

"PAIKEM GEMBROT IN ENGLISH LANGUAGE TEACHING FOR YOUNG LEARNERS: A NARRATIVE INQUIRY OF TEACHERS' EXPERIENCE"

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ABSTRACT

This research looks into the use of the *Paikem Gembrot* model as a method of teaching English to young learners. The study aims to understand the challenges and efforts of kindergarten teachers regarding the *Paikem Gembrot* method in introducing English to young learners. The study employed a narrative inquiry approach, using a narrative frame to gather data from 40 kindergarten teachers in East Java. The findings show that those teachers have positive perceptions of the *Paikem Gembrot* model and believe it to be successful in promoting English language learning among young learners. However, they also identified some challenges such as a lack of understanding of the concept, insecurity, lack of appropriate learning tools and media, lack of teacher skills in managing the class, the low attention span of children, and the young age factor. The teachers have been involved in seminars, sharing experiences with other teachers, and learning from various media. They also suggested the development of simple and widely accessible learning tools and carrying out activities with a cheerful tone to address the technical issues.

Keywords: *Teaching Experience, Paikem Gembrot, Introducing English for Young Learners.*

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INTRODUCTION

The competence of a teacher to develop student learning motivation which is manifested by active, creative, innovative, and fun learning is one of the educational achievements at the classroom level. Situmorang et al., (2022) said teacher education is a program to improve teaching competence in teachers. The experience of teaching a teacher is one of the important factors that affect the quality of a teacher's teaching. Teaching experience can also help teachers develop adaptability and innovation at all levels of education, especially in kindergarten.

Kindergarten is an important phase of education where children get their first experience of formal education. Teachers should provide their students with a positive, enjoyable and fun learning environment in introducing English to students. But many kindergarten teachers are struggling in teaching English to

young learners. According to Lestari et al., (2022), teacher competency is still not sufficient for young learners. The incompetence of teachers occurs because most of them think that the ability of teachers is only limited to teaching. In addition, Dewi (2014) states that the lack of competence and pedagogic skills of teachers makes it difficult for them to choose a learning model. Nababan & Amalia (2021) states that teachers have two problems during their teaching practice: (1) finding appropriate educational materials; and (2) addressing the lack of desire to learn among young students.

Paikem Gembrot is one of learning model used to teach English to young learner that focused on student-centered, active and creative learning. It is promoted by a group of Indonesian educators, including Dr. Sugeng Hariyanto which is generally used for general education. "*Gembrot*" refers to the idea of "bulking up" or "getting fat" with knowledge through active and participatory learning. It involves a range of interactive and participatory activities, including games, group work, role-plays, and other engaging activities that encourage students to participate actively in the learning process. According to Yudha et al., (2021) using the *Paikem Gembrot* model motivates teachers to be creative in delivering material and students are motivated in learning.

There have been several studies related to the use of *Paikem Gembrot* in education. Yudha et al., (2021) found that the *Paikem Gembrot* model is effective in motivating both teachers and students, there is still a research gap in exploring the lived experiences of EFL kindergarten teachers in introducing English using this method. This includes exploring their perceptions, challenges, and successes in implementing the method, as well as their attitudes towards its effectiveness in promoting language learning.

Understanding teachers' lived experiences with the *Paikem Gembrot* model in EFL kindergarten classrooms can provide valuable insights into how the method can be adapted and optimized to better suit the needs and preferences of teachers and students in this specific context. Finally, the researcher using *Paikem Gembrot* a narrative inquiry approach explores EFL kindergarten teachers' experiences using the *Paikem Gembrot* model in introducing English to students. These are two research questions that researchers prepared: What are the challenges for EFL teachers applying *Paikem Gembrot* in introducing English to young learners?, and How do EFL Teachers overcome the challenges they face in applying *Paikem Gembrot* in introducing English to young learners?

LITERATURE REVIEW

Paikem Gembrot

Paikem Gembrot is a learning model that attracts students' interest. This model is on the principles of active and fun learning. As well as providing opportunities for young learners to develop their creativity and innovation. According to research (Indrayati, 2019) case-based learning has been successfully implemented with the *Paikem Gembrot* model. The *Paikem Gembrot* model for teaching English combines PAIKEM principles with midbrain activation to improve student's learning abilities. First, Teachers should establish clear learning objectives before implementing this model. Secondly, they should design a lesson plan that incorporates a variety of interactive and engaging activities, including motion activities such as dance, drama, or games that stimulate midbrain

activation. Thirdly, Teachers should also give their students guidance and support, encouraging them to work in groups, ask questions, and share their ideas. Then teachers should use formative assessments to assess their student's progress and provide constructive feedback. Finally, the class should come to a close with a reflective exercise that invites students to consider what they have learned and how they may use it in the real world. These methods can be used by teachers to develop a stimulating learning environment that increases midbrain activity and improves their learners' English language abilities. It demonstrates how implementing this model of learning can improve students' motivation, memory retention, comprehension, and appreciation of the material being taught. Piaget's theory is one of the learning theories on which the *Paikem Gembrot* model is based.

