

The Implementation of PAIKEM Model by Teachers in Teaching English in The Classroom at SMPN 5 Bengkulu City

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Abstract

Teaching is not only the process of transferring knowledge from teacher to the students. A certified teacher must be creative to implement learning process which can make students do more something than just listen. PAIKEM is the learning model which concentrate students to involve actively in the thinking process and construct the knowledge independently in the fun learning atmosphere, so that appearing their potential and get meaningful learning. The objectives of this research were to know and describe how was the implementation of PAIKEM Model by English teachers in teaching English in the classroom at SMPN 5 Bengkulu city. Respondents of the research were the certified English teachers of seventh and eighth grade students of SMPN 5 Bengkulu city. This research used descriptive qualitative method. The researcher collected the data through classroom observation and documentation. While, data were analyzed by technique: reducing the data, describing the data, and making conclusion. The result of the research showed that PAIKEM Model wasn't implemented maximally yet by certified English teachers at SMPN 5 Bengkulu city. They don't always implement PAIKEM Model in every teaching and learning English in the classroom and they rarely used the cooperative learning but they had constructed students' activeness by implementing: Question and Answer, Explicit Instruction, Guided Note Taking, Talking Stick, and Make A Match of PAIKEM Models. The suggestions of the research are the certified English teachers are hoped to be able to more familiar with PAIKEM model in order to increase and develop their creativity and performance seriously in designing English teaching and learning process. The students should accustome to read and think habit actively in order to increase the knowledge, affective aspect and grow creativity in learning English.

Keyword: PAIKEM Model; English Language Teaching; Teacher Creativity; Student Activeness; Certified Teachers.

Abstrak

Mengajar bukan sekadar proses mentransfer pengetahuan dari guru kepada siswa. Seorang guru bersertifikat harus kreatif dalam menerapkan proses pembelajaran yang mampu membuat siswa melakukan lebih banyak hal daripada sekadar mendengarkan. PAIKEM adalah model pembelajaran yang memfokuskan siswa untuk terlibat aktif dalam proses berpikir dan membangun pengetahuan secara mandiri dalam suasana belajar yang menyenangkan, sehingga potensi mereka muncul dan mendapatkan pembelajaran yang bermakna. Tujuan dari penelitian ini adalah untuk mengetahui dan mendeskripsikan bagaimana implementasi Model PAIKEM oleh guru Bahasa Inggris dalam mengajar di kelas di SMPN 5 Kota Bengkulu. Responden penelitian ini adalah guru Bahasa Inggris bersertifikat yang mengajar siswa kelas tujuh dan delapan di SMPN 5 Kota Bengkulu. Penelitian ini menggunakan metode kualitatif deskriptif. Peneliti mengumpulkan data melalui observasi kelas dan dokumentasi. Sementara itu, data dianalisis dengan teknik: reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa Model PAIKEM belum diimplementasikan secara maksimal oleh guru Bahasa Inggris bersertifikat di SMPN 5 Kota Bengkulu. Mereka tidak selalu menerapkan Model PAIKEM dalam setiap proses belajar mengajar Bahasa Inggris di kelas dan jarang

menggunakan pembelajaran kooperatif (*Cooperative Learning*). Namun, mereka telah membangun keaktifan siswa dengan menerapkan beberapa teknik Model PAIKEM seperti: Tanya Jawab (*Question and Answer*), Instruksi Eksplisit (*Explicit Instruction*), Catatan Terpandu (*Guided Note Taking*), Tongkat Berbicara (*Talking Stick*), dan Mencari Pasangan (*Make A Match*). Saran dari penelitian ini adalah guru Bahasa Inggris bersertifikat diharapkan dapat lebih mengenal model PAIKEM guna meningkatkan dan mengembangkan kreativitas serta kinerja mereka secara serius dalam merancang proses belajar mengajar Bahasa Inggris. Siswa juga harus membiasakan diri dengan budaya membaca dan berpikir aktif untuk meningkatkan pengetahuan, aspek afektif, dan menumbuhkan kreativitas dalam belajar Bahasa Inggris.

