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## **PROCEEDING OF**

STIKES RS. Baptis Kediri  
Kediri City- East Java, 23<sup>th</sup> Nov 2019

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## FOREWORD

Thanks to God Almighty for his abundance of grace so that the Proceedings Of Update Comprehensive Nursing Care For Diabetes Mellitus Patients With A Multidisciplinary Approach can be solved well. This Proceeding is a collection of research results that are expected to contribute in improving health status in the community. Research results can be a point of reference for developing other research for the welfare of Indonesian society. This Proceeding contains research papers and is created with the aim of providing knowledge to the general public regarding the latest research and scientific developments so that it is expected to increase knowledge, communication and further motivation for the filing of Intellectual Property Rights.

We would like to thank **Mrs. Selvia David Richard, S.Kep., Ns., M.Kep as Chief of STIKES RS. Baptis Kediri, Libest Asia Consultants, Social Welfare Corporation Prefectual Welfare Society, Asia Kyoei Jigyou Kyodokumiai, Kumiai/AO Japan, Seiyukai Foundation, Rakurakuen Foundation and Southeast Asia Ministers of Education Organization Regional Open Learning Center (SEAMEO SEAMOLEC)** in publishing the proceedings that we have held. We realize that this Proceeding certainly does not escape the deficiencies, for that all suggestions and criticism we expect for the improvement of proceedings in the next issue. Finally we would like to thank all those who have assisted in this activity, and we hope that this proceeding can be useful for researchers, academics and the development of science.

Kediri, 29<sup>th</sup> November 2019  
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# TEACHING LISTENING BY USING JIGSAW TECHNIQUE FOR SECOND GRADE STUDENTS AT SMK PGRI 2 KEDIRI

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## ABSTRACT

The aim of study is to describe the teaching listening by using jigsaw technique for second grade students at SMK PGRI 2 Kediri. Those are including of: the teacher's preparation in teaching listening by using jigsaw, the teacher's steps of teaching listening process, the teacher's media, the teacher's evaluation, the students' response, the problem faced by the teacher, the result of students' listening score, the teacher's educational background and the teacher's experience in teaching listening by using jigsaw technique. This research used descriptive qualitative approach as a research design. The subject was 46 students of the second level of Office Administration 2 at SMK PGRI 2 Kediri. The methods used in collecting data were observation, interview, and documentation. The data analysis was based on three concurrent flows of activities, they were: data reduction, data display, and verification. The result of this study showed that the teacher had good preparation before starting teaching listening. The steps of teaching listening were appropriate with the principles of implementing jigsaw. The teacher's media were audio box, flashdisk, Win the Day book, picture and card. The teacher assessed the students not only in written test but also in performance test. There were two kinds of score, team score and individual score. The students' average of listening score was 8.12, it was in good category. The teacher is a multi-talented teacher, he is a teacher at SMK PGRI 2 and SMK N 2 Kediri, he is a lecture at Wakhidiyah University, he is also a coach of English Debate. While teaching listening he got difficulty while monitoring, controlling the students in the class and he got problem in managing time while the process of teaching listening.

**Keywords:** *listening ability, teaching listening, jigsaw technique*

## Introduction

Listening skills as one of linguistic competence is a critical element in the language performance of adult second language learners either they are communicating at school or in the community. Through the normal course of a day, listening is used nearly twice as much as speaking and four to five times as much as reading and writing (Rivers, 1981:136)

Teaching English needs some method which suitable with the purpose of learning to built up the motivation of students. "Teacher will not be able to do his task if he does not mastery any method of teaching which has been formulated by the psychologist and education scientist" (Djamrah, 1996: 72). There are a lot of methods in teaching language such as, discussion, role playing, number head together, jigsaw, story mapping and discovery, but sometimes the teacher does

not think whether it is matching to learning goals. So it makes the method useless.

This research is conducted at SMK PGRI 2 Kediri. The reason why the research is taken place there because the teachers usually use jigsaw technique to help students learn and master in listening, it is a unique technique while the jigsaw method is most used in teaching speaking, writing and reading. The researcher wants to know more about the teaching listening by using jigsaw technique. Therefore, this thesis is entitled "Teaching Listening by Using Jigsaw Technique for Second Level Students at SMK PGRI 2 Kediri".