Kanza et al., (2021) state that *Paikem Gembrot* learning activities implement well qualified and have a positive impact. They argue the planning and implementation process will be successful if the teacher prepares activities according to the applicable curriculum. *Paikem Gembrot* learning is motivated by the reality that conventional learning felt to be boring, resulting in children being less optional in the study. Moreover, during the learning activity, young learners are passive and not focused on listening to the teacher's explanation.

Teaching English as a Foreign Language (TEFL) provides learners with effective and meaningful opportunities to develop their English language skills to achieve communicative competence. TEFL involves the use of a variety of teaching methods and techniques, including the use of authentic materials, student-centered activities, and opportunities for language production and interaction.

The *Paikem Gembrot* model, which is also known as the "fat teaching model," is a teaching method that emphasizes active and participatory learning. It is characterized by games, group work, and other interactive activities that engage students and encourages them to participate actively in the learning process. It can be used effectively in TEFL by incorporating various interactive activities to develop learners' language skills. For example, teachers can use games and role-playing activities to help students practice their speaking and listening skills in a fun and engaging way. Group work can also encourage learners to work together to solve problems and complete tasks, which can help develop their communication skills and build their confidence in using English.

Overall, the principles of TEFL and the *Paikem Gembrot* model share the goal of providing learners with meaningful and engaging opportunities to develop their language skills. By incorporating interactive and participatory activities into their teaching, TEFL teachers can create a fun and effective learning environment that helps learners to achieve communicative competence in English. Therefore, *Paikem Gembrot* learning model is considered very suitable because this model is a learning approach that allows children to do various kinds of activities that can improve understanding and skills through emphasis on learning and doing. Student-centeredness, communicative language teaching, and a focus on language skills development are concepts of teaching English as a foreign language that is right with the application of the *Paikem Gembrot* model.

Following the student-centered approach to teaching English as a foreign language, the *Paikem Gembrot* model places great importance on effective teaching and innovation. Then, the model also supports communicative language instruction, where students use language in real-world contexts. Moreover, a

comprehensive approach to language skill development, which acknowledges the significance of cognitive and physical aspects in language learning, is consistent with the focus on movement-based activities and midbrain activation. And also, Teachers can design creative and innovative learning that supports the development of English language competency by implementing the principles of teaching English as a foreign language into the *Paikem Gembrot* model.

Meanwhile, educators use resources and tools and take advantage of the existing environment so that what makes the learning process interesting is also fun for children (Aronstam & Braund, 2015). They stated that playing together with young learners is easy for teachers to apply but in understanding the concept of playing with learning it is not easy to explain. According to (Wati & Madkur, 2021) the application of English language learning with online media has begun to be carried out by teachers because the implementation of social distancing rules to reduce the spread of the pandemic also affects the way children learn and interact socially. Especially now that the development of science and technology is also increasingly advanced, this is where the need to think creatively and innovatively so that the learning process is more effective, and the atmosphere is varied and fun.

Teaching English for young learner

TEYL (Teaching English to Young Learners) is a term used to describe the process of learning English for children the age of preschool through junior high school. Teaching skills for young students is a competency that needs to be empowered learning English. It requires using age-appropriate methods and materials to approach young learners in improving their language skills enjoyably and excitingly. TEYL also emphasizes the significance of creating a friendly environment for all students that is meaningful and supportive. Developing the language skills needed for academic and personal success is the aim of teaching young learners. According to (Kaniadewi, 2022), to make learning enjoyable for young learners, teachers must be aware of the student skills and characteristics, before starting teaching. She agreed with the need for an introduction to English from an early age. Because in their golden age, they will learn easily and quickly become proficient. Young students are the type who gets easily bored, so learning while playing is often used by teachers. Moreover, (Rahmasari, 2022) argues that teaching media can also be a fun learning tool while playing. She focuses on researching young learners' reading abilities. Then, the result is that young learners feel happy and interested in reading the big book. However, introducing text reading to young learners will be difficult because they do not yet have sufficient basic reading skills. In addition, young learners usually feel bored quickly when they have to focus on reading long sentences of text.

