

**ORGANIZATIONAL LEARNING OF LISTENING CLASS
POST COVID 19 PANDEMIC AT SMPN 8 KAUR**

(A Descriptive Qualitative Study at Junior High School
(SMPN 8 Kaur))

THESIS

**Submitted as a partial requirements for the degree of Sarjana
Pendidikan (S.Pd) in English Education Study Program
Tarbiyah and Tadris Faculty UIN Fatmawati Sukarno
Bengkulu.**



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Wassalamu'alaikum Wr. Wb

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MOTTO

**Be yourself because to please others you will never be perfect in
the eyes of those who hate you.**

(♥Anisa Menti Ulan Dari♥)

**Hai Orang-Orang Yang Beriman, Jadikanlah Sabar Dan Shalatmu
Sebagai Penolongmu, Sesungguhnya Allah Beserta Orang-Orang**

Yang Sabar

(QS.Al-Baqarah 153)

Allah Tidak Membebani Seseorang

Melainkan Sesuai Dengan Kesanggupannya

(QS.Al-Baqarah 286)

DEDICATION

This thesis is dedicated to:

♥ My Greatest God, Allah SWT, I really thank to you because without your blessing, I am nothing in this world.

♥ My beloved parents, Mr.Ramli and Mrs.Nuraini, My brother Medi Haryanto, A.Md and Muhammad Harlis,S.Pd., and My sister Surmawati,S.Pd , Penti Dauwati , Sisti Pitriani,S.Icom.

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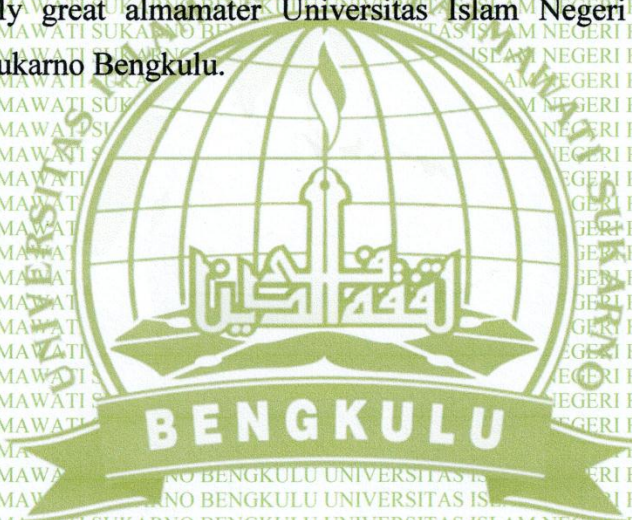
♥ My beloved nephew, Esya Uswatun Hasanah, Muhammad Fakhri Ramadan,Misyah Laila, Azzahira Nursifa, Ramadan Naufal Aziz, Azzahwa Nurqonita, Nurshera Izzatunisa, Alifa Misyah Inara, Ramadan Fathir Azami,Muhammad Fairel

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♥ My Special Patner Herli Hendeki, S.E Thank you so much for
all happiness and for your support, and for your prayers for
me

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Sukarno Bengkulu.



PRONOUNCEMENT

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I here by sincerely state that the thesis titled “**Organizational Learning of Listening Class Post Covid 19 Pandemic At SMPN 8 Kaur (A Descriptive Qualitative Study at Junior High School (SMPN 8 Kaur))** is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

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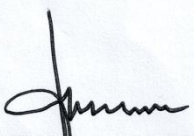
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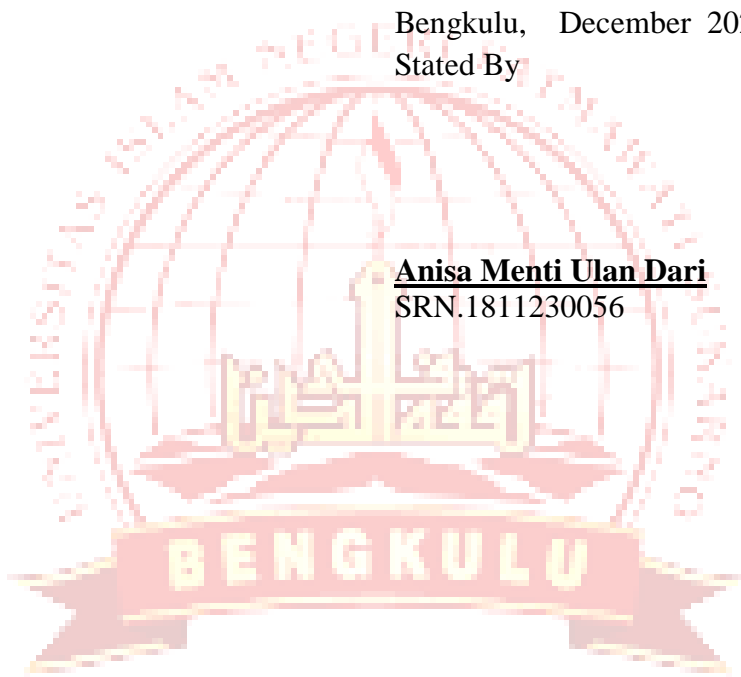
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ABSTRACT

Anisa Menti Ulan Dari, 2022. Organizational Learning of Listening Class Post Covid 19 Pandemic At SMPN 8 Kaur (A Descriptive Qualitative Study at Junior High School (SMPN 8 Kaur))

Supervisor: 1 Dr. H. Ali Akbarjono, M.Pd; and **Supervisor 2:** Reko Serasi, M.A

This study aimed to find out the implementation of organizational learning in the post-covid-19 pandemic listening class at SMPN8 Kaur. Organizational learning is a system or learning strategy that is based on the goals that have been set by the school with the criteria that already exist in the learning system. This study applied a qualitative description method using the instruments of observation, interviews, and documentation. The researcher decided to interviews two English teachers teaching in grade eight. From the results of the study, it was found that the English teachers at SMPN 8 Kaur did not implement organizational learning in the listening class because they had their method of teaching. So, it can be concluded that the organizational learning in the listening class has not been applied by the English teachers at the school.

Keywords : *Organizational Learning, Listening Class, Post Covid 19 Pandemic.*

ABSTRAK

Anisa Menti Ulan Dari, 2022. Organizational Learning of Listening Class Post Covid 19 Pandemic At SMPN 8 Kaur (A Descriptive Qualitative Study at Junior High School (SMPN 8 Kaur))

Pembimbing 1:Dr.H. Ali Akbarjono,M.Pd dan **Pembimbing 2:** Reko Serasi,M.A

Penelitian ini bertujuan untuk mengetahui bagaimana penerapan *organizational learning* di kelas *listening* pasca covid 19 pandemi di SMPN 8 Kaur. Pembelajaran organisasi adalah suatu sistem atau strategi pembelajaran yang didasarkan pada tujuan yang telah ditetapkan oleh sekolah dengan kriteria yang telah ada dalam sistem pembelajaran tersebut. Penelitian ini menggunakan metode diskriptif kualitatif dengan instrumen observasi, wawancara, dan dokumentasi. Peneliti memutuskan untuk melakukan wawancara dengan dua orang guru bahasa inggris yang mengajar di kelas delapan. Dari hasil penelitian diperoleh bahwa guru bahasa inggris di SMPN 8 Kaur belum menerapkan *organizational learning* di kelas *listening* karena mereka mempunyai metode sendiri dalam mengajar. Oleh karena itu, dapat disimpulkan bahwa penerapan *oganizational learning* di kelas *listening* belum di terapkan oleh guru bahasa Inggris di sekolah tersebut.

Kata kunci : *Organizational Learning, Kelas Listening, Pasca Pandemic Covid 19 .*

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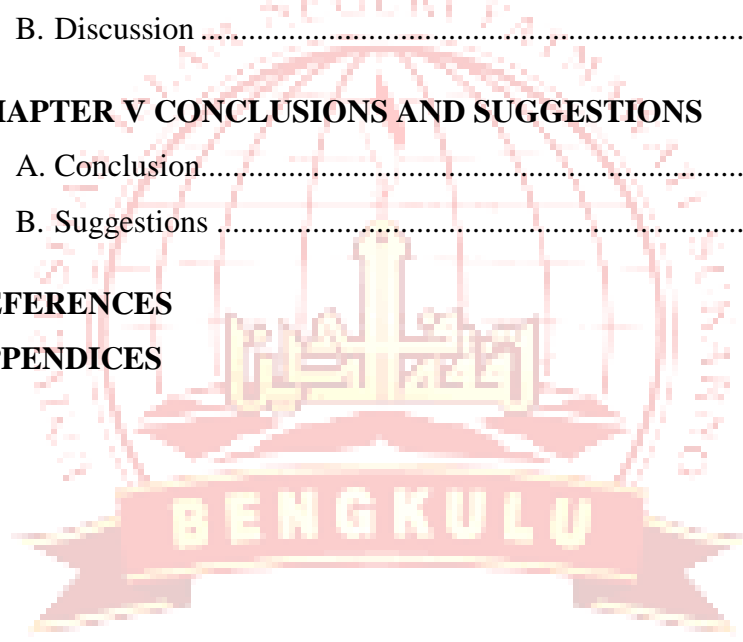
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CHAPTER I

INTRODUCTION

This chapter presents brief discussion of the background, identification problem, limitation of the research, research question, the objective of the research, significance of the research, and definition of key terms.

A. Background of the Study

New Normal is a term that is often used as a topic of conversation during the Covid-19 pandemic. New Normal is a social habit and individual behavior that emerged after the Covid-19 pandemic (Sari, 2022). New Normal is a new life where people continue to carry out activities as usual while still implementing the health procedures set by the government to overcome the transmission of the corona virus. The application of the new normal affects education so that learning is carried out directly face to face where teachers and students meet face to face with the learning process using media to avoid the corona virus.

The role of teacher is to educate because the teacher is someone giving information for students. When students manage to understand the learning materials provided by the teacher it means not separated from the role of teachers in the learning process. But one thing that is important is that a teacher must have a passion for teaching. If the teacher does not have a passion for teaching, neither will the students. "Passion is the key to be a successful teacher.

Before the change of offline learning to online there are four roles of teachers, namely the first, teacher role as facilitator, According to (Chiu,2005 cited in Alonazi, 2017) explains that a facilitator of learning is usually considered as a helper who makes learning easier to happen. The two teachers role as counselor is a in general refers to person who provides advice to those who need it. Counseling assists learners to talk to someone about their achievements, problems and the ways to solve these problems (Kongchan,2008 cited in Alonazi, 2017).

According to (Voller,1997 cited in Alonazi, 2017), states that counseling emphasizes on a one to one interaction. The role of a counselor is more like a supervisor who help learners to be more self-directed. The third is the role of the teacher as a resource, when the lecturer performs as a resource, he/she is perceived as “a source of knowledge and expertise”(Alonazi, 2017). In other words, a resource makes his or her knowledge and expertise available to the learners whenever it is necessary. The fourth role is the teacher as manager and organizer in a learner centered classroom, the teachers should be responsible for organizing different kinds of games and activities such as roleplay, group discussions, presentations and debates. However, after Covid 19 and learning became online, these four roles increased to eight teachers' roles in the online learning process, among others are, content facilitator, technologist, designer, manager/administrator, process facilitator, adviser/counselor, assessor, and resercher.

The students claimed that online learning has caused them some health problems like fatigue, headache, or fever because they had too many assignments to do in short time. Some also declared that they had impairment eyesight due to long duration starring at computers or phones screens. Students also faced hardship in financial because they had to buy big credit for online quota (Simamora, 2020). However, these advantages and disadvantages which determined the students' success in learning were closely related to students' motivation in online learning during the pandemic.

There exists a tremendous amount of literature on the subject of organizational learning, and with each new research article comes a new framework or set of guidelines describing how organizational learning occurs, how to establish and maintain a learning organization, how to overcome the barriers to learning, and more. The phenomenon of organizational learning is a body of work that calls on multiple disciplines in both the natural and social sciences, including psychology, sociology, and anthropology,

to name a few. It is a burgeoning branch of organization theory that has a direct connection to other major fields, including leading change, organizational communication, creativity and innovation, individual accountability and motivation, management and leadership development, systems thinking and mental models, organizational structure, shared vision and values, and much more.