Kata Kunci: Model PAIKEM; Guru Bahasa Inggris; Guru Kreatif; Siswa Aktif; Guru Sertifikasi.

INTRODUCTION

Nowadays English is one of the compulsory subjects in the Junior High School but some students don't understand English material and assumed that English is the difficult learning. Some students are still be passive in the classroom because some of teachers tend to adapt and use the conventional model in the teaching and learning process in the classroom. Therefore, teaching English is not only the process of transferring knowledge from teacher to students, but they must experience a sequence of activities learning which implemented by teacher in the teaching and learning process. They do not only need to get English knowledge many more, but learning process of English must make students do more something than just listen. They must practice the language so that they can get meaningful learning (Riyanto, H. Y., 2014). A certified English teacher must be creative to implement learning process which make students can maximize their potential thinking so that they can more understand the material easily. PAIKEM is the learning model that has characteristic *Pembelajaran, Aktif, Inovatif, Kreatif, Efektif and Menyenangkan* which concentrate students to involve actively in the thinking process and construct the knowledge independently both of grouply or individually in the fun learning atmosphere, so that appearing their potential and get meaningful learning (Richards, J. C., 2001). SMPN 5 is one of the favorite Junior High School in Selebar district of Bengkulu city. As a result, attempts were made to answer the following research question in this study: "How was the implementation of PAIKEM Model by the certified English teachers at SMPN 5 Bengkulu city?". So, the objectives of this research were to know and describe how was the implementation of PAIKEM Model by English teachers in teaching English in the classroom at SMPN 5 Bengkulu city.

According to Khoiru (2011:30) PAIKEM is the learning model that has characteristic Learning, Active, Innovative, Creative, Effective and Fun. It is an abbreviation of Learning (*Pembelajaran*), Active (*Aktif*), Innovative (*Inovatif*), Creative (*Kreatif*), Effective (*Efektif*), and Fun (*Menyenangkan*). Learning points to the learning process which puts learners as center stage performance. Learning emphasizes that learners as sentient beings comprehend the significance of the interaction themselves with the environment that produces the experience is the necessities. It is the necessities for developing the potential of humanity. Active means in teaching and learning process, teacher must create the best learning atmosphere so that students can be active to give question, express idea, logical thinking, and search the data and information which they need to solve the problem. Learning is indeed an active process of the learner in building knowledge, not a passive process that only accepts master's lecture about the endless flow of knowledge. Active learning is the learning process that fosters the dynamic learning for learners. Innovative is the innovations that are created by teacher in teaching and learning process that can take the attention of students. Teacher can facilitate learning activities which gives an opportunity to the students to find something through a rehearsal for learning activities. Creative is teacher creates the varied teaching and learning activity so that can complete the level of various skill or students' ability. Student should be able to critical thinking so that creativity can be developed in comprehending problem, planning of solving problem, doing plan to solving problem and check appropriate answer and its steps Effective is the teaching and

learning process which has to be able to produce what must be mastered by students, if there is no result so that the learning just like the usual game. Effective learning "facilitates" the students learn something "useful" in order to achieve learning objectives accordance with expected teacher. Fun is the atmosphere of teaching and learning that enjoyable. Students concentrate their attention fully on study so that the time of their attention is high. Learning is not a mental pressure on him, but it is the soul that calls to be done. The fun learning process will make students do sincerely, happy, confidence, and comfortable to learn.

PAIKEM model is more concentrate to students. PAIKEM is a model which provides the more opportunities students to participate, talk, practice, or experience the learning. Students must be active to involve themselves in the thinking process and solve the problem without frightening. Students direct experience the real situation of learning which they can learn by their own efforts so that they tend to understand be easier about instructional material. According to Hamzah (2011:79-117) and Suprijono (2009:89-109) there are 23 models of PAIKEM which can be implemented in teaching and learning process. They are: Demonstration, Question and Answer, Guided Note Taking, Giving Question and Getting Answer, Talking Stick, Everyone Is Teacher Here, Index Card Match, Make A Match, Picture and Picture, Student Facilitator and Explaining, Explicit Instruction, Simulation, Numbered Head Together, Two Stay Two Stray, Group Investigation and Discussion, Think Pair Share, Snowball Throwing, Jigsaw, Point Counter Point, Example Non-Example, Concept Sentence, Student Teams–Achievement Divisions, and SQ3R.