Based on the background of the study above, the problem can be formulated as follows: (1) what is the teacher's preparation before teaching listening by using jigsaw technique at SMK PGRI 2 Kediri? (2) how are the steps of teachinglistening process by using jigsaw technique at SMK PGRI 2 Kediri? (3) what is the teacher's media in teaching listening by using jigsaw technique at SMK PGRI 2 Kediri? (4) how is the teacher's evaluation in teaching listening by using jigsaw technique at SMK PGRI 2 Kediri? (5) how is the student's response while teaching listening by using jigsaw technique at SMK PGRI Kediri? (6) what is the problem faced by the teacher in teaching listening by using jigsaw technique at SMK PGRI 2 Kediri? (7) how is the result of students' listeningscore by using jigsaw technique at SMK PGRI Kediri? (8) how is the teacher's educational background? and (9) what is the teacher's teaching experience?

## **Literature Review**

Listening is a complex and difficult issue to be investigated which means that it is not easy to provide an easy and quick definition of listening. Rost (1994). "Listening is less directly observed and less noticeable in both its development and its everyday use."

Language learning depends on listening. Listening provides the aural input that serves as the basis for the

language acquisition and enables learners to interact in spoken communication. Effective language instructors show students how they can adjust their listening behavior to deal a variety of situations, types of input, and listening purposes. They help students develop a set of listening strategies and match appropriate strategies to teach listening situation.

The activity in listening teaching consists of three phases. According to Underwood (1989) the phases are called pre-listening, while-listening and post-listening

Using media in teaching learning process is very important. It because of the media can support the process of teaching learning activity. As a teacher must notice require of teaching learning in order that he can apply the teaching learning process well. According to Gagne, Briggs and Wagner (1992), that teaching is the process of transferring information to facilitate the student. Thus, there are many things that must be notice by teacher to facilitate the students, especially the proving the media.

Students' response toward teacher's activities improve can be signed by students' concentration to the teacher's explanation, brave to answer the teacher's question and deliver heir opinion to the class (Sholeh : 2012). So, the teacher has three main roles in communicative classroom...to act as facilitator of communicative process...as a participant...as an observer and learner (Breen and Cadlin in Nunan, 1989 : 87) and teaching-learning can be categorized good if the teacher can increase students to be more active and interest to the material, students feel more appreciate to their work, they are more brave to ask about the material given by the teacher, the situation of the class is interesting and joyfull.

Evaluation is an effort to get any information about the process and the progress of the students' achievement in the learning process gradually and continually while according to Daules (1981) in Hariyanto. Evaluation is simple process of definite the score among purpose activity, decision, work demonstration process and other.

Evaluation as a tool to measure students' achievement in subject being studied especially listening and speaking ability.

Jigsaw is a unique teaching technique where the student able to learn and teach each other and every student becomes an expert here. Slavin (1985: 175) says "the unique characteristic of jigsaw is that students are given portion of the total learning task master and then teach that segment to the other members of their team. Until all of the pieces of the learning "puzzle" are in place, meaningful learning cannot occur; hence, the name jigsaw"

## **Methodology**

The design that is used in this study is a descriptive qualitative. Descriptive qualitative is designed to obtain information relating to the current status of phenomenon and presented toward determining the nature of situation that happen at a time of the research activities, not giving them any treatment then describing the phenomenon as it exist naturally. In this research, the researcher described the teaching listening by using jigsaw technique for second level students at SMK PGRI 2 Kediri.

The research data were collected using observation, interview and documentation. Observation and interview used for collecting data on the teacher's preparation in teaching listening, the steps of teaching listening process by using jigsaw, the teacher's media, the teacher's evaluation, and the students' response, teacher's educational background, the problems faced by the teacher, and the teacher's teaching experience. And documentation used for collecting data on teacher's lesson plan, the teacher's semester and annual program, the teacher's material in teaching listening, the students score of listening test, the students' attendance list, the teacher's curriculum vitae, the documentation when teaching listening by using jigsaw, and the school profile

## **Finding**

By using interview on Saturday, May03, 2014, the interview was about the teachers' preparation in teaching listening by using jigsaw method, he always makes the lesson plan in every meeting when he teaches listening. He also had syllabus, semester program, and annual program. It can be proved by the documents that he gave to me that were suitable with the documentation lists. He said that he got the material of the listening not only from the book of Win the Day but also from internet.