According to (Fallis, 2013) define organizational learning as the capacity or processes within an organization to maintain or improve performance based on experience. Corroborating this point, scholars (Othman & Hashim, 2015) define organizational learning as responding to new information by altering the very “programming” by which information is processed and evaluated.

Organizational learning theory is concerned with how learning takes place in organizations. It focuses on collective learning but takes into account the proposition made by (Argyris, 1992 cited in Hutchins, 2020) that organizations do not perform the actions that produce the learning; it is

individual members of the organization who behave in ways that lead to it, although organizations can create conditions that facilitate such learning. The concept of organizational learning recognizes that the way in which this takes place is affected by the context of the organization and its culture. In this chapter organizational learning is defined, consideration is given to the outcomes and process of organizational learning, the principles of organizational learning are summarized and the process of evaluative enquiry as a basis for organizational learning .

Listening is the first language skill that an individual acquires in someone life and the one that use most for the rest of the life. Listening is the ability to identify and understand what others are saying. This is involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary and grasping the meaning (Ardi, 2008). Listening starts at the pre-school period with the efforts of the individual on understanding what's happening around, the information of the universe containing the

knowledge, feeling, thought of this era and the development of the basic mental structures (Acat et al., 2016) Teaching listening is sometimes considered a simple process. Commercial language schools around the world hire people with no training to teach listening class. Although speaking is natural, listening in a language other than our own is anything but simple. Paradoxically, although many learners feel that being able to communicate effectively through listening is their main priority, listening is sometimes lead to dissatisfaction. Some learners cannot see the point of doing something in the classroom that they could quite easily do over a coffee and teachers can feel a sense of guilt because they have not taught something with a clear learning outcome that can be held up as justification for the lesson.

After the observation, it can be seen that in the teaching and learning English at SMP is to enable the learners to apply the mastery of English skills to communicate orally and in writing at intermediate level. Teaching students in SMP is focused on the ability to communicate with it. It means that

the communication competence of the students are the emphasize. Students faced with certain situation, where they express what they think and what they must do. We can use listening work in the classroom as one way to help focus on language systems. This activity provides listening practice by supplying a script for verbalizing along with the listening material learning process, students tend to be passive. This causes the mastery of concepts and willingness in learning is getting lower. Based on the above problems, one alternative learning technique to improve the mastery of concepts and confidence is to apply the media of organization learning pasca pandemic covid 19.

Based on interviews with several students in the listening class, namely junior high school students, data was collected from interviews. In the learning process in the listening class, they admit to having difficulties in the current learning system, this is due to less conducive learning facilities and a lack of student vocabulary and results in students not being able to understand the content of the audio

text provided by the teacher, and this causes lack of student motivation to learn and cause students to be late for class in learning English.

Based on the above statements, the researcher conducted research entitled “**Organizational Learning of Listening Class Post Covid 19 Pandemic At SMPN 8 Kaur**”

B. Identification of Problems

Based on the background of study, some problems identified are:

1. The students do not understand discriminating sound
2. Detect sentence constituents are still less effective
3. The students have low vocabulary
4. The teacher must give full attention in teaching listening.
5. The teacher should ask the purpose of listening to evaluate the results of the learning.
6. Management, processing learning and evacuation of English learning in the listening class.
7. Students are still less motivated in learning in class after the Covid-19 pandemic.

C. Limitation of the Research

Based on the problem, the problem limitation is the implementation of organizational learning in the listening class. This research is only limited by Eight Grade Students at SMP N 8 Kaur for the 2022 academic year.

D. Research Question

Based on the explanation from the background above, the research question of this research: How is the implementation of organizational learning in the listening class post Covid-19 pandemic?

E. Research Objective

By looking at the research question above, the purpose of this research is to find out the implementation of organizational learning in the listening class post Covid-19 pandemic.

F. Significances of the Research

The significances of this research is expected as follows:

1. Teachers

From this research, it is hoped that it can provide benefits for all English teachers where they have knowledge about the implementation of organizational learning of listening class.

2. Students

This research is useful for students because they know the application of organizational learning of listening class.

3. Researchers

This research can also be a reference for further researchers who want to conduct further research, namely organizational learning of listening class.

G. The Definition of Key Terms

1. Organizational Learning

Organizational learning is a system or learning strategy that is based on the goals that have been set by

the school with the criteria that already exist in the learning system.

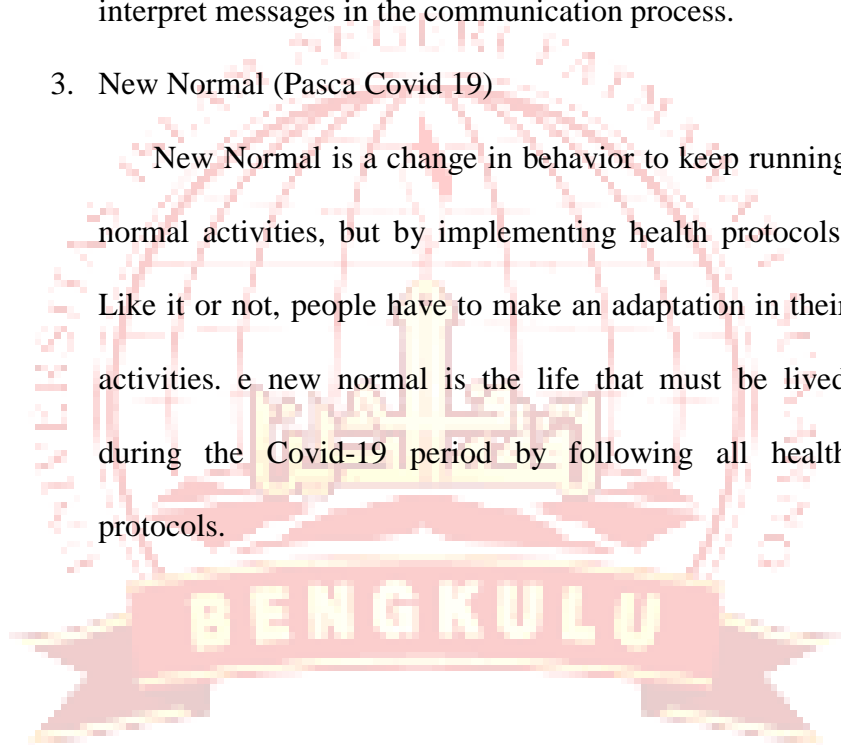
2. Listening class

Listening skill is the competence to receive and interpret messages in the communication process.

3. New Normal (Pasca Covid 19)

New Normal is a change in behavior to keep running normal activities, but by implementing health protocols.

Like it or not, people have to make an adaptation in their activities. The new normal is the life that must be lived during the Covid-19 period by following all health protocols.



CHAPTER II

LITERATURE REVIEW

This chapter presents about review of literature. The review of theories consist of process of teaching and learning in English listening class, Oganizational of listening class, Learning English Post Covid 19 Pandemic, Review of Previous Related Studies.

A. Process of Teaching and Learning in English Listening Class

Teaching can not be defined apart from learning. Teaching is guiding and facilitating learning, enabling the learner to learn, and setting the conditions for learning. Your understanding of how the learner learns will determine your philosophy of education, your teaching style, your approach, methods, and classroom techniques, (H.Douglas Brown, 2000).

The teachig of listening has attracted a greater level of interest in recent years. Later views of listening drew on the field of cognitive psychology, which introduced the notions

of bottom-up and top-down processing and brought attention to the role of prior knowledge and schema in comprehension. Listening came to be seen as an interpretive process. Comprehension does not always require understanding every word or structure.

Undang-Undang Sistem Pendidikan Nasional no 20 tahun 2003 pasal 1 ayat 1 menyebutkan bahwa, “Pendidikan adalah usaha sadar dan terencana untuk mewujudkan suasana belajar dan proses pembelajaran agar peserta didik secara aktif mengembangkan potensi dirinya untuk memiliki kekuatan spiritual keagamaan, pengendalian diri, kepribadian, kecerdasan, akhlak mulia, serta keterampilan yang diperlukan dirinya, masyarakat, bangsa, dan negara”.(Minuchin, 2003).

Undang-undang Republik Indonesia nomor 20 tahun 2003, pada bab XVI pasal 57 sampai dengan 59 tentang Evaluasi menyatakan bahwa “dalam rangka pengendalian mutu pendidikan secara nasional dilakukan evaluasi sebagai bentuk akuntabilitas penyelenggara pendidikan

kepada piha-pihak yang berkepentingan. Lebih lanjut dinyatakan bahwa evaluasi dilakukan oleh lembaga yang mandiri secara berkala, menyeluruh, transparan, dan sistematis untuk menilai pencapaian standar nasional pendidikan dan proses pemantauan evaluasi tersebut harus dilakukan secara berkesinambungan”.

However, language learners usually assume that successful comprehension only occurs with total comprehension. Teaching listening comprehension as a part of teaching a foreign or second language is a relatively recent development whose history lies mostly in the last thirty years. In the early days of teaching the spoken language it was assumed that students would simply acquire the ability to understand the spoken form of the language if they occasionally heard their teacher speak it or listened to a tape of it being spoken. The importance of listening in language learning and teaching demands that language teachers help their students become effective listeners. Students need to be able to listen to a variety of things in a number of different

ways. In the first place, they need to be able to recognize paralinguistic clues such as intonation in order to understand mood and meaning. (Huriyah & Agustiani, 2018)

There are some principles of teaching listening skills that should be known by the teacher. First, listening should receive principal attention in the early stage of ESL instruction. It means that students should be familiar first with listening before they learn the English language. The second is the use of materials that should be maximized. The third is the using of authentic language should be maximised since the students do not understand when difficult words are used by teacher. The fourth is listening should vary the materials in terms of speakers' gender, age, dialect, accent, topic, speed, noise, level, and genre. The aim of that principle is to make the students interested in the material given in every meeting. The fifth is the teacher should ask the students to listen the purposes of listening and ask them to show their comprehension in a task. The sixth is the language material

should never be presented visually first. The students have to be familiar with the audio first.

Based on the text above, the process of teaching and learning in English listening class in this research context is an important basic skill that should be mastered by students at the junior high school level and is taught by teachers at the school level where the students should be able to understand and analyze English text properly and correctly by listening audio. in which have some indicators, namely:

1. Discriminating sound
2. Detect sentence constituents
3. Vocabulary
4. Comprehension

B. Organizational Learning of Listening Class

1. Organizational Learning

According (García-Morales et al., 2012), define organizational learning is an organizational capability to keep and improve performance based on previous experiences and know this capability an ability to achieve

productivity from vivid and implicit science to sharing science and using science in the organization (García-Morales et al., 2012) interpreted organizational learning as a process of discovering and correcting mistakes (Chris Argyris, 1997 cited in Saadat, 2016). Organizational learning consists of all the methods, mechanisms, and processes which are used in an organization in order to achieve learning (Mayo 1994 cited in Saadat, 2016). Organizational learning is the process of finding errors and mistakes and resolving and correcting them. It is a process, which happens by achieving science and improving performance during the time (Alvani, 2008 cited in Saadat, 2016).

According to (Peter Senge's 1990 cited in Wiyono, 2017) definition demonstrates a balance of cognitive and behavioral elements that combine patterns of thinking plus action. He claims that organizational learning occurs where “new and expansive patterns of thinking are nurtured, where collective aspiration is set free, where

people continually expand their capacity to create the results they truly desire, and where people are continually learning how to learn together (Hutchins, 2020).

Organizational learning theory examines how in this context individual and team learning can be translated into an organizational resource and is therefore linked closely to knowledge management processes. It is emphasized by (Hutchins, 2020) that organizational learning is not simply the sum of the learning of individuals and groups across the organization. She comments that: ‘Many studies (see for example (Hutchins, 2020) have confirmed that without effective processes and systems linking individual and organizational learning, the one has no necessary counterpart with the other. Organizational learning is a concept used to describe the types of activities that are present in the organization at the time of organizational learning refers to circumstances inside and outside the organization (Agapita,2006 cited in Joeliaty , 2016)

Based on the text above organizational learning is a system or learning strategy that is based on the goals that have been set by the school with the criteria that already exist in the learning system.

There exists a diversity of focus in organizational learning definitions. Of particular note are two distinctive schools of thought:

- 1) the cognitive school, which highlights the “thinking” element of organizational learning; and
- 2) the behavioral school, which focuses on its “doing” dimension. The cognitive school reasons that learning occurs through our mental models, structures, or schemas, which enable us to understand events and situations and to interpret and respond to our environments.