Khoiru (2011:141) said that steps of teaching English by PAIKEM model includes three steps namely the pre activities, while of activities, and post activities. The allocation of time for each step is the pre activity approximately 5-10% of lesson time available, the while activity approximately 80% of the time the lessons that have been provided, and the post activity cover time approximately 10-15% of the time the lessons that have been provided.

1. The pre activities is the first activities that is implemented by teacher to create the effective and condusive learning atmosphere by preparing students to focus themselves in order to be able join the learning process well and students have been ready mentally to learn knowledge, skill, and new behavior. This activity is heating or inception to build spirit study of students by doing apperception, pray before studying, storytelling, physical activity, or sing a song.
2. The while of activity is the process of implementing PAIKEM which focus on the process of formation learning experience for students. In this activity aimed to develop and practice four skills of English. Implementing instructional material is done by using some varied model and systematically presentation which done classically, small group or individual. Teacher test student's knowledge about varieties of instructional material or the groups present the result of students' team work. In this process also use the instructional media both of example thing or relevant activity which can stimulate students to response the substance material, students also do exercise by guidance, controlling, correcting of mistake and the way to solve or improve it from a teacher until students can finish exercise correctly without teachers helping, provide recognition and evaluation students' performance. Teacher appreciates their students' work and concede each effort and students' achievement or groups by giving variation rewards or congratulation.
3. The post activity, it is rest activities and assessing the outcome learning of students and follow up process. They conclude the result of learning that has done, or tell story, music, moral message,etc.

The steps of teaching must be done sistematically by teacher in the classroom, teacher must be creative to design the process of teaching and activities that compatible with those steps and students needs so that students will experience the learning activity. According to Khoiru (2011) In implementing PAIKEM, teacher needs to pay attention some components:

1. Allocated time by teacher and students in finishing each step-in learning activities.

2. A step of teaching activity, is a sequence of teachers in implementing instructional material to students.
3. Learning model is the model which is used by teachers in organizing instructional material and students in order to occur the effective and efficient learning process.
4. Media, instruments and lesson materials that are used by teacher and student in a learning activity.

English language learning should not merely be a transfer of knowledge, but must actively involve students to achieve meaningful learning. The PAIKEM model (Active, Innovative, Creative, Effective, and Fun Learning) serves as an alternative to create a conducive learning atmosphere and increase student motivation (Richards, J. C., & Renandya, W. A., 2002). This study aims to describe the implementation of the PAIKEM model by certified English teachers at SMPN 5 Bengkulu City.

METHODOLOGY

This research used descriptive qualitative method. The researcher tried to describe the reality of the research's object about the implementation of PAIKEM Model by teachers in teaching English process at SMPN 5 Bengkulu city. Participants were the certified English teachers of seventh and eighth grade at SMPN 5 Bengkulu City for the observation and informal interview. Two major instruments were used in this research, an observation checklist and documentation. Observation checklist was used to note the result of observation toward the teachers and students' activities in implementing PAIKEM model in the classroom. Items were observed includes steps of teaching, teaching model, instructional media, and allocated time of implementing of PAIKEM model in the classroom. Documentation included lesson plan (RPP) which was used by English teachers when teaching English in the classroom. Lesson plans prepared by teachers were analyzed to see the consistency between teaching/learning activities in the classrooms especially on the implementing of model in teaching English materials and steps of teaching/learning activities and the lesson plans.

The researcher analyzed the data by reducing the data, it was an activity to select the data which suitable to focus of problems. Researcher must be detailed and accurate to use the data which are compatible with the problem. Describing the Data, data which have been reduced then were displayed according to sequence and necessities of problem. Making a conclusion based on description of data, after the data were acquired, the researcher started to analyze, described, and explained the result of research by making conclusion and verification from a various step in the research for investigating problems and displaying it in the result based on research problems which is needed to answer (Sugiyono, 2010).