According to (Idami, 2022) young learners' learning abilities appear to be more prominent through listening skills than their writing abilities. Because young learners already have basic skills in communicating orally and understanding other people's speech. Young learners also prefer to communicate orally and enjoy activities that involve social interaction with peers and teachers. Therefore, kindergarten children can learn to speak and listen by participating in fun learning activities such as role-playing, games, and telling stories. As for reading and writing skills, young learners usually need more time and practice to understand and spell words and understand the concepts contained in the text. However, with

regular activities, they can acquire good reading and writing skills. To achieve this goal, one of the challenges in learning English is choosing a learning model appropriate to the classroom situation. It is important for teachers because using a learning approach or model is one way to improve the quality of teaching and help students improve their learning outcomes.

(Suwanto & Rahman, 2022) stated that teaching English to young learners in Indonesia was still not optimal. Then, His research says that government policy and the implementation of TEYL are not the same. Moreover, teachers are free to create their TEYL course content because there is no government oversight. The lack of educators, the provision of study books, and the problem of the number of children are the obstacles to teaching language (Yuniar Diyanti & Madya, 2021). For teachers of young students, teaching English is still not easy. They have language limitations that affect learning. So that we often know that when learning activities happen, the teacher cannot speak English fluently. Besides, young learners will be increasingly confused by the teachings of their teachers.

The above study discusses PAIKEM GEBROT AND TEYL in teaching situations. Therefore, this study raises this issue. The gap between this study and previous research is the learning model, which is rare in previous studies using the *PAIKEM GEMBROT PAIKEM GEMBROT* model for teaching English to kindergarten children. The method in this study is qualitative by using narrative inquiry, which offer a complete picture of teachers' experiences using *Paikem Gembrot Paikem Gembrot* in introducing English to young learners.

RESEARCH METHOD

This research uses a qualitative method with a narrative inquiry approach. Participants experience teaching English to young learners using the *Paikem Gembrot* model is the main subject of this research. In total, there are 15 kindergarten schools in the city of Surabaya. Forty teachers who participated in this research were recruited as the participants in this study voluntarily. Researcher briefed the participants on the benefits of this research for their future academic lives before it began. We also persuaded the participants that their information would be kept private and used only for the study. Participants filled out the written consent, which served as the legally binding contract for participating in this study, after the study briefing.

In this study, a narrative inquiry is used as method for gathering data. According to (Barkhuizen, 2014), a narrative inquiry is a qualitative research method that explores individuals' personal stories or experiences. The study aimed to investigate language teachers' professional development experiences in diverse contexts, focusing on their narratives of learning and development.

To answer the research questions, the researcher designed a set of open-ended interview questions that allow the EFL kindergarten teachers to share their personal narratives and experience when they used *Paikem Gembrot* model in introducing English to their students. The interview questions covering some questions such as 1. How do you apply the *Paikem Gembrot* learning model in introducing English in class?; 2. What do you need to prepare in implementing the *Paikem Gembrot* learning model? Explain; 3. What are the challenges/difficulties when applying the *Paikem Gembrot* learning model? Explain; 4. What are the solutions in solving challenges/difficulties in implementing the *Paikem Gembrot*

learning model? Explain.

After interviewing the participants then the following steps are taken in analyzing the data using thematic analysis using narrative inquiry based on the interview questions for EFL kindergarten teachers:

1. Transcription: The interviews with the EFL teachers should be transcribed fully to ensure that all responses are captured accurately and completely.
2. Familiarization: The researcher should read through the transcripts several times to become familiar with the narratives and to identify preliminary themes and patterns.
3. Coding: The researcher should code the transcripts by labeling text segments corresponding to common themes or ideas. This process is done using computer-assisted software.
4. Categorization: The researcher should group the codes into broader categories or themes to identify common patterns and insights across the narratives.
5. Interpretation: The researcher should interpret the categories and themes to identify the key insights and lessons that emerge from the EFL teachers' narratives. This process can involve comparing and contrasting different narratives, identifying moments of transformation or learning, and highlighting the significance of the narratives about the research questions.
6. Reporting: The researcher should report the analysis findings in a way that presents the insights and lessons learned clearly and coherently. The report involves using quotes and examples from the EFL teachers' narratives to illustrate key points, as well as presenting the findings in a logical and structured way that aligns with the research questions.

The data were qualitatively analyzed using thematic analysis, which captured the critical incidents/moments of teachers teaching using *Paikem Gembrot* model in introducing English.

FINDING AND DISCUSSION

Finding

In this section, there will be an explanation of the results and a discussion of the observations made by a group of early childhood teachers to find out their experiences and the obstacles they face when teaching English to young students using the *Paikem Gembrot* method. The researcher framed the results of interpreting the narratives and voices collected from the participants through several categories of analysis that discussed their experiences. For this reason, this section will explain the understanding of *Paikem Gembrot*, the application of *Paikem Gembrot* based on the experience of teachers, and solutions made to solve problems. The categories below describe the result of the participants' narratives experience, especially the challenges, and solutions they have during introducing English to young learners, which are this study's primary outcomes.

