PAIKEM MODEL BY TEACHERS IN TEACHING ENGLISH

Fera Zasrianita

Abstract: *Pada dasarnya, PAIKEM merupakan model pembelajaran yang membuat siswa terlibat dalam berbagai kegiatan yang mengembangkan pemahaman dan kemampuan mereka dengan penekanan pada belajar melalui berbuat. Kemudian guru menggunakan berbagai alat bantu dan berbagai cara dalam membangkitkan semangat, termasuk menggunakan lingkungan sebagai sumber belajar untuk menjadikan pembelajaran menarik, menyenangkan, dan cocok bagi siswa. Guru juga mengatur kelas dengan memajang buku-buku dan bahan belajar yang lebih menarik dan menyediakan pojok baca.Guru menerapkan cara mengajar yang lebih kooperatif dan interaktif, termasuk cara belajar kelompok. Terakhir guru mendorong siswa untuk menemukan caranya sendiri dalam pemecahan suatu masalah, untuk mengungkapkan gagasannya, dan melibatkan siswa dalam menciptakan lingkungan sekolahnya.*

Kata kunci: *PAIKEM, guru, dan mengajar.*

Learning process of English must make students do more something than just listen. The students must read, write, discuss, or be involved in solving problems. Then, the students should be able to interact and involve actively in learning English. According to PP No. 19 of 2005[1] chapter 19 section 1 concerning the National Education System:

> "The learning process in the educational unit held interactive, inspiring, fun, challenging, and motivating learners to actively participate and provide enough space for innovation, creativity and independence according to their talents, interests and physical and psychological development of the students."

The successful of learning English is caused by several factors. One of them is depends on the teachers" ability in designing instructional well and creating the conductive situation in which the learners want to involve actively in the learning process. Therefore, a teacher is expected to be creative in implementing the appropriate instructional model and method which can motivate students to involve and experience the learning English. After that, the students can understand the English instructional easily and able to build the English knowledge actively that they get the meaningful learning.

PAIKEM model can be one alternative which can help teachers to create an affective and fun learning atmosphere that makes students active, creative, and comfortable to convey the idea about the material without frightening. Besides, PAIKEM provides a numerous of the varied learning materials on the basis of the particular needs manifested be the class and create the fun learning for the students which make students more active use the potency of their brain to thinking, discussing, expressing the idea, understanding and solving the English material both of individual and group work, and arouse their motivation to study English.

According to Ahmadi (2011: 30)[2]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*), effective (*efektif*), and fun (*menyenangkan*).

> **Learning** points to the learning process which puts learners as center stage performance. The study emphasizes that learners as sentient beings comprehend the significance of the interaction itself with the environment that produces the experience is the necessities. The necessities for developing the potential of humanity.
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> **Active** means in teaching and learning process, teacher must create the best atmosphere of learning so that students can be active to give question, propose idea, 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. The dynamic is used to articulate his idea of the world and confront the idea with the world facing reality.
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> **Innovative** is the innovations that is created by teacher in teaching and learning process that can be able take the attention of the students, teacher can facilitate learning activities which gives an opportunity to the students to find something through a rehearsal for learning activities.
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> **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. Creativity is

ability to think about things in new ways and unusual as well as generate unique solutions to a problem.

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 likes the usual game. Effective learning "facilitates" the students learn something "useful" in order to achieve learning objectives.

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 will make students do sincerely.

PAIKEM is a learning model which provides the more opportunities students have for talk, practice, or experience, the better is the retention of new information and ideas. PAIKEM model is meaningful learning, which is developed in a way to help learners build linkages between information (knowledge) with the new experience (knowledge) that has been owned and controlled by learners. PAIKEM is applied to look how learners learn and how those concepts can be used outside the classroom.

In PAIKEM students usually will work together. They will work in team discuss, interact and solve the English problem and answer the question well. According to the Rodger & Johnson model, instruction that involves student working in teams to accomplish a common goal, under conditions that include the following elements:

1. Positive interdependence. Team members are obliged to rely on one another the goal. If any term members fail to do their part, everyone suffers consequences. They will feel the same something in each learning activities.