RESULT & DISCUSSION

In the first meeting teacher 1 and teacher 2 tended to implement Explicit Instruction, Question and Answer, and Guided Note Taking of PAIKEM Model in the English teaching and learning activity. But Guided Note Taking was implemented by the teacher 1 in the second meeting. They taught materials by using Explicit Instruction where teacher prepared students to study and demonstrate knowledge and skill by using question and answers or conventional model. Students were involved in Question and Answer to stimulate their thinking in stating their understanding and to know how far the material can be understood and mastered by students. After that, teacher guides a training by involving students on other activities such as read sentence by sentence or word by word after teacher pronounced it. Teacher usually gave feedback to the students. Then, check students' understanding by giving tasks through Guided Note Taking model which focus on listening skill. Teacher emptied some sentences in the worksheet and students must think critically to complete the text with the right words after listening the teacher.

Teacher 1 also used to talk stick model by a little modification to check the students' understanding about the materials by adding the new some questions which were outside the prime questions. She chose some students one by one by using pointing finger and then she gave the different questions. The pointed students must answer the teacher's question orally.

Teacher 2 also used make a match model in the second meeting. Teacher used card to develop materials which has been learned before and make students more understand it. Make a match model can stimulate students actively to think the meaning of sentence so that they can find its couple by matching two cards in limit time. Teacher facilitated students individually to more understand active and passive sentence by matching sentence of the card.

Based on the results of classroom observations and a review of the research findings, it is evident that while the PAIKEM model has been generally adopted by certified English teachers at SMPN 5 Bengkulu City, its implementation has not yet reached an optimal or maximum level. Throughout the teaching and learning process, many students were still unable to actualize their thought processes and showed a lack of interest in involving themselves actively. Even when teachers attempted to stimulate student thinking and initiate communication, students often appeared lazy or struggled to grasp the instructional material, resulting in a lack of positive response. This finding aligns with research conducted by Zasrianita (2017) in her study "PAIKEM Model by Teachers in Teaching English," which also noted that although teachers understand the theoretical framework of PAIKEM, the practical application often faces significant hurdles. Zasrianita (2017) emphasizes that the essence of PAIKEM lies in creating a student-centered environment; however, similar to the situation at SMPN 5 Bengkulu, many classrooms still struggle with student passivity.

Furthermore, the data shows that teachers on average tend to rely on simple iterations of the PAIKEM model and rarely implement varied or complex cooperative structures. This lack of variation is a critical point also highlighted by Jacobs, G. M., Ball, J., & Gan, S. L. (1997), who argues that the "Innovative" and "Creative" components of PAIKEM require teachers to continuously adapt their methods to the students' needs. When teachers stick to repetitive or overly simplified techniques, student motivation tends to stagnate. The difficulty students face in thinking critically about the material, as observed in this study, suggests a gap between the teacher's instructional design and the students' readiness levels. As Harmer, J. (2001) points out, for PAIKEM to be effective, teachers must not only be facilitators but also creators of a "Fun" (Menyenangkan) atmosphere that lowers students' anxiety and encourages them to take risks in using the English language. Without this creative bridge, the implementation remains a formality rather than a transformative educational experience.

The research findings indicate that English teachers at SMPN 5 Bengkulu City typically utilize an 80-minute instructional block, structured into pre-teaching, whilst-teaching, and post-teaching stages. However, the media employed remains conventional, such as textbooks, copied texts, and cards, with a noticeable lack of utilizing the surrounding environment as a learning resource. This limitation suggests that instructional media are not yet creative or varied. This condition is in line with the principles stated by Brown & Lee (1994) in *Teaching by Principles*, which emphasize that for language pedagogy to be truly interactive, teachers must move beyond "textbook-bound" instruction. Brown argues that interactive teaching requires a rich variety of sensory input to sustain student interest and facilitate cognitive mapping. The reliance on simple media at SMPN 5 hinders the "automaticity" and "meaningful learning" that Brown describes as essential for long-term language retention.