Teachers' challenge in introducing English using *Paikem Gembrot* Model.

Teacher knowledge

Based on the data obtained from the narrative inquiry, the most common obstacle encountered during learning is the teachers' less of English knowledge. Teacher knowledge is a significant aspect of the learning process. Participants' sufficient knowledge of the material can present the material more clearly and understand students' learning needs. The teacher's knowledge can also assist in

developing appropriate learning strategies according to the needs of students. In this case, those EFL kindergarten teachers face many challenges in introducing English to young learners.

The most significant challenge they face is the need for more knowledge and training in English language teaching. Many EFL kindergarten teachers have no background in English language study and lack the necessary language skills and proficiency to teach young learners. This position is challenging as they are expected to teach English with the appropriate knowledge and skills. While using *Paikem Gembrot* model, the participants, as the EFL teachers, may need clarification about adapting existing materials with the *Paikem Gembrot* model for several reasons. First, they have yet to be trained to incorporate this model into their teaching practice. Second, they are used to using traditional teaching methods. So some of them need to learn how to introduce English and create interactive and engaging activities that promote active participation from young learners. Third, they said they need to learn how to find the proper English teaching access to appropriate resources or materials compatible with the *Paikem Gembrot* model. Finally, they have to be concerned about deviating from the curriculum or syllabus, so they are still determining how to align their teaching English with the *Paikem Gembrot* model while achieving the desired learning outcomes.

Insecurity about their own language skills

Insecurity in teachers is teachers need more self-confidence or certainty in their roles and responsibilities. Some participants worry about making mistakes or being criticized for their accents or grammar since they feel they need more confidence in their language abilities. Besides that, another cause of insecure participants is that they do not have a formal educational background in English or need to gain sufficient teaching experience to teach English. That affects a teacher's teaching ability, making it difficult to motivate young learners or handle the class. Moreover, Students are less motivated in interactions with teachers and classmates if the teacher lacks enthusiasm and the ability to create an enjoyable classroom atmosphere.

Media devices

The next obstacle is limited resources. Those EFL kindergarten teachers need more resources such as materials, equipment, and technology. It makes it challenging to implement the *Paikem Gembrot* model, which requires interactive and engaging activities.

English learning media and tools are complex for the participant because they need more suitable materials in their local context. English language teaching materials designed for other contexts may not be suitable for their learners in the Indonesian context, as they may need to align with their language proficiency levels, cultural backgrounds, or interests. With media limitations, participants need help explaining teaching material optimally.

Another participant's experience using some resources is the cost of purchasing or creating learning materials. They need the necessary funds to buy expensive resources or materials. Some others needed to gain the skills to create their materials. Additionally, the lack of access to technology or an internet connection is the last story obtained from the participant. They must refrain from

using online resources or multimedia materials in their teaching. These factors can contribute to EFL kindergarten teachers' difficulties in obtaining suitable English learning media for their young learners.

Teaching large classes

Based on the story narrated by the EFL Kindergarten teacher, it is found that the participants primarily teach large classes. Therefore, it is a big challenge for them to manage the classroom and control the students' activities. Teacher competence to lead and guide students through learning is a class mastery ability. It includes managing student behavior, communicating information clearly and effectively, responding to inquiries from students, and setting class time efficiently. For students to feel involved and interested in what they are learning, a teacher must be able to make the classroom a fun place for them. The participants told that having large classes causes classroom management to run poorly, especially when students have different proficiency levels in English. Some of the participants' experience time constraints: With a large class, it may take longer to teach new concepts, and it may be harder to cover all the necessary material in a single class period.

The child's concentration level

Participants explained that not focusing on early childhood is an obstacle to learning. Concentration is focusing on learning by not focusing on anything other than learning. It is so challenging that keeping the students focused on a task or lesson for an extended period is challenging to do. The *Paikem Gembrot* model is an active learning approach that emphasizes experiential learning and encourages students to participate in the learning process. Sometimes, the participants find that when implementing this *Paikem Gembrot* model in introducing English, the student needs to pay more attention, even if they can quickly disengage.

Based on the analysis, it shows that most participants were challenged to use their strategies on how to handle students with different concentration levels. Several factors can cause it to be difficult for children to focus on learning to use the *Paikem Gembrot* model. Some of these factors include; The lack of motivation to study, do not self-skills, the learning environment not being suitable, and the child with special needs. The role of the teacher here is necessary to educate children from an early age so that they focus on learning in class. However, some children have yet to focus or concentrate when learning begins. In addition, early childhood has to maintain focus if learning activities are shorter and more varied. Teachers need to control the level of young learners' concentration. Then, the teacher can make an enjoyable game so that young learners themselves take the initiative to focus on learning. In addition, *Paikem Gembrot* is one that teachers use to increase their focus levels.