Based on the direct observation that has done at SMK PGRI 2 Kediri on May 12, 2014, the teacher's preparation was well. He prepared the listening teaching learning equipment well. The equipment was the lesson plan, the material, audio box, flash disk, picture, card, students' worksheet.

Based on the direct observation that has done at SMK PGRI 2 Kediri on May 12, 2014, the teaching listening process by using jigsaw was run well. The teacher, Mr. Jodi said greeting and let the students pray together before he started the lesson. He did not forget to check the students' attendance list. He told the goal of teaching before starting the lesson.

The steps of teaching listening process were appropriate to characteristics and the principles of implementing jigsaw. The process of teaching listening consisted of pre-listening, while listening, and post-listening.

For the pre-listening, the teacher, Mr. Jodi gave the students instruction to make a group. Pre-listening spent for about 10 minutes. Mr. Jodi divided the students into 5 groups. The total of the students was 46, so each group had 7 until 8 students. He told the students about the indicators that they had to be achieved. Then, he gave them brainstorming by using picture and card. He showed the picture to the students, and asked them about the picture by using 5W, 1H that described the picture. He had prepared the teaching equipment, as follow the media and the

material. Then he gave them pictures, He used picture series as the material. Mr. Jodi divided them into five groups by using counting number from 1 to five. The students got number 1 joined with other students that also got number 1 and so on. So there were 5 groups in the class. Each group got different pictures. The total of the students is 46 students, but there were 6 students who were absent, so there were 40 students in the class. Each group consisted of 8 students. There are 10 pictures, so each group got 2 pictures.

Mr. Jodi told the procedure to the students, the procedures were each group got different picture, there were 5 groups and 10 pictures series, so each group got 2 different pictures. After they listened to the audio, the students in each group should write the activity that was appropriate with the picture. When the students had finished doing their duty, they had to change to another group to complete the story, but the leader in each group kept staying in his group. Mr. Jodi gave 3 minutes to the students to share their information about the picture in every group so it would spend 15 minutes. They should move one another, group one moved to group 2, after that they moved to group 3 until they got complete information about the pictures. After they got complete information they came back to their group and discussed together with the leader and arrange the pictures into right order. Then each group should present their result of discussion.

When the process of while-listening, the students seemed to focus with the pictures and audio listening. In the while listening spent for about 10 minutes. The group one focused to the picture 1 and 2, the group two focused to the picture 3 and 4, the group three focused to picture 5 and 6, group four focused to picture 7 and 8, and the group five focused to picture 9 and 10. The audio listening was played in two times.

When the activity of post-listening, each group discussed about the picture and the activity that related to the picture that they had got. The leader of each group helped the member if they got problem. Then Mr. Jodi gave 3 minutes to the

students to share their information about the picture in every group. They moved one another, group one moved to group 2, after that they moved to group 3 and so on until they got complete information about the pictures, it needed 20 minutes for students to move and share the information about the picture that they got, but it was not suitable with the teacher's planning that he planned to spend time for about 15 minutes. After they got complete information they came back to their group and discussed together with the leader and arranged the pictures into right order. Then each group presented their result of discussion and the teacher gave assessment. The teacher assessed the group work and the individual work. After they discussed together, each student had to make paragraph about the story from listening test, it was used to get individual score. It needed 10 minutes. In the activity of post-listening had spent time for about 30 minutes.

In the end of the lesson the teacher gave conclusion about the material and gave motivation to the students after the lesson has been completed. He stated that the students do not need to be afraid to speak English, not to be afraid to be active in the class, and not to be afraid to enrich many vocabularies from another sources. He did not forget to take conclusion in the end of the lesson and closed the program by reciting hamdallah together. The process of pre, while and post need for about 50 minutes, while the teacher planned to spend for about 45 minutes.

