation (2) Students competence in understanding the lesson.¹ Students do not know the benefits from the lesson. It will close students think. This problem will affects the students’ English achievement. Therefore, a teacher has to cooperate with other teacher to make

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¹ Gunawan Adi, Genius Learning Strategy (Jakarta: PT Gramedia Pustaka Utama, 2012), 376
students know the benefits of the lesson and want to study English well. This is the biggest work for teacher to find out activity, media and method that can improve students English achievement and suitable for them.

One of method that can be used for teacher is Brain Gym method. Brain Gym was created by Dr. Paul Dennison and Gail E. Dennison. Based on Dennison’s discover there is correlation between development of body, mastery of language, and academic achievement. Brain Gym is a series of exercises designed to help students coordinate their brains and their bodies better. “Movement is the door to learning”. By several bodies movement from brain gym method learning will be enhanced because the left and right brain, front and back brain, top and bottom brain will be coordinated. Therefore, this holistic approach can find balance between parts of the brain and the body. Meanwhile, “traditional teaching and learning concepts focus on the left brain right brain conflict”. Teacher focuses on left brain, ignores to utilize the right brain in the learning process.

English teacher in MTs N Krian still used traditional method to teach English. Traditional method means that they usually explain and ask to answer

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4 Dennison, Paul E. and Gail E. Dennison, *Brain Gym*….30
question during the class. Teacher just focuses on the left brain. Therefore Brain Gym method could be a method to improve students’ English achievement.

Brain gym is one of enjoyable activity that can be used at start, end, or during the lesson. It is suitable for first year students because the movement of Brain gym looks like childish movement. It might be loved by first year students who are still in transition from childhood period. First year students still have basic knowledge about English language because every elementary school does not necessarily provide English language subject. They are new students in Junior High School which come from different school background. They still adapt with new friend, teacher, and environment. They need to enhance their knowledge and get support for their learning English well from the beginning.

Referring to the advantage of Brain Gym and the need to facilitate students’ learning is worth conducting this research about “the effectiveness of Brain Gym to improve students’ English achievement among the first year students’ of MTs N Krian, Sidoarjo.

B. Research Question of the Study

From the background above, the research question of this study is “Is Brain Gym method more effective than traditional method in improving students’ English achievement among the first year students’ of MTs N Krian, Sidoarjo?”
C. Objective of the Study

According to the research question above, the objective of the study is to know the effectiveness of brain gym to improve students’ English achievement among the first year students’ of MTs N Krian, Sidoarjo.

D. Significance of the Study

For researcher the result of the research is expected to give benefit that Brain Gym method is effective to teach English. For teacher, the result of this research can be used as a reference that brain Gym method is effective to improve students’ English achievement. For reader, the result of this research can enrich knowledge about the effectiveness of Brain Gym method to teach English.

E. Scope and Limitation of the Study

This study only focuses on investigating whether Brain Gym method more effective than traditional method in improving students’ English achievement among the first year students’ of MTs N Krian, Sidoarjo.
F. Definition of key terms

Brain Gym: Movement designed to help students coordinate their brains and their bodies better. 12 movements used in this research.

Traditional method: Method that usually used in MTs N Krian. Teacher explains the lesson and asks to do the task.

English achievement: Improvement in English language skills; listening, speaking, reading, and writing by conducting test

G. Hypothesis

Ha: There is effectiveness of Brain Gym Method in improving the English students’ achievement among first year students of MTs N Krian, Sidoarjo.

H. Research Paper Organization

The research paper organization entitled” The Effectiveness of Brain Gym to Improve the English Achievement among First Year Students of MTs N Krian, Sidoarjo” consists of five chapters.

CHAPTER 1: Introduction it deals with the background of the study, the problem of study, the objectives of the study, the scope and limitation of the study, the significance of the study, the

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5 Dennison Paul-Dennison Gail, Brain Gym (Jakarta: Gramedia, 2009), 1
definition of key terms, the hypothesis and the research paper organization.

CHAPTER II: Review of related literature. It consists of the previous researches, the review on Brain Gym, and the review of achievement. The review of Brain Gym consists of the definition of Brain Gym, the function of Brain Gym and the Brain Gym movements. The discussion of achievement consists of the definition of achievement, the measure of students’ achievement, and the factors that influence achievement.

CHAPTER III: Research method, it consists of the research design, the population, the sample, the setting of the study, the procedure of the study, the research variable, the data and source data, the data collection technique, the research instrument, and the data analysis technique.

CHAPTER IV: The result and discussion. The result consists of validity instrument, reliability instrument, Wicoxon Matched Pairs, and discussion.

CHAPTER V: Conclusion and suggestion.