2. Individual accountability. All students in a group are held accountable for doing their share of the work and for mastery of all of the material to be learned. Every student has the different role which is so useful in teamwork.

3. Face-to-face promotive interaction. Although some of the group work may be parceled out and done individually, some must be done interactively, with group members providing one another with feedback, challenging reasoning and

conclusions, and perhaps most importantly, teaching and encouraging one another.

4. Appropiate use of collaborative skills. Students are encouraged and helped to develop and practice trust-building, leadership, decision-making, communication, and conflict management skills.

5. Group processing. Team members set group goals, periodically assess what they are doing well as a team, and identify changes they will make to function more effectively in the future. The group should evaluate the work of team and personal individu as corrector to be better in the next time.

PAIKEM as a process of learning to know, learning to do, learning to be, and learning live together encourage sustainable meaningfulness learning for learners. Aspects of knowledge are important as a foundation for teachers and prospective teachers think logically and act professionally on his profession.

PAIKEM can answer the teacher's problems about time allocation and students that are lazy to study in teaching and learning process. According to Ahmadi (2011:2)[3], generally PAIKEM has characteristics:

1. Students involved in varieties actions which develop understanding and their ability with emphasizing on study by acting and doing.

2. Teacher uses all kinds of visual aids and some methods in increasing and arousing spiritof student, including use environment as source study to be attractive learning, joyful, and appropriate for students.

3. Teacher organizes class with decorating more interesting books and lesson materials and provide place of reading.

4. Teacher implements learning model that more cooperative and interactive, like group learning method.

5. Teacher motivates students to find its self method in solving problem to ekspress their ideas, involve students in creating classroom atmosphere.

From these perspectives, PAIKEM model is more concentrate to students, where students must be active to involve self in thinking process and solve the problem. Student's direct experience the real situation of learning so that they tend to understand is easier about instructional material. They feel learning process which fun

and comfortable to convey the idea without embarrassment and scared feeling in the English teaching and learning process.

While teacher does learning process which be active (active to express idea, logical thinking, and appropriatereprehensive learning), effective (teacher succeeds to achieve   the purpose of learning accordance with expected teacher), creative (in teaching and learning process, students do a series of learning process systematically which includes comprehending problem, planning of solving problem, doing plan to solving problem and check appropriate answer and its steps), and fun (a learning process which makes student happy, confidence, and comfortable to study).

The implementing of PAIKEM needs the creativity and innovation of teacher in order to classroom and time management is more effective so that teaching and learning process will run successfully. According to Blum (1984, p. 3-6) in Richard (2002:21)[4], twelve characteristics of effective teaching were identified:

1. Instruction is guided by a preplanned curriculum

2. There are high expectations for student learning

3. Students are carefully oriented to lessons

4. Instruction is clear and focused

5. Learning progress is monitored closely

6. When students do not understand, they are retaught

7. Classtime is used for learning

8. There are smooth and efficient classroom routines

9. Instructional groups formed in the classroom fit instructional needs

10. Standard for classroom behaviour are high

11. Personal interaction between teachers and students are positive

12. Incentive and rewards for students are used to promote excellence

PAIKEM model needs the teacher who wants to try reining formation and innovation, and wanting to try a new something. Besides that, teacher has to be ready to do development and perfection in teaching and learning process. So, to implement the PAIKEM model well, it will need the role of professional teachers that have ability and big interest toward their jobs. They are happy, diligent, and responsibility towards their jobs, and also a wise motivator, positive thinking, opened in new ideas, a good listener, understanding in need individual students and up to date toward

developing knowledge. So that the learning process will produce the quality teaching and learning. Quality teaching is achieved not only as a consequence of how well teachers teach but through creating context and work environments that can facilitate good teaching. While the success of students' learning can be measured by student learning process and learning outcomes. The results of the study indicated by how much the subject matter that can be controlled by the students, while the learning process is characterized by the extent to which students are able to harness the potential of his brain to solve a problem.

The Professional English Teacher

Teachers are professional workers who have a great responsibility towards tasks and profession. Teachers act as facilitators who are expected to control, develop procedural learning and make students feel comfortable in the learning activities.