By using interview on Saturday, May 03, 2014, the interview was about the teachers' media in teaching listening by using jigsaw technique. He said that he always used media while teaching listening by using jigsaw. The media that he used were the book of Win the Day, picture, card, paper, audio box and flash disk. The book of Win the day is composed by Association of English Teachers of Vocational High Schools East Java. There are some picture exercises of listening on the book. Not only pictures exercises but also, question and answer exercises and retelling story. The other

book that is used by SMK 2 PGRI is the book of Effective Communication composed by pusat perbukuan, Departemen Pendidikan Nasional. He also got the material from the internet. The example of website address that he used is [http://www.examenglish.com/TOEIC/TOEIC\\_listening\\_part1.htm](http://www.examenglish.com/TOEIC/TOEIC_listening_part1.htm). He chose that media for teaching listening because he wanted to stimulate the students' activeness and responsiveness.

By using interview on Saturday, May03, 2014, the interview was about the teacher's evaluation in teaching listening by using jigsaw. He said that he had used the instrument of test to measure the students' ability in listening. The instrument was the exercises on the book of Win the Day that consisted of pictures.

The data that has got from observation checklist showed that the teacher assessed the students' activity while teaching listening process. He assessed not only the written test but also the performance test of the students. He assessed the students' listening ability by using the criteria of ability to focus, general understanding, listening for details, and accuracy of answers. The minimum score was 1, and the maximum score was 4. The teacher assessed the group work and the individual work. After they discussed together, each student had to make paragraph about the story from listening test, it was used to get individual score.

The students gave good response and participated actively while teaching listening process by using jigsaw. By using jigsaw the class situation was more interesting. The process of listening became alive while not only the teacher but also the students that had an active role. The students also asked questions to the teacher if they did not understand about the instruction and had any difficulty while teaching listening process. In the pre-listening they concentrated to the teacher's material. They had asked to teacher if they had got problem with the material. In the while-listening they focused to the speaker. In the post-listening they discussed and shared their opinion together. From observation that

has done by the researcher showed that the students could apply their duty as like as the characteristics and the principles of implementing jigsaw.

By using interview on Saturday, May03, 2014, the interview was about the teacher's problems in teaching listening by using jigsaw. He found some troubles such as he got difficulty while the students were less of vocabulary that made the students were difficult to arrange the sentence to speak in English. He found that few of students were less active and afraid to speak English in teaching listening process by using jigsaw while the teacher should divide the students into some groups that each of the group has the members with different intelligent and character. Moreover, the students have to be active in teaching listening by using jigsaw because they have to perform after they listen to the tape recorder and discuss with their group. Mr. Jodi got difficulty when teaching listening by using jigsaw when it needed much time and he felt difficult in controlling the class while sometimes the students started to be noisy and difficult to be controlled.

The way of the teacher to solve the problems were by giving picture and card that contained of vocabularies that related to the picture and practiced them to describe the picture, the teacher stimulated, motivated and encouraged them so that they were more active and brave to speak English after they listened to the tape recorder or the speaker, the teacher had to manage the time of teaching listening by using jigsaw technique by giving limitation of time in each group to perform their discussion so that the students did not spent much in the activity that was no useful.

To know the result of the students' ability, in the end of the lesson the researcher asked the result of the students' listening ability by using jigsaw. From the list of students' score result, it could be seen that there were 2 scores from team discussion and individual discussion. The students' result in listening was in good categorization. The teacher gave two kinds of score. They are the team score and

individual score. The group one got score 8,1, the group two got score 7.5, the group three got score 8.1, the group four got score 8,8 the group five got score 8,1, the group six got score 7.5. The average score of the individual score was 8.12.

From the interview with the teacher that held on Saturday, May03, 2014, the data that was got was about the teacher's education. The data was not only got by interview but also by documentation. He said that his last education was master degree at PGRI Adi Buana Surabaya University, and he took the subject of TEP (*Teknologi Pembelajaran*). He took S1 at Nusantara PGRI University in Kediri and he took the subject of English department. He also became a lecture in Wakhidiyah University, he taught English subject. Based on the data that was got by documentation, it showed that the teacher, Mr Jodi is a multi talented teacher. It was proven by the achievements that he has got during teaching English at SMK PGRI 2 Kediri. He is a coach of English debate at SMK PGRI 2 and SMK N 2 Kediri. He has trained the students in English debate since in 2005 until now. The students of English debate that he has trained have got many achievements. For examples in 2005, got the first champion of debate competition in the program of LKS SMK Kota Kediri, in 2006, got the second champion of debate competition in the program of LKS SMK Kota Kediri, and so on.