Child age

Based on the results of the previous interview participant, the last obstacle was the age of the child. Children who are too young make learning less than optimal. Most of the participants agreed that teachers could be able to teach the language from an early age. Then, they stated that it was a golden age for student learning. Moreover, the golden age stage of brain development grows to the

maximum. However, one of the participants disagrees with the other answer. She argues that learning done early on will not be optimal. It causes early childhood to have difficulty in the study that is too complicated or complex. The obstacle occurs because young learners need to gain basic knowledge, and their concentration is easily distracted. There are differences in capturing information between early childhood and adults. Where early childhood needs to explain repeatedly to understand and remember it, adults who already have previous knowledge will adaptably understand the explanation. In addition, if early childhood learners do not have good language skills. Then they may need help understanding these explanations and instructions.

Teachers' Solution to overcome the challenges

Improving Teacher Knowledge

The narrative inquiry approach results show that the participants try to acquire knowledge of teaching in various ways in overcoming the challenges they faced in introducing English to young learners using *Paikem Gembrot* Model. Among others are

1. Those EFL kindergarten teachers attend some workshops on Teaching English to Young Learners to deepen their knowledge of teaching English.
2. They collaborate with other EFL kindergarten teachers to share best practices by presenting their best practice in teaching English and sharing how they have collaborated *Paikem Gembrot* model in teaching English.
3. The participants choose English books for children and YouTube for Kids to add more knowledge in English, mainly on vocabulary and English pronunciation.
4. The participants decided to have a regular meeting once a month.

In the meeting, they tried to develop the lesson plan and adjust to the existing syllabus by incorporating the *Paikem Gembrot* model.

English Speaking Practice

To overcome the insecurity in using English, the participants have the ambition to be competent in using English, so some of them have decided to take English courses to upgrade their speaking ability in English. Another effort they have tried is by doing self-study, like listening to English songs and trying to sing along. The participants also downloaded an electronic dictionary to train their pronunciation, especially when uncertain about how to spell some English words. They will listen to their electronic dictionary and repeat it several times until they pronounce the words correctly.

Learning Media Alternative

The participants find creative ways to teach using the available resources, such as natural objects relevant to the lesson. For example, if they teach about food, they will bring fruits and vegetables to show the children. Next, they make use of use of pictures and images. Using pictures and images can help illustrate concepts and ideas. Even they create their simple drawings or photographs.

Overcoming the limited internet access, most participants create DIY handmade flashcards through pictures and words in games and activities to teach new vocabulary and concepts by adjusting to English vocabulary and the student's

needs and, for example, creating a matching game with pictures of animals. They also ask their students to engage in activities by drawing pictures. Some other participants use simple English storybooks to teach and ask the students to look at the book while those EFL kindergarten teachers read the story. Other participants use the existing puppets and props to tell stories.

Better Class Management

To address the challenges of having big classes, the participants have planned to implement the following strategies: First, establishing clear rules and consequences has been done by some of the participants. Although they have tried it, they still need to be consistent about the rules they have made in managing a large class. Second, they narrate how they set the rules by engaging rules and consequences in activities to keep them paying attention. It means that by involving such exciting English games or festive and fun activities in teaching and learning simultaneously, those EFL kindergarten teachers also reward and punish the students. In other words, the EFL kindergarten teachers and the students are engaging in either playing English games or singing an English song in a fun, lively classroom environment. Third, some participants try challenging the students to be active by participating in the classroom. One of the participants said it used open-ended questions and small group activities. The teacher also provides feedback to praise students for their efforts, especially those actively participating. In this way, other students will motivate to join the activities.

Flexibility and Adaptability for Children's concentration level

Handling children's concentration needs particular ways over teaching English to EFL young learners using the *Paikem Gembrot* model. The participants told their stories about how to keep their students concentrated during teaching and learning. Half the participants wrote that they tried to use some teaching methods to keep their students' concentration. Among others are visual aids, songs, games, and hands-on activities. It works, although only briefly, then the students will return to being noisy again. Some other participants expressed their idea by shortening the lesson to 10 - 15 minutes, including breaks in between, and allowing the students to move around before continuing the next session. It is hoped that the students will be more focused since children have shorter attention spans. The last way to overcome the challenge of handling the students' concentration is mentioned by three participants whose ideas are using movement and physical activity. Incorporating physical activity into English learning, such as dancing or stretching using English songs for children, can change the atmosphere into good vibes while singing English children's songs. Automatically, the students must concentrate, watch the video being played, and simultaneously move their bodies as seen on the screen. This idea makes learning fun and interactive.