A professional teacher not only has some competences but also marked by a desire to improve and enhance its performance. That is, a professional teacher will be forever striving to improve their performance to achieve maximum results and he will not be easily satisfied for the results obtained. She or he will forever strive to improve the quality of learning and he will continue to think of how to implement the material being taught in order to improve student learning outcomes. In this case the teacher will act as innovators in which he had enough opportunity to improvise in implementing the learning process according to their abilities and always wanted to try something, beneficial to work productivity and job success. Zahorick (1986, p.22) states that conceptualizing of teaching which depend on the teacher's individual skill and personality. Characterizes teaching in these terms: "The essence of this view of good teaching is invention and personalization. A good teacher is a person who assesses the needs and possibilities of a situation and creates and uses practices that have promise for that situation". While according to Richard (2002: 386)[5], the professional teacher must constantly upgrade their knowledge and understanding of language learning, and then they should develop their skills toward the new knowledge which is acquired in their teaching. Secondly, they want to progress skill and their ability in teaching activities which concentrate various teaching technique

and activities that they use. Finally, teacher must be ongoing commitment to improve their professional development.

Meanwhile, the professional teacher not only has the good knowledge in teaching English but also they must have responsible and commitment toward their work to bringing about the best learning they can do in their class and effort to improve the performance in implementing learning English for the students. They have to know how to teach, how to implement the appropriate method, and how to manage classroom and relationship so that produce the best learning for students.

CHARACTERISTIC OF PAIKEM

Learning of PAIKEM focus on students, meaningful, activities, experience and students' independence, and also life and environment contexts. According to Prasaja (2012)[6], PAIKEM is an instructional model that involves at least four main characteristics in the learning process. First, the process of interaction (students actively interact with teachers, fellow students, multi-media, reference, environment, and so on, through discussion, question and answer, throw question again, error meaning can be corrected). Second, the process of communication (students communicate their learning experience with teachers and fellow students through state opinion, propose idea, presentation report of material, the story, dialogue or through simulated role-play). Third, the process of reflection, (the students to think back about the significance of what they have learned, and what they have done). Fourth, the process of exploration and experience (the students directly experience by engaging all their senses through observation, experimentation, investigation and or interview and student learn to do many more.

From PAIKEM characteristics, teacher should motivate students to use their authority in constructing the idea as the responsibility of teacher to create the quality learning for students in teaching English.

Teaching English

Teaching is a series of activity that is done by a teacher to the learner which those activities give some knowledge's and educative process. According to Brown (1980: 7), teaching is showing or helping someone to learn how to do something, causing to know or understand. English is one of instructional material that is taught

by teacher. English material involves four skills that should be mastered by students, reading, writing, listening, and speaking. Each of four skills involves some another knowledge, one of them is mastering of many vocabularies. If students have many vocabularies, they tend to be able learn English. But to learn English material students must involve directly in teaching and learning process so that they will get experience from the lesson and they will understand about materials and remember the lesson for a long time because they are not only listen or see, but they must do that activity. Teacher will use the instructional method to teach English material to the students. In order to students can understand English material, they must be practice it frequently both of written and spoken. English material not only process to memorize but also must be practiced and understood.

Teaching Methods of PAIKEM Model

The success of teaching and learning process will need technique, method, and particular model according to the characteristic goal, students, material, and media, so that it needs the appropriate and effective strategy. Therefore, there is no the appropriate method that will be used in order to get the effective and maximal learning outcome. According to Edward Anthony (1963), method was described as an overall plan for systematic presentation of language based upon a selected approach. While according to Brown (1994: 51)[7], method is a generalized set of classroom specifications for accomplishing linguistic objectives. Method tends to be primarily concerned with teacher and student roles and behavior and secondarily with such features as linguistic and subject-matter objectives, sequencing, and materials. So method is the ways of teacher present the systematic learning students so that they will be easier to understand the material. Implementing PAIKEM requires a practice the methods of PAIKEM. Among them are Jigsaw, Numbered Heads Together, Group investigation and discussion, Two Stay Two Stray, demonstration, and simulation methods.

   a. **Demonstration method**

Muhibbin Syah (2000) in Khoiru Ahmadi (2011: 78)[8] states that demonstration method is a teaching method by demonstrate things, phenomenon, rule, and sequence of activity, both of directly and by using a relevant instructional media or lesson which is presenting. From the defination, researcher can conclude

that Demonstration Method requires students to experience a process or work procedure of thing which connect to the materials and then discuss it.

b. Simulation method

It is a teaching method by applying simulate situation to understand about concept, principle, or particular skills.