The behavioral school asserts that we learn by gaining insight and understanding from experience through experimentation, observation, analysis, and examination of outcomes (Charbaji & J. Dagher, 2019) The former is

clearly a thinking-based model, while the latter is an action-oriented one. Emphasizing the cognitive approach, one of the key tenets of scholar (Kolb, 1984) learning model (to be explored later in this paper) is grasping, which entails conceptualization and understanding – both mental processes. Corroborating this point, scholars (Othman & Hashim, 2015) define organizational learning as responding to new information by altering the very “programming” by which information is processed and evaluated. By contrast, scholar (Kimberley, 2004) definition demonstrates a balance of cognitive and behavioral elements that combine patterns of thinking plus action. He claims that organizational learning occurs where “new and expansive patterns of thinking are nurtured, where collective aspiration is set free, where people continually expand their capacity to create the results they truly desire, and where people are continually learning how to learn together” . Finally, (Shipton et al., 2002) define organizational learning as the capacity

or processes within an organization to maintain or improve performance based on experience.

Based on the text above, the organizational can be understood that the organizational is a collection of people who have a specific purpose by using the structure created. Organizational can also be said as a container, a system, to carry out an activity together to achieve a certain goal. If it is related to education (educational organizational) is a place to carry out educational activities to achieve the desired educational goals and educational organizational is a the process of establishing a place or system in order to carry out educational activities to achieve the desired educational goals.

a. Characteristics and Indicators of Organization Learning

Organizational learning is a process:

1. Complicated: affected by the intercommunication of diverse and manifold intrapersonal, interpersonal,

environmental and intra-organizational and inter-organizational factors.

2. Unplanned: not codified like educational texts of official terms.
3. Alertly and purposeful: interested spaces of learning and improvement are ruled on each persons and groups of organization and people and groups are looking forward to learning, alignment to the organization strategy, curiously and carefully
4. Interaction and dynamic: people, groups and organization play the role of achieving information, experiences, and their learning and transferring to others at one time.
5. Continuous and persistent: not limited to a definite time and place, like official educational terms.
6. Evolved and growing: the mentioned interaction, dynamism and continuum and special feedback of this process give a fertility characteristic to it.

7. Affected by the base of knowledge or cultural sources used by these people: this base can be concepts, structure, social rules and the kind of work division, tools and common technologies among the members of organization or a live society.

According to (Wiyono, 2017), The fifth discipline for organizational learning indicators encourages an organization to continuously learn how to create appropriate learning, which will only be formed if students are willing and able to continue to learn to make themselves master in the field. knowledge, the are five disciplines is :

1. Personal Mastery
2. Mental Models
3. Shared Vision
4. Team Learning (teacher and students)
5. System Thinking

b. Management English Learning

Education is a process of preparing generations to live life and fulfill life goals more effectively and efficiently. Through education, it is hoped that a quality young generation will be born. Have broad insight, and personality, and are responsible for future interests. To realize the hopes or goals of education good education management is needed in every educational unit (Suparyanto and Rosad ,2020). Management is the process of planning, organizing, lead and control the efforts of the organization with all its aspects so that the goals organization is achieved effectively and efficiently. (Suparyanto and Rosad , 2020).

According to (Suparyanto and Rosad, 2020), learning is a process in which one's environment is intentionally managed to allow learning from the learner. Learning is a process that is carried out in a systematic manner in which each component influences the other. In the process implicitly there are activities to select, define

and develop methods to achieve the desired learning outcomes (Suparyanto and Rosad, 2020).

Learning management is the use of learning resources existing, both factors that are from within the individual who is learning as well as factors that are outside the individual to achieve goals education effectively and efficiently. Learning management such as covering planning, implementation, monitoring, evaluation and reporting activities learning outcomes (Suparyanto and Rosad, 2020).

According to (Saadat, 2016) defines learning management in four functions, namely planning, organizing, leading, and controlling. The role of teachers in carrying out the function of learning management is very basic so the teacher in the learning process is a manager because the teacher is tasked with preparing, organizing, implementing, and carrying out learning assessments. Learning management effectiveness can be achieved if the management function in learning which

includes the function of planning, organizing, mobilizing, and monitoring are implemented properly and correctly in the learning program (Suparyanto dan Rosad (2015, 2020).

c. Facilitating Factors of Organizational Learning

Considering processes and structures help the organizations to facilitate learning. Organizational learning is a product of these two linked and at the same time different concepts. Indeed, it can be analyzed that in organizational learning, processes, and in a learning organization, structures form the main position. In organizational learning, learning processes are manipulated in order to improve science and organizational and individual understanding, but in a learning organization, an organization plan is emphasized in order to facilitate members' learning and improve the power of team accordance. These concepts are too near because using organizational learning requires a set of characteristics in the organization,

which provides performing learning processes and implementation of the learning process makes the organizational purposeful and learning (Saadat, 2016).

d. Benefits of Organizational Learning

One of the main benefits being a organizational learning offers is a competitive advantage. This competitive advantage can be founded on different strategies, which can be acquired by organizational learning. One way of gaining a competitive advantage is strategic flexibility. The continuous inflow of new experience and knowledge keeps the organization dynamic and prepared for change. In an ever-changing institutional environment this can be a key factor for an advantage (Santos-Vijande et al., 2012). Better management of an organizational explorative investments and exploitative acting can be a benefit of a learning organization, too. Next, a competitive advantage of a company can be gained by lower prices and better quality of products. Through organizational learning both cost

leadership and differentiation strategies are possible. The ability to reconfigure actions based on needs and environment avoids the tradeoff between the two. Overall the customer performance of learning organizations might be better, which is the direct and measurable channel, that establishes a competitive advantage. Another important aspect is innovation. Innovation and learning are closely related. While encouraging people to learn and develop, a more innovative environment is commonly generated, innovative ideas coming from e.g. communities of practice can result in greater overall organizational learning (Hurley & Hult, 1998).

According to (Mammona et al., 2015) Other benefits of a learning organization are:

- 1) Maintaining levels of innovation and remaining competitive.
- 2) Having the knowledge to better link resources to customer needs.
- 3) Improving quality of outputs at all levels.

- 4) Improving corporate image by becoming more people oriented.
- 5) Increasing the pace of change within the organization.
- 6) Strengthening sense of community in the organization.
- 7) Improving long term decision making.
- 8) Improving knowledge sharing.

2. Listening Class

Listening skill is a process the activity of listening attentively to spoken symbols, understanding, appreciation, and interpreting to obtain information, capture the content or message and understand the meaning of the communication that has been delivered by the speaker through speech or spoken language (Tarigan,1985 cited in Efrina, 2021).

Listening skill is activities carried out by someone with the sound of the language as the target and to understand the content conveyed by the sound (Putri, 2018).

Based on the understanding of listening skills above, it can be concluded that listening skills are a process of listening sound of the language with full understanding, attention,

appreciation, as well interpretation, by using the ear to capture messages which are played to obtain information and understand the content conveyed by the sound.

a. The purpose of listening skill

Listening skill has several purposes as follows:

- 1) To be able to obtain knowledge from the spoken material of the speaker delivered, with other words listen to learn.
- 2) To enjoy something spoken material, especially in the arts, in other words, listen to enjoy audial beauty.
- 3) To judge the material heard (Good – Bad, Right – Wrong, etc).
- 4) To be able to enjoy and appreciate the listening material (story telling, poetry, music and songs, dialogue, discussion, and so on), with others words listening for evaluation.
- 5) To be able to communicate ideas, feelings to others smoothly and precisely. In other words, listening as a support in communicating ideas.

- 6) To be able to distinguish sounds with precise, distinctive sounds (distinguish meaning) and which sounds are not distinctive. This usually is obtained from native speakers.
- 7) To be able to solve problems creatively and analytically with input from the material that is heard.
- 8) To be able to convince ourselves of a problem or opinion which is uncertain, in other words listening persuasively.

Based on the description above, it can be concluded that it is basically a goal listening can be viewed from various aspects, namely (1) listening aims to learn, (2) listening aims to enjoy, (3) listening aims to evaluate, (4) listening aims to appreciate, (5) listening aims to communicate ideas, (6) listening aims to distinguish sounds, (7) listening aims to solving problems, and (8) listening aims to convince.

b. Process of Listening

According to (Tyagi, 2013), The process of listening occur in five stages. They are hearing, understanding, remembering, evaluating, and responding.

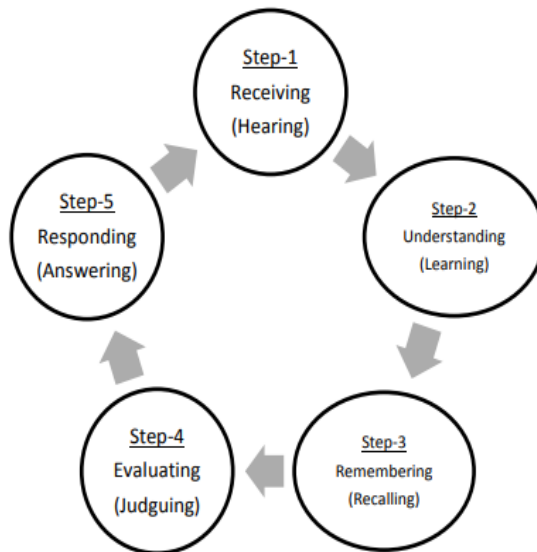


Figure 1.1 Process of Listening

1. Hearing

It is referred to as the response caused by sound waves stimulating the sensory receptors of the ear; it is a physical response; hearing is the perception of sound waves; you must hear to listen, but you need not listen to hear (perception necessary for listening depends on

attention). Brain screens stimuli and permits only a select few to come into focus- this selective perception is known as attention, an important requirement for effective listening.

2. Understanding

This step helps to understand symbols we have seen and heard, we must analyze the meaning of the stimuli we have perceived; symbolic stimuli are not only words but also sounds like applause. And sights like blue uniform that have symbolic meanings as well; the meanings attached to these symbols are a function of our past associations and of the context in which the symbols occur. For successful interpersonal communication, the listener must understand the intended meaning and the context assumed by the sender.

3. Remembering

Remembering is important listening process because it means that an individual has not only received

and interpreted a message but has also added it to the mind's storage bank. In Listening our attention is selective, so too is our memory what is remembered may be quite different from what was originally seen or heard.

4. Evaluating

Only active listeners participate at this stage in Listening. At this point the active listener weighs evidence, sorts fact from opinion, and determines the presence or absence of bias or prejudice in a message; the effective listener makes sure that he or she doesn't begin this activity too soon ; beginning this stage of the process before a message is completed requires that we no longer hear and attend to the incoming message-as a result, the listening process ceases.

5. Responding

This stage requires that the receiver complete the process through verbal and/or nonverbal feedback; because the speaker has no other way to determine if a

message has been received, this stage becomes the only overt means by which the sender may determine the degree of success in transmitting the message.

c. The factors Influence of listening skill

(Arono, 2015), states the factors that influence listening skill to the following are:

- 1) PhysicalFactor
- 2) PsychologicalFactor
- 3) Gender Factor
- 4) Environmental Fact

d. The Benefits of Extensive Listening

According to (Ivone & Renandya, 2019) Extensive Listening has some benefits in the process of gaining the listening competence; they are: Students can be motivated as they choose their own materials, it can be done both inside and outside the classroom to boost up the students' listening competence, it helps teacher to pay more attention to English grammar, reading, and vocabulary, it leads the students to be conscious of their oblig of their o of their

self- study and create their own spontaneous to learn, and it can promote a sense of success in listening.

According to (Elmetaher, 2021) also offers the benefits of Extensive Listening, namely; It can hence students' ability to deal with normal speech rate, it can improve their word recognition skill, it can enhance their bottom up skills in which the students enhance their understanding of affixation to guess meaning, it gives students also of opportunities to experience a high level of language comprehension.