Knowledge of Children's Age Characteristics

It is crucial to understand the typical developmental milestones and behaviors expected of children at different stages of their lives, including cognitive, physical, social, and emotional development. It is also essential to adapt the teaching style to the age and needs of the students. In this research, *Paikem Gembrot*, a teaching approach focusing on active learning and student-centered activities,

can effectively teach English, but it may only be suitable for some age groups. Therefore, the participants wrote their lived experiences teaching English to young learners. They have made some efforts to face this challenge as follows. First, four of the participants, after developing the lesson plan, simplified the language since they had to adjust to the student's background conditions. So they decided to use simpler words and shorter sentences instead of complex sentences. Second, to make the students understand and remember new concepts, the participants purposely chose simple games and easy, fun activities using some visuals such as pictures. This video is suited to the lesson and the student's needs. Third, more than half participants knew their students well, so they broke up the lesson. In other words, younger learners have shorter attention spans, so breaking the lessons into shorter ones can help the students stay focused and engaged throughout the lesson. More manageable segments may be helpful.

Discussion

The study aimed to explore early childhood teachers' experiences in introducing the English language to young learners using the *Paikem Gembrot* learning model. The study results were analyzed and categorized into several themes, including challenges faced by teachers and solutions to overcome these challenges. This discussion will explore these themes and their implications for teaching the English language to young learners using the *Paikem Gembrot* learning model.

One of the EFL kindergarten teachers' most significant challenges in this study was their lack of English language knowledge. This challenge can significantly impact the learning process as the teacher's knowledge can affect how they present the material, understand students' learning needs, and develop appropriate learning strategies. The study found that many EFL kindergarten teachers needed more language skills and proficiency to teach young learners. The participants also reported not needing help understanding the *Paikem Gembrot* learning model concept, a significant obstacle to introducing English to young learners. The study discovered that some strategies had been done by the EFL kindergarten teachers to overcome their problem. The different approaches as the efforts to enhance their teaching skills in English included participating in workshops, working with other teachers, utilizing English books and YouTube, and conducting regular meetings to create lesson plans that integrate the *Paikem Gembrot* model. Teachers must continuously acquire new skills and increase their knowledge, be it through formal education programs, seminars, or self-study. (Wati & Madkur, 2021) found that the increasing development of technology helps teachers get information and teach easily using online media. In addition, understanding the teacher's concept is crucial because it can assist the teacher to explain it in a way that young learners can easily understand, improving their understanding of the lesson and enabling them to apply it in daily life. Moreover, understanding teacher concepts can also help teachers create a fun learning environment and provide many opportunities for students to learn and apply these concepts.

The challenge of insecurity in English language skills among teachers has been identified as a significant obstacle to effective English language teaching in classrooms. According to Khin Su Su Win (2021), insecurity in teachers can lead

to a lack of confidence in carrying out their roles and responsibilities, resulting in difficulty motivating young learners or handling the classroom environment. Regardless of their level of experience or qualifications, ELT teachers may experience insecurity about their language proficiency and doubt their use of language in the ELT context. This insecurity is often caused by a lack of formal education or experience teaching English, which can leave teachers uncertain about their language abilities, particularly accent and grammar.

Almost all EFL kindergarten teachers are trying to overcome this challenge to upgrade their English language skills. One approach is to take English language courses to improve speaking and listening skills and learn more about teaching techniques and strategies. As Herlina Wati (2011) noted, the primary requirement for their participation in the upcoming training program is to receive fundamental knowledge of English early on. Furthermore, the teachers have expressed the necessity for the training program to be extended in duration (long-term training) as it has been demonstrated to be an effective platform for enhancing their skills as English educators. Attending workshops and training sessions can also help build teachers' confidence and competence in teaching English. Additionally, teachers engage in self-study activities, such as listening to English songs and using electronic dictionaries to improve pronunciation.

While these efforts are commendable, they may need to address the underlying insecurity in English language skills fully. Addressing this issue requires a supportive and encouraging learning environment that fosters confidence and a growth mindset. Therefore, in addition to individual efforts, schools, and educational institutions should provide resources and support systems that help teachers develop their language skills and build their confidence in teaching English.

To sum up, addressing teachers' insecurity in their English language skills is crucial, and it requires both individual efforts and institutional support. While teachers can take steps to upgrade their language skills, such as attending language courses and practicing regularly, educational institutions must provide a supportive learning environment to address this issue effectively. This support could include access to language resources, peer support, and professional development opportunities. Ultimately, by addressing this challenge, educational institutions can improve the quality of English language instruction and better equip teachers to help students succeed.