(i)   Sosiodrama is teaching method in role playing to give understanding and internalization about social phenomenon and develop students' understanding to solve it.

(ii) Role play is a teaching method which is directed to create the historical events, actual events, and events of the future. Students play and show a scenarionthat has been determined or indeterminate by teacher, and each students in group note the result of material in worksheet and discuss it after that present the conclusion of its material.

(iii) Peer teaching is teaching training that is done by by students to another student and one of student more comprehend the instructional material.

(iv) Simulation game is students play role and compete to achieve the specific goal by a game but must obey the rule of game.

c. Numbered Head Together

It is the teaching method by applying the group system where every student in each group will get the different numbers. Teacher gives tasks and asks a question to each group. Students literally put their heads together to make sure everyone knows the answer. Teacher calls a number and only student has that number who may answer it.

d. Two Stay Two Stray

It is the teaching method by applying the system group consist of 4 persons for each group to discuss English material and after that two students come to another group and two students which be there in self group (stay) give informationabout their discussion to the stray group, and the stray group back to their group and report their finding from another group.

e. Group Investigation and Discussion

It is a teaching method that provide problem to the group based on observation, and each group discuss to solve the problem, and then present the result of discussion group in front of the class and appreciate the best group.

f. Think Pair Share

Teacher explains the core material and competence that want to achieve. Students are given opportunity to think about materials from teacher individually, and then student is asked to pairing with friend beside her, and state each result thinking about this topic, after that teacher lead small discussion, each pairing group explains their discussion's result to share answer to all of students in the class. And teacher direct discussion on the core problem of material and complete materials that still not be enough. Finally, teacher gives conclusion.

g. Snowball Throwing

It is a group method where teacher present material, then teacher makes the groups and called each the leader of group to given explanation about material. After that each leader's group back to teach the groups and then explain mateial from teacher to the friends. Every student is given one worksheet to write one question about material which has been explained by leader's group. And then a paper is made like a ball and throw from one student to another student for 15 minutes. After students get 1 ball/1 question is given opportunity to student to answer the written question in a paper ball alternatingly. After that they evaluate their activities in the classroom.

h. Jigsaw

Teacher makes group which consist of 4 persons in each group. Each individual becomes expert or source of unique information; they are given different materials and function. Individuals then share in a structured form. Students form temporary "mastery teams" or "expert groups" with different learning assignments to master. Student come from the different team which has learnt the same material meet the expert team discuss their materials. After finishing, students then return to their home teams and share new knowledge with teammates. Each of team expert present discussion result and teacher evaluate it. when students work primarily within their home team group, it is called within-team jigsaw. Expert partner Jigsaw uses expert partners instead of expert groups.

Steps of Teaching English by PAIKEM Model

The teaching principle includes the specific acts which are done by teachers. Teaching must have broad understanding of how learner learns and how teacher can facilitate the best teaching that process. Teacher must be smart to do a sequence of steps teaching English by PAIKEM Model.

The practice learning of implementing PAIKEM model uses the combination between expository (teacher's center oriented/ information by teacher) and discovery inquiry (student's own activity) methods. The appropriate application will appear the active class optimally.

Steps of teaching English by PAIKEM model includes six phrase (Trianto: 2005) in KhoiruAhmadi (2011: 39)[9]:

Phase 1 (*introduction*)   : teacher presents objective and set. Teachers explain the instructional objective and prepare students and classroom atmosphere to study (connect the lesson with lesson before and motivate students, apperception) in order to teaching and learning process will run well. Students must comprehend the procedure and the rule of learning clearly.

Phase 2   : teacher presents information which want to be taught to students verbally.

Phase 3   : organize students into learning terms. Teachers give explanation to students about the way of shaping the learning group and help and guide the group to do the efficient transition.