Based on the text above, the researcher can conclude that organizational learning in the listening class in this researcher context is the management process and evaluation in the class of English learning in the listening class with the aim of realizing listening skills in students by using organizational learning systems and structures made by the teacher. In which it has some indicators, namely:

1. Management learning
2. Implementation organizational learning

3. Processing learning
4. Evaluation of listening learning

C. Learning English Pasca Pandemic Covid 19

Before the covid 19, learning process at SMP N 8 Kaur took place offline. Offline learning is face-to-face learning in front of the classroom such as teachers explaining learning materials directly with students in the classroom. Some researchers argue that offline/traditional teaching and learning is still a powerful learning method because Teacher can interact directly with their students in traditional learning. Traditional/offline learning is learning in which all learning activities take place face-to-face, teacher and students meet in the classroom and carry out the learning process, teacher can make eye contact, reprimand, give praise directly to students. (Rubin & Fernandes, 2013) argues “ the behavior of the proximity of teacher is to give praise, ask for points of view, humor, self-disclosure and non-verbal freshness behavior is physical closeness, touch, eye contact, facial expressions, movements, can reduce the psychological

distance between teacher and students that leads to greater’’. Teachers have an important role in the traditional learning process where the lecturers role can be seen as that of an instructor imparting knowledge to students as well as advice on ‘‘how do it’’ (Craig et al., 2008).

In 2019 the world was in an uproar with the Coronavirus 2019 (COVID19) outbreak. Covid-19 is a new type of disease that has never existed before in humans. (Rafika Devi & Yunita, 2021) is a respiratory disease caused by a new type of corona virus. This disease first broke out in Wuhan, China then spread almost throughout the world and caused a global pandemic. The main symptom. Covid-19 includes coughing, fever and shortness of breath. This disease attacks all groups, adults, the elderly, and children. Then on January 30, 2020, WHO declared this a public health emergency that was troubling the world. (Sari, 2022). Furthermore, with this virus, of course it has an impact on life, both on education, the economy, and so on. All schools are closed, selling places are 37 also closed. This is to avoid

the spread of this virus directly. Then the government also advised to always comply with all recommended health protocols, this is done to avoid this dangerous virus or Covid-19.

After several months of this virus sweeping the world, including Indonesia, the government finally issued a new normal policy. Because the economic sector is getting worse due to the closure of business access during the pandemic. With the new normal policy, the government continues to urge you to always follow health protocols until the end of the pandemic.

New normal is a policy term to reopen public activities and activities using limited health standards that previously did not exist before the pandemic. In addition, at the time of the new normal the education sector needs to adjust the learning pattern according to the current conditions by making adjustments to the e-learning learning method or online learning to face the new normal. It is hoped that the e-learning method or online learning does not interfere with the

learning system by continuing to practice habits before the pandemic by making adjustments to the current situation.

This Corona virus is a large part of the virus that can cause disease in humans and animals. If in humans it causes respiratory infections, such as the common cold, causing serious diseases such as Middle East Respiratory Syndrome (MERS) and Severe Acute Respiratory Syndrome (SARS). This new type of corona virus was found in humans since the outbreak in Wuhan China, since December 2019, which was later named Severe Acute Respiratory Syndrome Coronavirus 2 (SARS-COV2), and can cause Coronavirus Disease 2019 (COVID-19). Initial signs of infection with the Covid-19 virus include flu, diarrhea, runny nose, dry cough, sore throat, and headache. Then, humans who experience these symptoms have two possibilities, namely recovering or getting worse. Humans who have worsening symptoms are characterized by high fever, and cough with phlegm to bleed when coughing, chest pain, and shortness of breath (Yudi Firmansyah & Fani Kardina, 2020).

The current state of the pandemic will not take place quickly to return to normal in carrying out activities from various aspects, especially in carrying out educational activities which involve students and education personnel. Therefore, the government took a policy by implementing the new normal and giving an appeal to the public that required activities in accordance with the health protocol.

According to (Ahmad Rosidi & Edy Nurcahyo, 2020) Chair of the Covid-19 Handling Acceleration Task Force Expert Team, the new normal is a shift in conduct that allows people to go about their daily lives while still adhering to health guidelines to avoid Covid-19 transmission.

Furthermore, the New Normal is a scenario for coping with Covid-19 more quickly in terms of health and socioeconomics. The Indonesian government, for example, has announced plans to enact a new normal scenario based on epidemiological studies and regional preparedness. With the adoption of New Normal, education will once again follow health-related guidelines (Prahani & Cheng, 2020).

During this pandemic, the normal new teaching and learning process is supported by the presence of technology and the internet, where online learning activities can be carried out by teachers and students through applications that can provide interaction between teachers and students, among others, by using applications such as: Zoom, Google class, WhatsApp, and other applications. It aims to carry out social distancing towards a new normal.

Towards a new normal in school management there is a shift system, this shift system is the distribution of schedules or waves when students enter school, therefore shift system is applied if learning activities can be carried out in school. However, the shift system like this must be modified first, with the aim of not increasing the teacher's working hours, if before the pandemic learning activities at school were twice 45 minutes, now in new normal it is 45 minutes once. This clearly cannot be done by the role of teachers and schools alone, but the government must also be involved in solving it by reorganizing the subject matter

through a special curriculum created during this pandemic period (Yudi Firmansyah & Fani Kardina, 2020).

Based on the explanation above, the researcher can conclude that learning in pandemic covid 19 (new normal) is a situation after the outbreak of the virus known as Covid-19. Post-pandemic learning is learning that is carried out offline (face to face) between teachers and students. In which it has some indicators, namely:

1. Activities in compliance with health protocols
2. Implementation of clean and healthy living behavior
3. Keep your distance when interacting
4. Use a mask
5. Offline learning

D. Review of Previous Related Studies

The author has guidelines for carrying out this new research. The author writes several summaries of several previous studies and explains why this research is different from the previous study. Some of the related relevant studies are listed as follow :

The first journal is from Giri Wijono (2009) “*Strategies For Implementing Organizational Learning Teachers To Shape Learning Teachers In School*” This research show that The learner teacher is a teacher who always learns and develops their potential and capacity as a professional teacher. The development of teacher capacity as a learner teacher can be done through the strategy of organizational learning in schools until the realization of the school as a learning organization. The implementation of organizational learning strategy in schools can be done through three stages: (1) learning skill, (2) learning level, and (3) type of learning. In the context of learning organizations, schools need to apply organizational learning to improve the ability of teachers in schools to be learner teachers. The success of schools in shaping learner teachers is largely determined by the ability of schools to develop their schools into learning organizations. The essence of a learning organization is learning. Only schools that want to develop their institution to

become a learning organization, willing to learn and improve continuously will be a superior school.

The Second study is from Widodo (2018) ” *Peran Organisasi Pembelajaran Dalam Mengoptimalkan Inovasi Guru* “This research show that Inovation is the teacher's behavior aimed to produce, introduce or apply new findings in the form of ideas and solutions that benefit the organization, which is sourced from exploration opportunities, generativity, information investigation, fighting, and applications. The lack of innovation among teachers is not without cause. One of the most important is learning organization. This research was conducted to analyze the role of learning organization in optimizing teacher innovation. This study uses an approach with a descriptive method. The data was obtained through literature review sourced from various relevant literatures. The data obtained were analyzed descriptive qualitative.

The thrid study is from Fajar Tri Nastiti (2019) “*Implementation of Learning Organization To*

Achieve Effective School In Sd Negeri 2 Perumnas Way Halim Lampung Bandar “ The Problem in this research is not yet aware of implementation learning organization to achieve effectiveness school. This research aims to describe and explain implementation learning organization to effectiveness school. The focus in this study is descriptive study implementation learning organization to achieve effectiveness school, with subfocus (1) implementation personal mastery to achieve effectiveness school, (2) implementation system thinking to achieve effectiveness school, (3) implementation mental models to achieve effectiveness school,(4) implementation shared vision to achieve effectiveness school,(5) implementation team learning to achieve effectiveness school. The result of this research is implementation learning organization can be creation of effectiveness school in SD Negeri 2 Perumnas Way Halim.

The last is from Ali Mashar (2021) “*Learning Organization Pada Madrasah Aliyah Negeri Kabupaten Tulungagung Provinsi Jawa Timur*” The results of this study are: 1) System

Thinking in MAN in Tulungagung Regency, East Java Province in the vision formulation for MAN in Tulungagung Regency, East Java Province is done jointly by involving all stakeholders in seeing opportunities and challenges. 2) Personal mastery can be seen from the visionary headmaster of Islamic High School is a professional trainer to be able to develop the professionalism of the people he leads through various education and training programs and creates a “tough” culture. 3) Mental models at MAN in Tulungagung Regency implements human relations, fosters a sense of kinship and unity, builds the enthusiasm of the educational staff to do their duties, and develops their academic potential. 4) Shared vision at MAN in Tulungagung Regency is in building an Islamic High School’s climate to foster consistency in realizing the vision and being transformed into teamwork through the Islamic High School organizational structure. 5) Team learning at MAN in Tulungagung Regency is by collaborating with various institutions and realizing the vision into several

priority programs or featured. The researcher recommends the Islamic High School learning organization spirit model to make sincere charity the spirit of every Islamic High School member. “Sincere charity” must be embedded in the mindset and the inner heart and manifested in the attitude, behavior, and culture of the Islamic High School.

Based on the explanation above, it shows that the three types of previous research were analyzed on teacher assessment, both teacher innovation and teacher potential development by applying organizational learning at the school. The research above has similarities and there are also differences with the research that the researchers did. The similarities are both studied about the application of organizational learning, while the difference in Widodo's research is to analyze teacher innovation in schools. The subjects studied are also different. In this study, researcher focus on the implementation of organizational learning in listening class post covid 19 pandemic. In contrast to previous research, researchers describe more how the implementation

of organizational learning carried out by teachers at SMPN 8 Kaur in the listening class and researcher was also examine what teachers say. face and solutions in teaching listening class so that listening learning can run well, besides that research results can also be more accurate.



CHAPTER III

METHODOLOGY

In this chapter discusses about that the researcher used in this research. It is explained about the general procedure in collecting and analyzing the data. This chapter consist of research design, the subject of the research, instrument of the research , technique of data collection, trustworthiness of the data , and data analyzing techniques.

A. Research Design

This study used a descriptive qualitative method. According to (Fraenkel et al., 1990), qualitative research is research that examines the quality of relationships, activities, situations, or materials. The researcher conducted descriptive qualitative research. This type of research describes subjects such as behavior, perceptions, motivation, actions, and others holistically, and with a specific natural context and by utilizing various methods. (Syahza & Riau, 2021). According to (Creswell, 2014) qualitative is research with an approach to understanding the meaning of an individual or group and

exploring social or human problems. Furthermore, write that qualitative is a study aimed at doing a description and analysis of a phenomenon, event, social activity, attitude, and perception of each individual or in a particular group. This research used descriptive qualitative because the researcher wants to explore the information deeply by collecting the data from observations, interviews, and documents. The aim of using descriptive qualitative research is to get a good step of certain things, it involves describing the common underlying characteristics of data. The aim of the research is to find the implementation learning organization of listening class at post covid 19 pandemic at SMP N 8 Kaur.

B. Subject of the Research

This research was conducted at SMPN 8 Kaur , it is a government school located on sumatra barat 5 km . Desa Sukaaraja , Kec. Tetap, Kab. Kaur,Prov. Bengkulu. SMPN 8 Kaur accredited a Since 2011, and 2013 curriculum has implemented in this school until at the present. SMPN 8 Kaur has a vision and mission that supports the character education

values of students. The target of this research focuses on the English Teacher class VIII SMPN 8 kaur in the academic year 2021/2022. In the interview activities, the researcher interviewed two teachers.

In the learning process, teachers and students have an important role in achieving educational goals, and the object of assessment in it is the teacher. Researchers want to know how the implementation of organizational learning in the listening class by interviewing teachers of English subjects and whether they have applied organizational learning to students the purpose of this interview is to validate the research subject so that the results of this study are more accurate.

C. Instrument of the Research

An instrument is a tool that is required to get information stated that an instrument is a tool that is used in collecting data. (Arikunto, 2018) revealed that an instrument in collecting data is a tool that is used by researchers to help them in collecting data to make it more systematic and easy.

Hence, the researcher should be validated by themselves about their ability in conducting research. Data is information that has been collected by conducting research.

To get reliable data, the researcher has to do some techniques for collecting that data. The data collecting technique is an important step in research because the research aims to get the data. Collecting data can be done in any setting, any source, and anyways. There are five data collecting techniques. Those are observation, interview, documentation, and triangulation. In qualitative research, collecting the data mostly is done through participant observation, depth interviews, and documentation.