From the interview with the teacher that held on Saturday, May 03, 2014, the data that was got was about teacher's teaching experience. Mr. Jodi has taught English for 16 years. He used jigsaw technique in teaching listening. The reason why he used jigsaw, because he wanted to drill the students to listen the native speaker by using interesting and different way that by using jigsaw technique.

The disadvantages of using jigsaw in teaching listening were: 1) it takes much time, because it needs time for each group to present their discussion, 2) the teacher should give more attention to the students to control of each group that it will not be easy to be done because the teacher cannot monitor the all groups at once, 3) the

teacher gets difficulty when there are some students who are less active in the process of listening teaching while the teacher should divide the students into some groups that each of the group has the members with different intelligent and character. Mr. Jodi also had some interesting experiences during teaching listening by using jigsaw when he used game to modify his teaching and learning process. The game was estafet writing.

## Discussion

The preparation that was done by the teacher at SMK PGRI 2 Kediri in teaching listening by using jigsaw was good. The teacher, Mr. Jodi had the syllabus, annual program, and semester program. He also made lesson plan before teaching listening. He prepared well the material, media, and the teaching equipment. He could integrate between the material and teaching design. But before starting to teach listening by using jigsaw, he did not review the material in the meeting before. According to Brown (2000:14) "Today, language teaching is not easily categorized into methods and trends. Instead, each teacher is called on to develop a sound overall approach to various language classrooms." It means that the teacher should have good preparation before teaching.

The steps of teaching listening process by using jigsaw were run well as the implementing of jigsaw technique. In the pre-listening the teacher gave the students' brainstorming, gave the material related to the picture, and clear instruction about the process of listening by using jigsaw technique. Brainstorming was important to build the students' motivation and interest. The teacher gave picture and card that there were many vocabularies related to the picture. The process in the pre-listening was so important to build the students' confidence. It is in line with Yagang (2001) presents a number of tasks for pre-listening stage that can enable the students to gain knowledge that is needed for the listening task. This gained

knowledge gives the students confidence that is necessary for successful listening. In the while-listening the students focused to the picture that the teacher gave as duty for each group. By using jigsaw technique the students not only listened to the audio but also learnt the way to catch the information during while-listening activity.

The media that was used in teaching listening by using jigsaw was good enough. The teacher, Mr. Jodi used the book of *Win the Day* composed by Association of English Teachers of Vocational High Schools East Java. It is for guidance book in the school. The other book that is used by SMK 2 PGRI is the book of *Effective Communication* composed by *pusat perbukuan, Departemen Pendidikan Nasional*. He used audio box and flash disk as the mediator to give the material. He used picture and card as the brainstorming. There are many kinds of media for teaching learning process. Based on DEPDIKNAS in *pengembangan silabus*, media, consist of visual, audio, audio visual and interactive/multimedia.

Mr. Jodi gave test for measuring the students' ability, he assessed not only the written test but also the performance test of the students. The teacher's assessment is important to increase the students' motivation in studying. It is in line with Djamarah (2006) states about kinds of evaluation that there are two kinds of evaluation equipment. The first is test, test is conducted primarily as device to reinforce learning and motivate the students. Test is also used as means to assess the students' performance. Based on the applying, test consists of three kinds; those are written, oral, performance evaluation.

The students' response while teaching listening by using jigsaw in class was good. It is in line with Sholeh (2012) states that Students' response toward teacher's activities improve can be signed by students' concentration to the teacher's explanation, brave to answer the teacher's question and deliver their opinion to the class.