Phase 4   : assist team work and study. Teacher helps students learning groups when they do the assignments in teaching/learning process like give direction.

Phase 5   : develop and give students opportunity to sequel training and implementation like guide student to conclude the material and test on the materials. Teacher test student's knowledge about varieties of instructional material or the groups present the result of students' team work.

Phase 6   : provide recognition and evaluation students' performance. Teacher appreciates every their students' work and concede every effort and students' achievement or groups by giving variation rewards or congratulation.

Implementation of PAIKEM everyday performed using three stages, namely the pre activities, while of activities, and post activities. The allocation of time for each stage is the pre activity of approximately 5-10% of lesson time available, the while of activity approximately 80% of the time the lessons that have been provided, while the activities carried out with time cover 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 to 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 appreciation, pray before studying, story telling, physical activity, or sing a song.

2. The while of activity is the process of implementing PAIKEM which focus on the process of information 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 methods and systmatically presentation which done classically, small group or individual. In this process also use the instructional media both of example thing or relevant activity which can stimulate students to respone 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.

3. The post activity, in this steps done rest activities and assessing the outcome learning of students and follow up process. They conclude the result of learning that is done, or tell story, music, moral message, and so on.

The steps of teaching must be done systematically by teacher in the classroom; teacher must be creative to design the process of teaching and activities that a compatible with those steps and students needs so that students will experience the learning activity.

In implementing English material by using PAIKEM, teacher needs to pay attention some components:

a. Allocated time by teacher and students in finishingeach steps in learning activities.

b. A sequence of learning activity, is a sequence of teachers in implementing instructional material to students.

c. Media, instruments and instructional material that is used by teacher and student in a learning activity.

d. Learning method is the teacher's method in organizing instructional material andstudents in order to occur the efective and effisien learning process.

In order to students can understand and master the content English material effectively and effeciently, teachers should manage learning activity sistematically and implement four components well.

Instructional Media

In teaching and learning process, teachers act as facilitators who are expected to control, develop procedural learning and make students feel comfortable in the learning activities. To obtain it, teachers can do with the help of instructional media. Media is one component alternative to optimize the teaching and learning process is. According Anton Noornia (2006: 5) in Khoiru Ahmadi, instructional media as the carrier of message (material) from some sources to the receiver of message. So in learning English material by using PAIKEM model needs optimalization of varied instructional media so that will help students to understand the abstract concepts to achieve the objective learning.

Instructional media gives some advantages in teaching and learning process, like:

a. Increasing learning desire

b. Students develop according to interest and their speed

c. Direct interaction with environment

d. Give stimulus and equalize experience

e. Appear perception about the same concepts

After that, instructional media holds the role important in teaching English material, but in selecting the proper media, teacher must pay attention to the learning goal which is determind by remember the specific characteristics that be there in groups learning.

Learning media includes some variaties, such as 1) graphic media or two dimension media for example picture, photo, graphic or diagram. 2) solid media or three dimension media like model things of three dimension, diorama. 3) projection media like film, filmstrip, OHP. 4) infomation media like computer, internet and 5) environment both of inside and outside of classroom.

Conclusion

PAIKEM stands for Active Learning, Innovative, Creative, Effective, and Fun. Active means that in learning process the teacher must create an atmosphere such that active students ask questions, and express ideas.Innovative learning can be adapted by the model of fun learning. Learning is fun will be the key that applied in innovative learning. If students already embed it in their mind there will be no more students are passive in class, feeling pressured by deadlines of tasks, the possibility of failure, limited options, and of course boredom.

To build innovative methods can be done in such a way to accommodate each self characteristic. That is the measuring power absorption capability of each person. For instance some people have capable to absorb knowledge by using visual or rely on the ability of visual, auditory, or the ability to hear, and kinesthetic. And it must also be adjusted by balancing efforts brain function left and right brain will lead to mental renovation process, including building self-confidence of students. Creative intended for teachers to create a diverse learning activities that meet a variety of student ability levels. Fun is the atmosphere of fun learning so that students fully focused on learning and time attention.

Penulis; Fera Zasrianita, M.Pd, English Lecturer of IAIN Bengkulu.

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