According to (Sugiyono, 2007) stated that the fundamental method relied on by qualitative researchers for gathering information is participation in the setting, direct observation, in-depth interviewing, and documentation review. In this research, the researcher uses interviews supported by observation and documentation.

1. Observation

According to (Rtchie and Lewis, 1998 cited in Boog, 2005), observation is the primary source of all knowledge, which is gathered through observation and analyzed. In addition, (Creswell 2014) noted that the researchers learned about behavior and the meaning associated with it by observing it. The researcher used participant observation in this technique. The researcher saw what individuals did, listened to what they said, and engaged in their activities in this observation, but she only appeared at the site of action and did not interact or participate, which may be referred to as passive participation. This study took roughly a month to complete. It's worth noting what's going on in the learning process in terms of the speech communities function employed in teacher instructional language and the students' reactions to the research.

2. Interview

According to (Sudijono, 2011) explains that the interview is a data collection technique used to collect materials information carried out by doing one-sided verbal questioning, face to face, and has a specific purpose. Inside interviews. This study was used to determine the implementation organizational learning in listening class at SMP N 8 Kaur Researchers do interviews with teachers who teach eight grade English subjects at SMPN 8 Kaur. Interviews used in this study namely structured interviews using interview guide and question guide submitted to the source.

In-depth interviews semi-structured is verbal exchanges in which one person, the interviewer, asks questions in an attempt to elicit information from another person. Despite the fact that interviewers typically prepare a list of predefined questions, in-depth, semi-structured interviews typically unfold in a

conversational fashion, allowing participants to pursue issues that are relevant to them. In-depth, semi-structured interviews are a typical strategy for conducting geographical research. In-depth, semi-structured interviews are sometimes employed as a stand-alone method by researchers, and other times they are used in conjunction with other methodologies. In-depth, semi-structured interviews are beneficial for eliciting information on a wide range of experiences as well as analyzing complicated behaviors, opinions, and feelings. They do not provide researchers with access to "the truth," but they do provide access to partial insights into the subject (Robyn Longhursts,2009).

The following is a list of Questionnaire:

1. Do you use organizational learning in your classroom?
2. What is the strategies can teachers use in implementing organizational learning in the listening class?
3. How is the listening learning process at SMP N 8 Kaur after the COVID-19 pandemic?
4. How is Organizational Learning Implementation in Listening learning in class VIII SMP N 8 Kaur after the covid 19 pandemic?
5. What are the inhibiting factors for implementing organizational learning in listening classes after the COVID-19 pandemic?
6. What is the most dominant method you use for learning in the listening class?
7. In your opinion, is the application of this organization appropriate or not in the listening class?

8. What is the form of evaluation of listening learning after the COVID-19 pandemic?
9. Does your teaching experience affect your listening skills when you are teaching in class?
10. What is the efforts do you make to become an ideal teacher?

3. Documentation

Documentation is a collection of written materials that can be used to process qualitative data. This technique, according to John W (Creswell, 2007) can also collect data such as transcripts, observation data, interviews, and so on. As a result, this study's documentation data is in the form of photographs.

D. Technique of Data Collection

According to (Sugiyono, 2016) interviews are used as data collection techniques to find problems that must be researched and also if the researcher wants to know things from the respondents more profound. In this interview technique, the researcher conducts questions and answers face

to face with the owner of the company. Through this interview, Researchers will find out more about work process activities Sumber Sejahtera Pratama company. (Sugiyono, 2007) argues that with interviews, then the researcher will know more in-depth things about the participants in interpreting situations and phenomena that occur, where it cannot be discovered by observation.

According to (Ritchie and Lewis cited in Boog, 2005) the data gathering technique is critical to the research. It could be done by participant observation, in-depth interviews, and documentation in qualitative research. Furthermore, Creswell believes that participant in the environment, direct observation, in-depth interviewing, and document examination are the most common methods used by researchers to obtain information. According to the explanation above, the researcher employed two data collection approaches. In the academic year 2021/2022, the researcher believes that it is the most effective technique to

collect data about implementation learning organization of listening class in post covid 19 pandemic at SMP N 8 Kaur.

E. Trustworthiness of the Data

1. Triangulation

To make sure the validity of data in qualitative research the researcher was used triangulation of the data.

Triangulation is a multimode approach conducted by the researcher who is collecting the data to get a better understanding of research phenomena to get a higher level of the truth (Rahardjo, 2020) It means in triangulation we will combine some methods to measure phenomena from a different point of view or perspectives to check the data truth or information got by researchers from various perspectives to reduce bias happened in collecting and analyzing the data. In this research, the researcher would do the following triangulation of data, (Cresswel,2018).

a) Triangulation of Method

Triangulation of the method was conducted by comparing information/data in different ways. In this research, the researcher has used interviews, and observation checklist, and documentation to get the truth of information. The researcher also used different information to check the truth of information to get a higher level of the truth.

b) Triangulation of Data Sources

In this case, the researcher explores the information by using some methods and sources of data. In this research, besides interview and observation, the researcher also used participant observation, field notes, and photos. These different ways will result in different data and then give different insights into the phenomenon that is being observed.

F. Data Analysis Techniques

According to (Major & Savin-Baden, 2010) the analysis process began when the researcher delivered the issue statement or before going out on the field, and was followed by reporting the study findings. Nonetheless, qualitative research focused on the investigation process rather than the outcome. Furthermore, according to (Creswell, 2014), data processing in qualitative descriptive research was done in an interactive manner and lasted until all data was collected.

Data analysis techniques are divided into three main phrases that follow the framework of qualitative data analysis by (Miles & Saldana, 2018) The three phases are data reduction, data display, and conclusion drawing and verification. The following will be explained :

1. Reduction of Data

Data Reduction is the process of sorting, focusing, simplifying, abstracting, and transforming the raw data. The first step in data analysis is reduction, which (Major & Savin-Baden, 2010) explain as summarizing the data,

selecting the key point, focusing on what's significant, and then searching for a theme and design. It refers to the process of excluding the unimportant and classifying data. Data reduction is the process of selecting, focusing, reducing, abstracting, and changing data that appears in written-up field notes or transcriptions, according to (Creswell, 2009). In carrying out data reduction techniques, each researcher is assisted by what goals he will achieve. Qualitative research has the main goal of collecting data and summarizing it into a new idea to be used as a report at the end of the research. Therefore, research must be well structured, in order to find everything that is considered foreign, not understood, does not have a pattern, so that is what researchers should pay attention to in carrying out the data reduction technique

2. Data Display

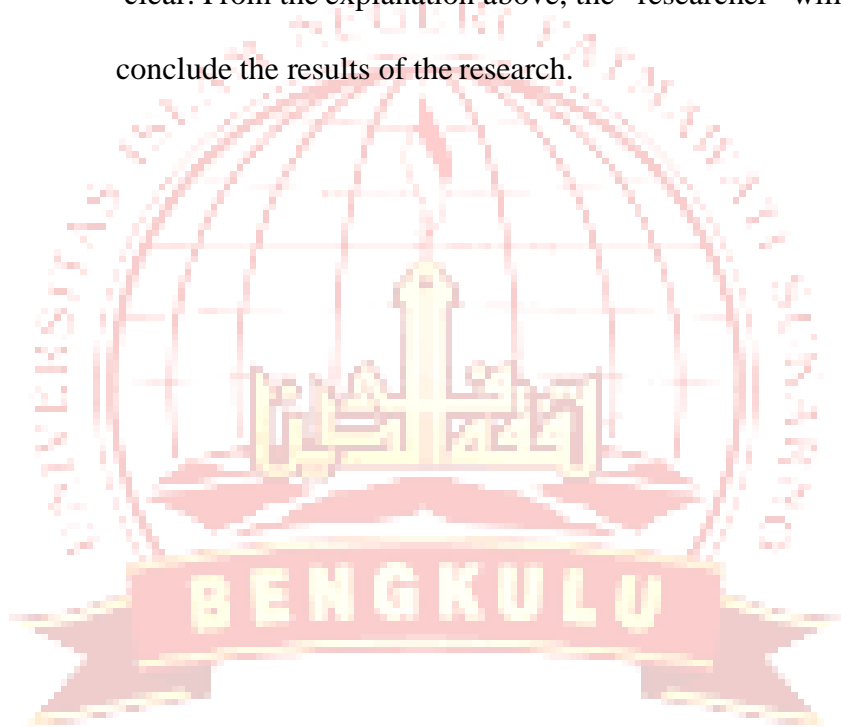
Data display is a process of an organized, compressed assembly of information that allows drawing

a conclusion and or does an action. The data display will help us to understand what happens to do. "Looking at displays helps us to understand what is happening and to do something-further analysis or caution on that understanding", this statement is what has been stated by (Miles, Saldana, 2018) After that carrying out data reduction techniques, the next step that can be taken is to conclude and present the data. in the form of tables, graphs, pie chart, pictograms and the like. This qualitative research can also be carried out in a structured and clear way. so, data can be collected, arranged in a related pattern, so that it will be easy to understand. (Suwardi, 2009)

3. Conclusion Drawing/Verification

According to (Miles & Saldana, 2018) the last step in the analysis of qualitative data is drawing conclusions and verification. Conclusions and verification are writing the conclusion and answering various problems with formulating strong evidence and supporting in the stage

of data collection. Qualitative research is new findings that previously do not exist. The findings in the form of a description or the description of the objects that are previously still dimly lit so thoroughly after it becomes clear. From the explanation above, the researcher will conclude the results of the research.



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings and discussion of Organizational Learning of Listening Class Post Covid 19 Pandemic At SMPN 8 Kaur. The researcher obtained the data through observation, interviews, and documentation.

A. Findings

1. Brief of Profile of SMPN 8 Kaur

SMPN 8 Kaur began to operate on June 26, 2015 and the school is located on Jalan Lintas Barat, Sumatra km 5, Sukaraja Village, Kec. Tetap Kab. Kaur. The institution has “A” accreditation and adopts the 2013 curriculum. SMPN 8 Kaur is one of the most reputable junior high schools in Kaur Regency.

The current school principal is Mr. Helyan Fauzi, SE.MM. There are 398 students at the school, consisting of 188 males and 208 females. There are 15 study rooms for class VII to class IX, and there is also 1 laboratory, it has 1 principal's room, teacher's room, administration,

student council, counseling guidance, computer room, library, UKS room, and prayer room. Currently, the 2013 curriculum is being implemented with a total of 6 days of study, Monday to Saturday except for Sunday.

2. Implementation of Organizational Learning in English Listening Class Post Covid 19 Pandemic.

This chapter consists of research findings and a discussion based on the theory in chapter II. The researcher examines and discusses the data that has been reviewed previously and explains the data. The researcher interviewed 8th grade of SMPN 8 Kaur from June 04, 2022, to July 22, 2022. The researcher interviewed two English teachers, they are:

1. Mr. Helyan Devianto, S.Pd
2. Mr. Marzulian, S.Pd

To find out in-depth information about the implementation of organizational learning in listening class, the researcher used observation. The researcher

started collecting data on July 12, 2022. In addition, the researcher also described the data from the observation.

a) **Management English Learning**

Organizational learning is a learning system or strategy based on the goals set by the school with the criteria that already exist in the learning system. Based on the observation and interviews conducted by the researcher at SMPN 8 Kaur, it is known that organizational learning has been implemented at the school because the school administrators aim to improve the quality of the school. During the research, the researcher interviewed with the principal about his opinion on the implemented of organizational learning at SMPN 8 Kaur Post Covid 19 pandemic, as quoted in the following interview::

Apakah di sekolah ini menerapkan organizational learning?

(Does this school apply organizational learning?)

Respondent: Mr. Helyan Fauzi,S.E.M.M

“Tentu, sekolah ini sudah menerapkan organizational learning, untuk kemajuan sekolah ini perlunya kerja sama

antara komite sekolah, kepala sekolah, guru dan siswa. Demi terbentuknya sekolah yang bagus saya sebagai kepala sekolah menertibkan para guru agar disiplin dalam mengajar sehingga membentuk siswa yang cerdas”.

(Of course, this school has implemented organizational learning. To create progress in this school, cooperation between school committees, principals, teachers, and students is needed. For the sake of forming a good school. As the principal, I encourage the teachers to be disciplined in teaching to improve the quality of the students).