The teacher got trouble in teaching listening by using jigsaw the students were

less of vocabulary that made the students were difficult to arrange the sentence to speak in English. He found that few of students were less active and afraid to speak English. The factors were because they were less in vocabulary and in each group consisted of different intelligence and character. He got difficulty when teaching listening by using jigsaw while it needed much time and he felt difficult in controlling the class while sometimes the students started to be noisy and difficult to be controlled. It is in line with Tewkesbury (2008) states that implementation of jigsaw technique in class not only has the advantages but also disadvantages, such as follow (1) it takes much time to organize the group. The teacher should make groups that combine the students who have different intelligences, (2) if students don't get into their group quickly enough or read their initial texts quickly enough, it will run out of time, (3) if one or two obstinate students don't participate a whole group or two will lose out on a piece of the text, (4) the class situation become noisy, so the teacher needs to control the students, and (5) a teacher cannot monitor all groups at once.

## Conclusion and Suggestion

The preparation that was done by the teacher, Mr. Jodi at SMK PGRI 2 Kediri in teaching listening by using jigsaw was preparing the lesson plan, the material, media, and the other teaching equipment. He checked the teaching equipment first before he started to teach the students such as turn on the audio box, he prepared the book of *Win the Day* that was used for listening, he prepared the material for giving brain storming to the students for examples picture, cards and paper sheet. He could prepare all of them well. But he forgot to review the material in the meeting before.

The steps of teaching listening process by using jigsaw were run well. The steps were suitable with the jigsaw implementing. There were pre, while, and post-listening activity. The media used in

teaching listening by using jigsaw were the book of Win the Day as the guidance book, the other book that is used by SMK PGRI is the book of Effective Communication composed by *pusat perbukuan, Departemen Pendidikan Nasional*. He used the media of the audio box, flash disk, picture, and card.

The teacher, Mr. Jodi used test as the instrument to measure the students' ability. The exercise was given from the guidance book of Win the Day. He assessed not only the written test but also the students' performance. The criteria that he assessed the students' listening ability by using the criteria of ability to focus, general understanding, listening for details, and accuracy of answers. The minimum score was 1, and the maximum score was 4. The teacher got 2 scores from team score and individual score. The teacher assessed the group work and the individual work. After they discussed together, each students had to make paragraph about the story from listening test, it was used to get individual score.

The students' response in teaching listening by using jigsaw was good. They helped one another. In the pre-listening they concentrated to the material that the teacher's gave. They had asked to teacher if they had got problem with the material. In the while-listening they focused to the speaker. In the post-listening they discussed and shared their opinion together. By using jigsaw the class situation became more alive and interesting. The students participated well in teaching learning.

There were many factors that caused the teacher got problem when teaching listening by using jigsaw. Mr. Jodi found that few of the students were less active in the process of discussion. They were afraid to speak up, because they were less in vocabulary and they were nervous to speak up. The teacher stimulated and motivated them to be not afraid to speak up.

## Suggestion

Based on the finding of this research, the researcher tries to give some suggestions. The suggestion is given to the English teacher at SMK PGRI 2 Kediri, the students at SMK PGRI 2 Kediri, and the further researcher.

### 1. For the English teacher at SMK PGRI 2 Kediri

It would be better if the teacher gives more attention to each group, so he should be able to control the group by giving the instruction to each leader in the group. By giving instruction an obligation to the leader to manage and control the group, the teacher will be easier to control and monitor them. In the problem of time, it should be better if the teacher plans first about the activity and time. So he should divide the time that used in each activity of teaching. And he should give time limitation to the students when they do discussion. The teacher should review again the material in the meeting before. It was to make the students more confident to the next material.

### 2. For the students at SMK PGRI 2

It would be better if the students enrich their vocabulary from any sources. However, it is very important to learn not only in listening, but also in speaking, reading and writing so that they will get much knowledge about vocabulary, structure, pronunciation, and so on. They should practice to speak up more not only when in the school but also practice in outside of the school. The frequency of practicing speaking will make the students speak English more fluent and relax.

### 3. For further researcher

There are many factors that affect the completeness of information that the researcher gave related to the research. For the future researcher, it is expected to dig up the deep information regarding the teaching listening by using jigsaw technique especially at SMK PGRI 2 Kediri. This thesis used descriptive analysis that makes the information in the

thesis will be different for several years in the future. In conclusion, the researcher hopes that the further researcher will take and apply the positive side of the teaching listening by using jigsaw and gives anticipation and solution related to the disadvantages of the jigsaw technique.

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