The limited availability of suitable learning media and tools is a common challenge EFL kindergarten teachers face. Teachers often have difficulty finding English teaching materials appropriate for their learners, especially regarding language proficiency, cultural background, and interests. Moreover, the cost of purchasing or creating materials and the lack of access to technology and the internet further exacerbate the problem.

To overcome these challenges, EFL kindergarten teachers have found creative ways to teach using the available resources. They use natural objects and pictures relevant to the lesson to illustrate concepts and ideas, create simple drawings or photographs, and make DIY handmade flashcards through pictures and words in games and activities to teach new vocabulary and concepts (Yuniar Diyanti & Madya, 2021).

In addition, EFL kindergarten teachers use games and activities to engage

their young learners, such as Simon Says, matching games with pictures of animals, and storytelling with existing puppets and props. These activities help make learning enjoyable and interactive for the students. In conclusion, while the lack of suitable learning media and tools is a significant challenge for EFL kindergarten teachers, they have found creative ways to overcome this obstacle and provide engaging and effective English language instruction to their young learners.

Class management is an essential aspect of effective teaching. It involves establishing rules, setting expectations, and creating a positive learning environment. In large classes, it can be particularly challenging to manage student behavior and ensure all students are engaged and participate in the learning process. A study by Tatipang, D.P., Manuas, M., Wuntu, C., Rorintulus, O., and Lengkoan, F. (2022) found that classroom management is a significant challenge for EFL teachers, particularly in large classes. Teaching in large classes can make it challenging for teachers to apply communication skills effectively. The study highlights the importance of establishing clear rules and consequences, building positive student relationships, and creating a positive classroom atmosphere.

One effective strategy in managing large classes is establishing clear rules and consequences, which involve setting expectations for behavior and explaining the consequences of breaking the rules. Consistency is critical in enforcing these rules, as students need to understand that there are consequences for their actions. Additionally, involving students in the rule-setting process can help to create a sense of ownership and responsibility for their behavior (Alter P., and Haydon, T., 2017). It makes sense to display the rules in writing or give students a handout so they can see them; this is an easy way to ensure students follow the rules.

Another effective strategy for managing large classes is to engage students in learning activities that are fun and exciting. Students are interested and motivated to learn. Activities such as games, role-playing, and group work can be used to make learning more interactive and engaging. Rewarding and praising students for their efforts can also help to encourage positive behavior and participation in the classroom (Yahaya Z., 2022). It is essential to actively challenge students to participate in the learning process by asking open-ended questions, encouraging group discussions, and providing opportunities for student-led activities. By involving students in the learning process, teachers can foster a sense of ownership and responsibility for their education, increasing engagement and motivation. In conclusion, managing large classes can significantly challenge EFL teachers. However, teachers can create a positive and engaging classroom environment that promotes learning and student success by establishing clear rules and consequences, engaging students in fun and exciting learning activities, and challenging them to participate actively in the learning process.

Maintaining children's concentration during learning is a crucial issue for early childhood educators, and it has been well-documented in recent research. Young learners have a limited attention span, and it can be challenging to maintain their focus for extended periods. Furthermore, this study found that a lack of motivation and interest, adequate teaching methods, and a disruptive classroom environment can positively impact children's concentration levels. To address these challenges, educators can implement various strategies to maintain children's focus during learning. For example, according to a study by St. Hartina, Kisman

S., and Fatimah H. (2019), incorporating fun and engaging activities, such as games, songs, and hands-on activities, can help sustain children's attention and interest. The use of visual aids, including pictures, videos, and other multimedia resources, can also enhance children's engagement and focus during learning. Moreover, shortening lesson times and incorporating frequent breaks can be an effective strategy to maintain children's concentration, as stated by some participants in the narrative frame.

Furthermore, physical activity and movement can also improve children's concentration levels, as highlighted by several participants. Myrto F. et al. (2020) found that incorporating physical activity into learning can positively impact children's cognitive performance and engagement. Physically active lessons can enhance children's literacy attainment, a key area requiring urgent policy and practice. Therefore, educators can use physical activities, such as dancing or stretching exercises, during English learning to make the process more interactive and fun. Therefore, maintaining children's concentration during learning is a significant challenge for early childhood educators. However, strategies such as incorporating fun and engaging activities, visual aids, shortening lesson times, and incorporating physical activity can help address this challenge effectively.

Teaching English to young learners can be challenging due to their age and developmental stage. Young learners have different cognitive and linguistic characteristics that must be considered when teaching a foreign language. One of the challenges is that young learners need more attention spans, making it difficult to maintain focus during long lessons. As reflected in the participants' experiences, they had to break the lesson into shorter segments to keep the students engaged and focused. Another challenge is that young learners may need more background knowledge or language skills to understand complex language structures and concepts.