In class management in the learning process at SMPN 8 Kaur, of course, it does not run smoothly, there are obstacles in classroom management. Based on the results of interviews with teachers in class VIII, he stated that: *“hambatan dihadapi hanya pada ada peserta didik yang kurang memiliki motivasi belajar, meskipun guru telah berusaha menciptakan dan mempertahankan kondisi kelas yang menyenangkan namun masih ada saja peserta didik yang kurang memperhatikan guru saat menjelaskan materi*

ajar pada saat proses belajar mengajar berlangsung. Hal ini bisa dilihat dari peserta didik yang tidak mau bertanya apabila kurang mengerti materi pelajaran dan melihat hasil pekerjaan teman baik pada saat mengerjakan tugas maupun tugas kelompok”.

“(Obstacles are faced only in students who lack of motivation to learn, even though the teacher has tried to create and maintain class conditions that are fun but still exist students who pay less attention to the teacher when explaining teaching material to students during the teaching and learning process. This can be seen from the students who do not want to ask if they do not understand the subject matter and see the results of the work of friends both when doing assignments and group assignments)”.

The results of the interview showed that SMPN 8 Kaur has applied organizational learning to create ideal teachers and smart students by involving school committees, principals, teachers, and students.

**b) Implementation Organizational Learning in English
Listening Class**

The following are the results of interviews conducted by the researcher with two English teachers at SMPN 8 Kaur.

1. Do you use organizational learning in your classroom?

TEACHER I

“Penerapan organizational learning di SMPN 8 Kaur sudah di terapkan di sekolah, dan untuk penerapannya di kelas listening itu sebenarnya sudah diterapkan tetapi belum sepenuhnya, karena guru pribadi mempunyai metode sendiri di dalam kelas listening dan metode yang mereka gunakan adalah metode problem based-learning dan beberapa metode lainnya.”

(The organizational learning has been implemented at SMPN 8 Kaur, but it has not been fully implemented in the listening class. Some teachers have their own

preference of methods used in listening class, and the methods they apply are the problem-based-learning method and several other methods).

TEACHER II

“Dalam kelas,organizational learning belum saya terapkan tetapi disekolah ini kami telah menerapkan organizational learning dengan melibatkan komite sekolah, kepala sekolah, guru, dan siswa untuk membentuk sekolah yang lebih baik.”

(I have not implemented organizational learning in my class, but the school has implemented organizational learning by involving school committees, principals, teachers, and students to create a well-established school).

Based on the interviews conducted by the researcher with English teachers in class VIII, the researcher obtained information about the adoption of organizational learning in the classroom. From the results of the interviews above, the researcher

concluded that the English teachers of SMPN 8 Kaur had not implemented organizational learning in listening classes because they had their methods of teaching listening, for example using the detection method, text-based learning and others

c) Processing Learning

1. How is the learning process of listening class post covid 19 pandemic in SMP N Kaur?

TEACHER I

“Proses pembelajaran listening umumnya hampir sama dengan mata pelajaran yang lain. Misalnya, guru menyiapkan RPP, silabus, dan lain-lain. Sesuai dengan RPP yang telah dibuat, guru langsung menjalankan apa yang telah dirancang di dalam RPP. Jadi, guru bisa langsung menyampaikan materi kepada siswa di dalam kelas”

(The listening learning process is generally similar to other subjects. For example, the teacher prepares lesson plans, syllabus, and others. By referring to the lesson

plan, the teachers apply what has been designed in the lesson plan. Therefore, the teacher can directly deliver the material to the students in the classroom).

Based on the results of interviews with teachers in class VIII, he stated that: *“pengendalian dalam kelas saat proses belajar mengajar harus dilakukan dengan cara mengawasi setiap proses kegiatan belajar mengajar hal itu dilakukan agar tidak terjadi penyimpangan yang tidak sesuai dengan tujuan kelas “.*

“(Obstacles are faced only by students who lack of motivation to learn, even though the teacher has tried to create and maintain class conditions that are fun but still exist students who pay less attention to the teacher when explaining teaching material to students during the teaching and learning process)”.

TEACHER II

“Pembelajaran listening setelah pasca covid 19 sudah optimal karena sebelumnya sekolah kami menerapkan

pembelajaran daring/online class, dan sekarang sudah berbasis offline. Oleh karena itu, penyampaian materi menurut saya lebih efektif karena siswa bisa bertanya langsung dengan saya, dan saya bisa mengontrol siswa dengan lebih mudah.”

(The listening class post-covid 19 has been optimal because, on the previous occasion, our school implemented an online learning class. As for now, the teaching and learning activities are conducted offline. Therefore, I believe that the learning is more effective because students can ask me questions directly, and I can handle the students easily).

Based on the results of observations with an eighth grade English teacher, he states that :
“Antusiasme seorang guru dalam mengajar merupakan faktor yang penting untuk menumbuhkan motivasi dalam diri siswa. Seorang guru dituntut untuk menguasai materi pelajaran dengan benar, jika sudah menguasainya maka materi dapat diorganisasikan

secara sistematis dan logis. Seorang guru harus mampu menghubungkan materi yang diajarkan dengan pengetahuan yang telah dimiliki para siswanya, mampu mengaitkan materi dengan perkembangan yang sedang terjadi sehingga proses pembelajaran menjadi hidup”.

“(a teacher's enthusiasm in teaching is a an important factor to foster motivation in students. A teacher is required to master the subject matter correctly, if you have mastered it, the material can be organized systematic and logical. A teacher must be able to connect the material taught with the knowledge that students already have, able to relate the material to the current development so that the learning process comes alive)”.

Based on the results of the interview with the English teacher, it was stated that: *“kepemimpinan kelas sangat dibutuhkan dalam proses belajar mengajar, guru sebagai pemimpin bukan hanya saja*

mengatur kelas namun guru harus mengarahkan, membimbing, dan memotivasi peserta didik untuk lebih giat belajar”.

”(control in the classroom during the teaching and learning process must be This is done by supervising every process of teaching and learning activities this is done so that there is no inappropriate deviation with class goals. Class management in the learning process at SMPN 8 Kaur, of course,it does not run smoothly, there are obstacles in classroom management)”.

Based on the results of interviews with the teacher above, the researcher concludes that the listening learning activities in class VII at SMPN 8 Kaur were very well-administered. The teacher followed the lesson plans and applied the lesson plan to the classroom during the learning process.

2. What strategy can teachers use in the implementation of organizational learning in listening class?

A learning organization is a strong and collective learning organization that continuously collects, manages, and uses knowledge better for the success of the institution.

TEACHER I

“Seluruh kegiatan perencanaan pembelajaran dan penilaian memang benar saya persiapkan sendiri. Sekolah sangat memberikan kemudahan dengan tidak membatasi media, model, ataupun strategi yang akan digunakan guru selama pembelajaran berlangsung”.

(It is true that I prepare all the learning planning and assessment activities by myself. The school administrators make it very easy by not limiting the media, models, or strategies that teachers will use in teaching).

TEACHER II

“Karena saya belum menerapkan organizational learning di kelas listening, saya punya strategi sendiri. Saya memberikan soal yang ada kalimat rumpang dan siswa mendengarkan audio lalu mengisi kalimat yang rumpang tersebut”.

(I do not implement organizational learning in the listening class, and I have my strategy. I give questions with some missing sentences to the students and they listen to the audio and fill in the missing sentences.)

Based on the results of interviews and observations with the teacher above, the researcher concludes that the organizational learning had been fully implemented at SMPN 8 Kaur, but it has not been fully implemented in the listening class. The school was trying as best as possible to create a well-organized listening learning process by trying to apply organizational learning. The learning objectives could be optimally achieved without

causing difficulties for the students in the learning process.

3. What are the inhibiting factors on implementating organizational learning of listening class post covid 19 pandemic?

TEACHER I

“Pembelajaran listening di SMPN 8 Kaur sebenarnya belum menerapkan seutuhnya organizational learning di dalam kelas, dan faktor penghambatnya yaitu kurangnya motivasi siswa dalam belajar bahasa inggris serta kurangnya vocabulary siswa. Oleh karena itu, organizational learning belum seutuhnya dilaksanakan sehingga guru di SMPN 8 kaur lebih memilih metode yang bisa membuat siswa paham arti dari teks bahasa inggris saja. Siswa yang sekolah di pedesaan cenderung kekurangan kosa kata bahasa inggris.”

(Listening class at SMPN 8 Kaur has not fully implemented organizational learning in the classroom, and the inhibiting factors are the lack of students’

motivations in learning English and the lack of vocabulary mastery. Therefore, organizational learning has not been fully implemented. Hence, the teachers at SMPN 8 Kaur prefer a method that can make students understand the meaning of the English text only. Students who study in rural areas tend to have low English vocabulary mastery).

TEACHER II

“Faktor penghambat dalam penerapan organizational learning di kelas listening yaitu rendahnya kosa kata siswa. Hal ini menjadi hambatan bagi guru dalam mengajar bahasa inggris di kelas”.

(The inhibiting factor in the implementation of organizational learning in the listening class is the students' low vocabulary. It becomes an obstacle for teachers during teaching and learning).

Based on the interview above, it can be concluded that the inhibiting factor in implementing organizational learning in the listening class is the lack of motivation

and vocabulary of the students. Therefore, it is quite difficult for the teacher at SMPN8 Kaur to apply methods that can be applied in the class to help students study effectively.

4. What is the most dominant method you use for learning in the listening class?

TEACHER I

“Metode yang sering saya gunakan dalam mengajar bahasa Inggris yaitu problem based learning, Text based learning, Discovery learning, Inquiry learning, Direct Instruction dan lain-lain. Metode yang saya gunakan tergantung materi dari pembelajaran yang akan saya sampaikan kepada siswa. Jadi guru menerapkan metode tersebut sesuai dengan situasi saat belajar berdasarkan RPP yang telah di buat oleh guru.”

(The methods that I use frequently in teaching English are problem-based learning, Text-based learning, Discovery learning, Inquiry learning, Direct Instruction, and several others. The method that I decide to use

depends on the learning topics that I will deliver to the students. Therefore, the teacher applies the method depending on the situation of the learning based on the lesson plans created by the teacher).

TEACHER II

“Metode yang paling sering saya gunakan yaitu deteksi. Saya akan berdialog dengan salah satu siswa yang sudah lumayan memahami bahasa Inggris dan siswa yang lain mendengarkan kami berdialog sehingga siswa yang lain bisa mengisi soal yang sudah saya berikan”.

(The method that I frequently use is detection. I have a dialogue with one of the students who has good English proficiency, and the other students listen to our dialogue so that they can fill in the questions that I have given).

On the interview above, the teacher stated that the method used in the listening class were problem based learning, but it depended on the material to be

delivered to students. The method that the teacher frequently used was problem based learning.

d) Evaluation of Listening Class

1. What is the form of evaluation of listening class post covid 19 pandemic?

TEACHER I

“Secara singkat, bentuk evaluasi pembelajaran listening dilakukan dengan memberikan tes kepada siswa mengenai materi-materi yang sudah diajarkan sebelumnya. Tes tersebut berupa soal yang harus dijawab oleh siswa dan hasil dari tes tersebut menjadi penentu keberhasilan kita sebagai seorang guru dalam mengaplikasikan metode dan sistem pembelajaran. Evaluasi pembelajaran listening biasanya di buat beberapa kelompok dan mereka akan diberikan pokok bahasan yang harus mereka selesaikan bersama-sama. Jadi, siswa bisa saling bertukar pikiran dan bertukar strategi dalam menyelesaikan tugas yang di berikan. Kemudian, hasil dari kerja kelompok tersebut

dipersentasikan, dan kelompok yang lain akan menanggapi. Disinilah letak penerapan organizational learning. Jadi, organizational learning ini adalah wadah bagi siswa untuk mengeksplor apa yang mereka pikirkan berdasarkan pendapat mereka.”

(The method of evaluation in listening class conducted by the teacher is through tests containing the topics that have been previously taught. The test is in the form of questions that the students must answer. The results of the test determine our success as a teacher in implementing the methods. Evaluation of listening skills is done by conducting a group assignment that the students must complete together. Through this method, students can exchange ideas and exchange strategies in completing the tasks given, then the results of the group work are presented. This way, the other groups can respond to the results. It is one of the examples of the application of organizational learning. Therefore,

organizational learning is a place for students to explore what they think based on their opinions).