Furthermore, while teachers have attempted to foster activity through techniques like Question and Answer, Talking Stick, and Make a Match, the implementation of the PAIKEM model remains sub-optimal. The primary hurdle is the infrequency of cooperative learning due to classroom management constraints, such as noise levels and student over-dependence on certain peers. This finding is further supported by Asari et al. (2021), who state that the "Effective" (E) and "Fun" (M) components of PAIKEM can only be achieved when teachers possess strong classroom management skills. Asari et al. highlight that PAIKEM is not merely about using games or active techniques, but about creating a structured environment where every student is accountable. The noise and "free-rider" problems observed in this study reflect a common challenge in PAIKEM implementation where the "Innovative" aspect is present in theory but fails in practice due to a lack of strategic grouping.

The gap between the intended PAIKEM model and its reality at SMPN 5 Bengkulu City stems from a lack of media variation and a struggle to balance student activity with classroom order. As suggested by both Brown's interactive approach and Asari's modern PAIKEM framework, teachers must transition from being mere "knowledge transmitters" to "classroom managers and creative facilitators" who can utilize diverse resources to minimize student passivity.

The main obstacles in implementing PAIKEM include:

1. Student Factors: A lack of vocabulary and poor reading habits make students reluctant to engage in critical thinking.
2. Teacher Factors: Teacher creativity remains low in designing varied materials, and there is a lack of deep understanding regarding the different variations of the PAIKEM model.
3. Facilities Factors: Available learning media facilities are still minimal, which hinders the support for an optimal teaching and learning process.

The research findings at SMPN 5 Bengkulu City reveal that while certified English teachers have initiated the use of the PAIKEM model, its implementation has not yet reached its maximum potential. To facilitate and motivate students, teachers primarily utilized simplified versions of PAIKEM, such as Question and Answer, Explicit Instruction, Guided Note Taking, Talking Stick (with minor modifications), and Make A Match. These methods were supported by simple, topic-appropriate media and were strategically integrated into the various stages of the lesson based on the available time.

The current implementation patterns at SMPN 5 can be further analyzed through the lens of research by Maryati, Maryadi, and Sutopo (2018). Their study underscores that active student engagement within classroom activities - a core pillar of the PAIKEM framework - is fundamental to effective vocabulary acquisition. While techniques such as Make A Match and Talking Stick are employed at SMPN 5 as instruments for vocabulary reinforcement, their suboptimal execution poses a significant challenge. Consequently, the vocabulary 'memorization' phase likely remains at a superficial level, as the lack of maximal implementation prevents students from achieving deeper cognitive processing and long-term retention of the language.

According to the comparative research, a student's ability to comprehend reading material is heavily dependent on their mastery of vocabulary. If the PAIKEM model is only applied simply or inconsistently, students may lack the deep vocabulary processing required to achieve high reading comprehension scores. In the context of SMPN 5, the limited variation in PAIKEM models suggests that while students are being "active," they may not be engaging in the intensive vocabulary-building exercises that directly impact their reading achievement. Therefore, for the PAIKEM model to effectively improve reading comprehension, teachers must move beyond basic implementation. They should ensure that active techniques like Guided Note Taking are specifically designed to help students memorize and internalize new vocabulary, thereby creating a stronger foundation for their overall English reading proficiency.

CONCLUSION

The implementation of PAIKEM at SMPN 5 Bengkulu City has commenced but has not yet reached its full potential. Certified English teachers tend to utilize simple and individualistic models rather than complex cooperative models. It is suggested that teachers further enhance their creativity in media usage and deepen their understanding of innovative learning models to foster a more active and enjoyable classroom atmosphere. Therefore, the certified English teachers are hoped to be able to more familiar with PAIKEM model in order to increase and develop their creativity and performance seriously in designing English teaching and learning process by implementing more varied PAIKEM Model into practice of teaching English in the classroom. Then, the Junior High School seventh and eighth grade students of SMPN 5 Bengkulu city should accustom to read and think habit actively in order to increase the knowledge, affective aspect and grow creativity in learning English.

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