To address this challenge, the participants in the study simplified the language and used visuals to help the students understand the new concepts. (Kaniadewi, 2022) reported that before teach young students, teachers must be aware of their students' skills and characteristics. Moreover, the teacher chooses *Paikem Gembrot* according to the ability and level of knowledge of early childhood. They also used fun and easy activities to help the students remember the new vocabulary and language structures.

Therefore, it is essential to consider the child's developmental stage and language skills before teaching them a foreign language. In addition, teaching English to young learners can be challenging due to their age and developmental stage. Teachers need to adapt their teaching styles and techniques to the needs of the students. They should simplify the language, use visuals and fun activities, and break the lesson into shorter segments to keep the students engaged and focused. Additionally, it is crucial to consider the child's developmental stage and language skills before teaching them a foreign language.

The findings of this study also reveal that teachers prefer *Paikem Gembrot* model because this method is based on the principles of active and fun learning, which emphasizes the active participation of children in learning activities and provides opportunities for children to develop their creativity and innovation, in teaching language English, the teacher can combine *Paikem Gembrot* with other methods according to the needs of early childhood. For example, teachers can

combine *Paikem Gembrot* with demonstration methods, games, storytelling, and role-playing. In using these learning methods, the teacher must first consider the ability and level of young learners understanding to determine appropriate learning methods for early childhood. In addition, the teacher must also ensure that the *Paikem Gembrot* learning method is fun for children so that children are interested in learning. Although different in the aspects analyzed, these findings align with previous research findings that enjoyable learning significantly impacts learning effectiveness (Indrayati, 2019). In addition, in the (Rahmasari, 2022)(Ahmad, 2016) findings, using games and big books as media learning can positively affect young learners' cognitive development.

In summary, this study highlighted several challenges EFL kindergarten teachers face when introducing English to young learners using the *Paikem Gembrot* learning model. The challenges included teacher knowledge, insecurity about their language skills, limited resources of learning media, and class management. However, the study highlighted potential solutions to overcome these challenges, including training and practice to develop English language proficiency and confidence, developing or adapting learning materials suitable for young learners and developing effective classroom management strategies. By overcoming these challenges and implementing these solutions, EFL kindergarten teachers can promote active participation and engagement from all students and improve their English language proficiency.

CONCLUSION AND SUGGESTION

Conclusion

This study has provided detailed information about kindergarten teachers' perceptions, problems, and suggestions regarding the used *Paikem Gembrot* model to introduce English to young learners. The results of the research above provide evidence that teachers have different strategies for the constraints and solutions to their teaching. Then, teachers who understand the concept of learning and have the English ability tend to apply the *Paikem Gembrot* model in their teaching activities. Teachers believe that applying the correct model helps the teaching process. Although most teachers agree with using the *Paikem Gembrot* model, some need help understanding its concept since they cannot use this model of learning effectively. Moreover, that model learning teaching is unfamiliar to teachers, and they need more ability in English, so they may need help comprehending the concept and improving their English ability.

To sum up, this study emphasized the difficulties faced by EFL kindergarten teachers when using the *Paikem Gembrot* learning model to teach English to young learners. Despite these challenges, teachers can overcome them by establishing a supportive and interactive classroom setting, providing structured instruction, and cooperating with their colleagues. By doing so, EFL kindergarten teachers can not only foster effective teaching, student engagement, and learning outcomes but also enhance their students' English language proficiency and prepare them for future academic accomplishments.

Suggestion

This study suggests the teachers to create a comfortable and engaging classroom environment that encourages active participation and learning, scaffold

instruction and use appropriate materials and resources to facilitate language acquisition in young learners, encourage students to interact with one another in English, such as through group activities, discussions, or games, collaborate with colleagues to share ideas and best practices for using the *Paikem Gembrot* learning model to teach English to young learners and continuously assess student progress and adjust instruction accordingly to ensure maximum learning outcomes.

It also provides other opportunities for further investigation in terms of the effectiveness of the *Paikem Gembrot* learning model compared to other teaching methods for introducing English to young learners, the impact of the *Paikem Gembrot* learning model on the development of various language skills in young learners, such as reading, writing, listening, and speaking, the factors that influence the success or failure of the *Paikem Gembrot* learning model in teaching English to young learners, such as teacher characteristics, classroom management, and student motivation, the long-term effects of the *Paikem Gembrot* learning model on the academic performance and English proficiency of young learners and the adaptability of the *Paikem Gembrot* learning model to different cultural and linguistic contexts.

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