TEACHER II

“Evaluasi pembelajaran di kelas listening dilakukan melalui pemberian latihan soal dan siswa menjawabnya. Selanjutnya, saya bahas bersama-sama dengan siswa dan menghitung berapa jumlah benar dan salah. Itulah hasil penilaian untuk skor siswa.”

(The evaluation of the listening class is conducted through exercises and students answering them. In the next step, I will discuss them together with students and count how many right and wrong answers the students have. The result of the assessment is considered as the student's grades in listening class).

Based on the results of observations and interviews, the teacher revealed that the type of evaluation of the listening class at SMPN 8 Kaur was quizzes given to the students to check their learning outcomes. From the results of the quiz, the teacher

would reveal how many students had already understood the lesson well.

2. Does your teaching experience affect your listening skills when you are teaching in class?

TEACHER I

“Sangat mempengaruhi, karena skill atau keterampilan seorang guru adalah cerminan siswanya. Jika guru nya mempunyai kemampuan mengajar yang baik maka siswa juga akan termotivasi dalam belajar”.

(It is very influential because the skills of a teacher are a reflection of his students. If the teacher has good teaching skills, students will also be motivated to learn).

TEACHER II

“Tentu pengalaman mengajar sangat mempengaruhi karena sekarang teknologi semakin canggih sehingga pengalaman mengajar menjadi tolak ukur untuk menjadi guru yang profesional”.

(Of course, teaching experience is very influential because now technology is increasingly sophisticated so

that teaching experience becomes a standard of becoming a professional teacher).

Based on the interviews conducted by the researcher with the English teacher of class VIII, the researcher obtained information on whether teaching skills affect learning in the listening class. From the interview, the researcher concluded that teaching experience greatly affected teaching skills because teaching skills were the main factor for a teacher to be a role model for their students. A good teaching method makes students enthusiastic about learning.

3. What are the efforts do you make to become an ideal teacher?

TEACHER I

“Bagi saya, untuk menjadi guru yang ideal untuk murid saya akan lebih banyak tersenyum dan memposisikan siswa sebagai teman agar kami menjadi lebih akrab.”

(In my opinion, to be an ideal teacher for my students, I smile a lot when I meet them and consider students as friends so that we can get along well).

TEACHER II

“Untuk menjadi guru yang ideal, guru harus memiliki wawasan yang luas sehingga siswa mampu menguasai beberapa wawasan itu”

(I strongly believe that an ideal teacher should have broad knowledge so that students can take good examples from their teachers).

Based on the results of interviews, the teacher revealed that to be an ideal teacher, it was important to consider the students as friends so that they could exchange ideas, and teachers must have broad insight so that their students could take good examples from their teachers.

B. Discussion

a) Management English Learning

Davis (in Mantja, 2008:202), defines learning management in four functions, namely planning, organizing, leading, and controlling. The role of teachers in carrying out the function of learning management is very basic so the teacher in the learning process is a manager because the teacher is tasked with preparing, organizing, implementing, and carrying out learning assessments. Learning management effectiveness can be achieved if the management function in learning which includes the function of planning, organizing, mobilizing, and monitoring are implemented properly and correctly in the learning program (Haerana, 2016: 23).

Based on the results of observations carried out by researcher, the following is class management in the learning process: The purpose of teaching is the main component that comes first and must be formulated by the teacher in the teaching and learning process. The role of

this goal This is very important because it is the target of the teaching and learning process. Therefore, teaching objectives or instructional objectives are often called also learning objectives. Teaching objectives are defined as behavioral outcomes learning that we expect students to have after they go through the teaching and learning process. With goal-centered teaching to students, the teaching and learning process is more valued of how far the desired behavioral changes have happened to students.

b) Implementation Organizational Learning in English Listening Class

According to (García-Morales et al., 2012) define organizational learning is an organizational capability to keep and improve performance based on previous experiences and know this capability an ability to achieve productivity from vivid and implicit science to sharing science and using science in the organization. Listening skill is activities carried out by someone with the sound of

the language as the target and to understand the content conveyed by the sound (Putri, 2018).

Based on the text above, the researcher can conclude that organizational learning in the listening class in this researcher context is the management process and evaluation in the class of English learning in the listening class with the aim of realizing listening skills in students by using organizational learning systems and structures made by the teacher.

The results of student observations on July 12 get data including Teachers in carrying out their teaching duties should arrange the material to be taught first. In planning to learn all prepare learning tools with maximum, such as an effective week, prota, prom, syllabus, and lesson plans.

Determining the effective week of teacher acceleration will refer to the calendar education created by the waka curriculum and then make prota and prom. After the researcher compared to obtain effectiveness between the waka of the curriculum and the teacher in the device

learning, namely the syllabus and lesson plans between the guidelines from the waka curriculum and devices made by teachers, there is no difference in them. All components in teacher learning tools are the same as components curriculum waka guidelines. Organizing learning resources is centralization in an integrated manner of various learning resources which include people, materials, equipment, environmental facilities, objectives, and processes. learning resource organization, in general, contains library components, audio-visual services, equipment and production, a place to practice developing activities and instructional programs, and places to develop aids in instructional system development. learning resource organization is also a place for education personnel to develop teaching materials with the help of integrated educational multimedia consisting of a library, workshop, audio-visual, and laboratory elements. Overall the curriculum used is not far different from the curriculum used by each school. Therefore, careful planning and

design are needed in modifying learning variables, in order to achieve quality output according to the intended purpose. In the implementation of learning at SMPN 8 Kaur running as usual. From the data obtained in the field, it turns out that there are still many who are less active and enthusiastic during the activity teaching and learning take place.

As is well known, intellectually gifted students with high giftedness, not all standard curriculum materials are necessarily delivered in the form of face-to-face or with a learning rhythm that is the same as regular students. Materials that are considered difficult are taught in learning in class and materials that are considered easy can be replaced with assignments or self-study that has been equipped with modules learning that is devoted to the characteristics and needs of students talented. In the delivery of learning materials, the teacher always relates to existing phenomena or events. This is done in order to direct students to care about the environmental surroundings. This is also done to make it easier for

students to understand to the existing material, even though it was delivered quickly and explained which is limited to the essence of the discussion. Apart from planning, and implementation, there are also important things that must receive attention more deeply in discussing an educational practice, namely effectiveness. In the world of education, effectiveness can be viewed from two perspectives: terms, namely the effectiveness of teaching teachers and student learning effectiveness. Paying attention to the characteristics of students in the learning process is also a very important part because students will feel more comfortable when the teacher knows each student. Therefore students can freely express their opinions in the learning process. Using media is also an element in learning and one of the interviews with students revealed that the use of media in the lesson is maximized, the teacher has used the media, and always takes the initiative to display various media according to the material being taught.

Based on the interview above, it can be concluded that the inhibiting factor in implementing organizational learning in the listening class is the lack of motivation and vocabulary of the students. Therefore, it is quite difficult for the teacher at SMPN 8 Kaur to apply methods that can be applied in the class to help students study effectively.

b) Processing Learning

The use of learning resources in the language learning process is very beneficial for the students. The learning resources not only create engagement during the teaching and learning process but also motivate and attract the students' attention. They make the learning activities more interesting and effective. Teaching can not be defined apart from learning. Teaching is guiding and facilitating learning, enabling the learner to learn, and setting the conditions for learning. Your understanding of how the learner learns will determine your philosophy of education, your teaching style, your approach, methods, and classroom techniques. (H.Douglas Brown, 2000)

“Undang-Undang Sistem Pendidikan Nasional no 20 tahun 2003 pasal 1 ayat 1 menyebutkan bahwa :Pendidikan adalah usaha sadar dan terencana untuk mewujudkan suasana belajar dan proses pembelajaran agar peserta didik secara aktif mengembangkan potensi dirinya untuk memiliki kekuatan spiritual keagamaan, pengendalian diri, kepribadian, kecerdasan, akhlak mulia, serta keterampilan yang diperlukan dirinya, masyarakat, bangsa, dan negara”.

Based on the results of observation and interviews obtained data that the teachers at SMPN 8 Kaur based on their various abilities in the teaching and learning process such as:

- 1) Ability to master teaching materials

Based on the results of observations, the English class teacher VIII masters various subject matter being taught to students, this can be seen when the teacher delivers the material lessons to students to show the ability to master the lesson material.

2) Ability to use media and learning resources

Based on the results of observations, class VIII teachers use various media at the time of delivering the subject matter. This matter is intended so that students do not feel bored.

3) Ability to use appropriate learning methods

Based on the results of observations, class VIII teachers use varied teaching methods adapted to the material being taught.

4) Ability to manage the teaching and learning process

Based on the results of observations, the English teacher of class VIII can master the class atmosphere, this can be seen when explaining subject matter the classroom atmosphere is calm and not noisy.

5) Ability to provide learning evaluation.

Based on the results of observations, the class VIII teacher gave an evaluation learn to students. Things to do are seen when the teacher finishes giving the subject matter, the teacher evaluates the material being taught.

And based on the results of interviews with the teacher above, the researcher concludes that the listening learning activities in class VII at SMPN 8 Kaur were very well-administered. The teacher followed the lesson plans and applied the lesson plan to the classroom during the learning process.

c) Evaluation of Listening Class

“Undang-undang Republik Indonesia nomor 20 tahun 2003, pada bab XVI pasal 57 sampai dengan 59 tentang Evaluasi menyatakan bahwa : dalam rangka pengendalian mutu pendidikan secara nasional dilakukan evaluasi sebagai bentuk akuntabilitas penyelenggara pendidikan kepada piha-pihak yang berkepentingan. Lebih lanjut dinyatakan bahwa evaluasi dilakukan oleh lembaga yang mandiri secara berkala, menyeluruh, transparan, dan sistematis untuk menilai pencapaian standar nasional pendidikan dan proses pemantauan evaluasi tersebut harus dilakukan secara berkesinambungan”.(Minuchin, 2003)

Based on the results of interviews, the teacher revealed that the type of evaluation of the listening class at SMPN 8 Kaur was quizzes given to the students to check their learning outcomes. From the results of the quiz, the teacher would reveal how many students had already understood the lesson well. And based on the results of observations class VIII teachers provide learning evaluations to students. seen when the teacher finished giving the subject matter in the listening class, the teacher evaluated the material being taught. This can be seen in the table below this:

The table above is the way teachers at SMPN 8 Kaur evaluate the results of learning and this method is applied by teachers at SMPN 8 Kaur.

Tabel 1.1 Evaluation Learning

No	Uraian	Good	Bad	Very Bad	Amount
1	Able to explain again what is explained in the lesson	50	50	20	120
2	Able to work on the questions given	60	45	15	120
3	Able to analogize learning with surrounding events	55	45	20	120
4	Attitude or behavior in the learning process	60	40	20	120

Based on the results of the interviews above, it was clear that each teacher had different reasons why they did not implement organizational learning in the listening class at SMPN 8 Kaur. To make it easier to understand the reasons for each teacher, the researcher would describe the reasons for each teacher as follows. The application of

organizational learning. There were various reasons why teachers did not implement organizational learning in the listening class. Teacher I said that he had his method called the text-based learning method and other methods. These methods made it easier for the teacher to evaluate learning. Teacher II said that to increase students' vocabulary mastery, the teacher must apply a method that suits the students best. This was the reason why teacher II did not implement organizational learning in the listening class because students still lacked vocabulary. Therefore, the teacher applied his method called the detection method and other methods.

The current research has two purposes. The first, it aimed to find out the implementation of organizational learning in listening classes post-covid-19 pandemic in SMPN 8 Kaur. In this section, the researcher presents the interpretation and discussion after collecting data from the interviews, observation, and documentation of two English teachers in eighth grade at SMPN 8 Kaur. Based

on the research data, it can be concluded that SMPN 8 Kaur has implemented organizational learning, but it has not implemented organizational learning in the listening class because several factors hinder the implementation of organizational learning. One of the factors is the low level of vocabulary among the students at SMPN 8 Kaur. Therefore, the teachers choose their methods so that listening learning can be carried out effectively.

The school administrators try their best to make sure that organizational learning can be implemented optimally. This way, the learning process can be administered optimally, and learning objectives can be achieved without causing difficulties to the students during the learning process. However, during the implementation of organizational learning in the listening class, several obstacles occur. Therefore, the teachers prefer other methods to help the students understand the lesson well.

Among the factors that make organizational learning not implemented by English, teachers are the low vocabulary level of students, lack of skills in speaking, and low understanding of reading texts. Another challenge in applying organizational learning is the low level of students' knowledge. Based on the theory in chapter II, (García-Morales et al., 2012) defines organizational learning as the organization's ability to maintain and improve performance based on previous experience and knowing the ability to achieve productivity from clear and implicit knowledge to share knowledge and use knowledge in organizations. Based on the explanation above, organizational learning is a learning system or strategy based on the goals set by the school with the criteria that already exist in the learning system.

Therefore, the researcher concludes that the reasons why the teachers do not implement organizational learning are related to the student's academic levels, as explained in the paragraph above. It is clear that based on

interviews with the principal and two English teachers of eighth grade at SMPN 8 Kaur, organizational learning has been implemented since the school administrators would like to build excellent schools and teachers. However, organizational learning has not yet been implemented in listening classes because it is less effective for listening learning. One of the reasons is that there are students who still lack vocabulary. Below is the result of the interview with several students regarding the factors that hinder students from learning English so that the students of SMPN 8 Kaur lack vocabulary:

“Bahasa inggris sulit dipahami karena bahasanya rumit, dan di lingkungan saya orang-orang lebih dominan menggunakan bahasa daerah dari pada bahasa inggris. Hal ini membuat kami menjadi malas belajar.”

(English is difficult to understand because the language is complicated, and in my environment, people use the local language more often than English. This situation discourages us from learning the language).

The factor explained above is the main cause of the students' low English vocabulary. Hence, it causes a failure in the implementation of organizational learning in the listening class. The factor drives the teacher to choose another method for the English learning process, such as the detection method (a direct dialogue with students), and learning is carried out when the students can fulfill the tasks given by the teacher and answer them. When the teachers and one of the students have a dialogue in the classroom in front of the class, the other students fill in the questions by completing the blank sentences, then the questions are discussed together in front of the class and the teachers give scores to the students.

CHAPTER V

CONCLUSION AND SUGGESTIONS

In this chapter, the researcher summarizes the research findings in the conclusion. The suggestions are also mentioned in this research.

A. Conclusion

Based on the result obtained by the researcher at SMPN 8 Kaur, the researcher made the following conclusion based on the result question. (1) How is the implementation of organizational learning in the listening post covid 19 pandemic?. The researcher concludes that the implementation of organizational learning in listening class post-covid 19 pandemic at SMP N 8 Kaur has not yet been fully implemented. The English teachers in SMPN 8 Kaur do not implement organizational learning but they apply methods of their preference, such as text-based learning and detection. The reason why organizational learning is implemented by the administrators of SMPN 8 Kaur is to improve the quality of the school. However, the English teachers of grade eight do

not apply the method since there are many inhibiting factors in the implementation of organizational learning. One of the inhibiting factors is the low level of students' vocabulary mastery. It is the main cause why the teachers decided to not implement organizational learning in the classroom.

The other roles carried out by teachers in the management class in the learning process are organizing learning, effective communication, mastery, enthusiasm for the eyes lessons, positive attitude towards students, giving fair grades, and flexibility in the learning approach.

The factors that affect the learning process it self are the study habits of students who are not good, such as not wanting to ask the teacher if you do not understand the material being taught, do not make resumes or summaries of material for all lessons, see the results of friends' work when working on individual assignments or when discuss with study groups, and there are still students who less active.

The researcher concludes that organizational learning at SMPN 8 Kaur has been implemented in schools to create

ideal teachers. However, organizational learning in the listening class has not been implemented by English teachers at SMP N 8 Kaur. This is because students at SMPN 8 Kaur still lack vocabulary. Therefore, the teacher prioritizes students' improvement in vocabulary mastery, so that this factor is the cause of organizational learning not being implemented in the listening class, this is a challenge for the teacher in teaching listening class.

B. Suggestions

Based on the findings above, the important suggestions are made by the researcher, which are as follows:

1. For Teachers

To succeed in improving students' proficiency in English, the teacher must be more creative, innovative, and interested in managing the class, choose the effective method for students and have specific assessments for certain skills. The teacher must design the right method for teaching English for student progress and try to apply various methods. Therefore, students do not get bored

easily in learning, for example by applying organizational learning or other methods.

2. For Further Researcher

For further researchers, they can conduct similar research and conduct research on the application of organizational learning in the post-covid 19 listening class. In addition, the researcher also further suggests the implementation of organizational learning in the speaking class or writing class.

3. For School

Nowadays, technology has developed rapidly, so all teachers must have technological pedagogical knowledge, especially in online or offline learning. Therefore, the researcher suggests that the school should provide adequate facilities to support teachers to be innovative in teaching.

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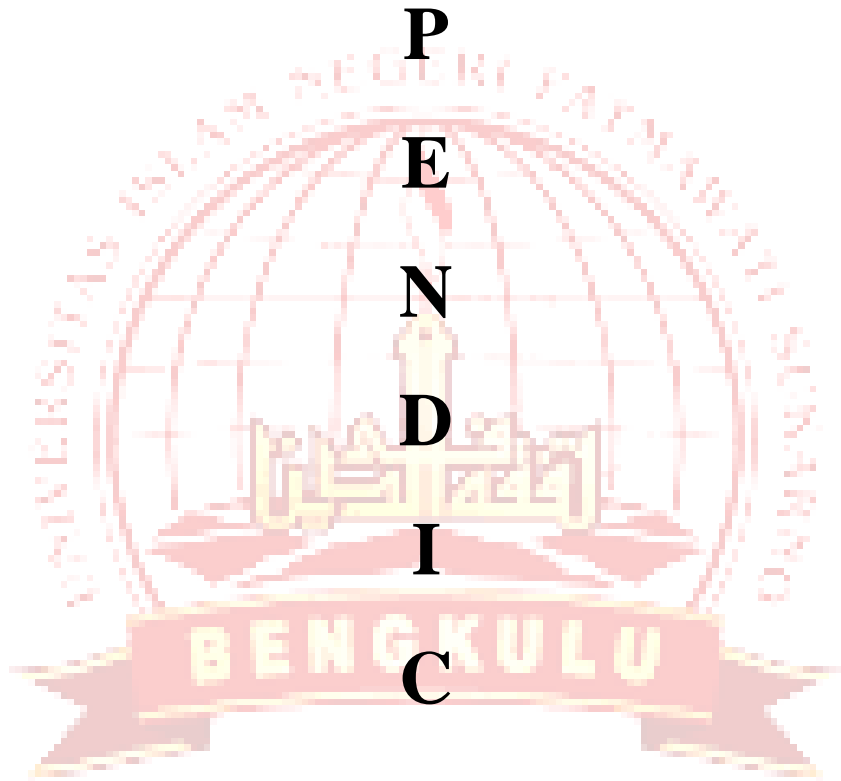
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OBSERVASI AWAL



PENYERAHAN SK PENELITIAN DAN WAWANCARA DENGAN KEPALA SEKOLAH



WAWANCARA DENGAN TEACHER I



WAWANCARA DENGAN TEACHER II



WAWANCARA DENGAN SISWA



TEACHER I



TEACHER II



SUASANA SMPN 8 KAUR



SELESAI PENELITIAN



PEDOMAN WAWANCARA

Daftar pertanyaan berikut ini ditujukan dalam rangka mencari data penelitian tentang “ **ORGANIZATIONAL LEARNING OF LISTENING CIASS POST COVID 19 PANDEMIC AT SMP N 8 KAUR**” dan jawaban dari pertanyaan-pertanyaan inilah nantinya akan dijadikan sebagai data untuk melakukan analisis terhadap masalah penelitian. adapun pertanyaan-pertanyaan yang akan di ajukan adalah sebagai berikut:

A. Biodata Informan

Nama : Helyan Devianto, S.Pd
Jenis kelamin : laki - laki
Pekerjaan : Guru Mata pelajaran Bahasa
Jabatan : waka. Kurprof

B. Daftar Pertanyaan

1. Apakah anda menggunakan organizatoinal learning di kelas anda?
2. Bagaimana proses pembelajaran listening di SMP N 8 kaur pasca pandemi covid 19?
3. Bagaimana Implementasi organizational learning pada pembelajaran Listening di kelas VIII SMP N 8 Kaur pasca pandemi covid 19?
4. Strategi apa yang dapat dilakukan guru dalam menerapkan organizational learning di kelas listening ?
5. Apa faktor penghambat penerapan organizational learning di kelas listening pasca pandemi covid 19 ?
6. Metode apa yang paling dominan anda gunakan untuk pembelajaran di kelas listening?
7. Menurut anda apakah penerapan organization ini sudah tepat atau belum di pembelajaran kelas listening?
8. Bagaimana bentuk evaluasi pembelajaran listening pasca pandemi covid 19?
9. Bagaimana mengelolah kelas dan cara mengajar dalam pembelajaran listening dengan menggunakan metode organizational learning ?
10. Apakah pengalaman mengajar anda mempengaruhi skill mendengarkan anda ketika anda sedang mengajar di kelas?
11. Apa upaya yang anda lakukan untuk menjadi guru yang ideal ?

INTERVIEW GUIDELINES

The following list of questions is intended to find research data about "**Organizational Learning of Listening Class Post Covid 19 Pandemic in SMP N 8 Kaur**" and the answers to these questions will later be used as data to analyze research problems. The questions that will be asked are as follows:

A. Biodata of Informants

Name : Marzulian
Gender : Laki laki
Work : Guru mata pelajaran B. Inggris
Position : -

B. Questionnaires

1. Do you use organizational learning in your classroom?
2. What are the strategy can teachers use in implementation organizational learning of listening class?
3. How are the process listening class post covid 19 pandemic in SMP N Kaur?
4. How are Implementation Organizational Learning of Listening class post covid 19 pandemic?
5. What are the inhibiting factors for implementation organizational learning of listening class post covid 19 pandemic?
6. What is the most dominant method you use for learning in the listening class?
7. In your opinion, is the application of this organizational appropriate or not in the listening class?
8. What is the form of evaluation of listening class post covid 19 pandemic?
9. How to manage the class and how to teach listening class using the organization learning method?
10. Does your teaching experience affect your listening skills when you are teaching in class?
11. What is the efforts do you make to become an ideal teacher?

INTERVIEW GUIDELINES

The following list of questions is intended to find research data about "ORGANIZATIONAL LEARNING OF LISTENING CLASS POST PANDEMIC COVID 19 IN SMPN 8 KAUR" and the answers to these questions will later be used as data to analyze research problems. The questions that will be asked are as follows:

A. Additional Questionnaire

a. Principal

1. Apakah di sekolah ini menerapkan organizational learning?
(Does this school apply organizational learning?)

b. Students

1. Apa saja faktor yang menghambat siswa dalam belajar bahasa Inggris sehingga siswa SMPN 8 Kaur kekurangan kosa kata?
(What are the factors that hinder students from learning English so that the students of SMPN 8 Kaur lack vocabulary?)



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SURAT PENUNJUKAN

Nomor : 0901/Un.23/F.II/PP.00.9/02/2022

Dalam rangka penyelesaian akhir studi mahasiswa, maka Dekan Tarbiyah dan Tadris Universitas Islam Negeri (UIN) Fatmawati Sukarno Bengkulu, dengan ini menunjuk dosen:

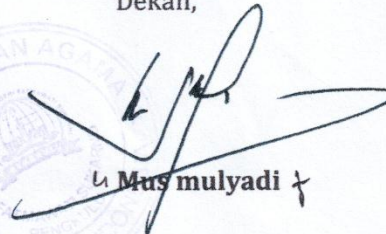
1. Nama : Dr.H Ali. Akbarjono, M.Pd
NIP : 197509252001121004
Tugas : Pembimbing I
2. Nama : Reko Serasi, M.A.
NIP : 198711092018011002
Tugas : Pembimbing II

Bertugas untuk membimbing, menuntun, mengarahkan dan mempersiapkan hal-hal yang berkaitan dengan penyusunan draf skripsi, kegiatan penelitian sampai persiapan ujian munaqasyah bagi mahasiswa yang namanya tertera di bawah ini:

Nama Mahasiswa : Anisa Menti Ulan Dari
NIM : 1811230056
Judul : Students' Perceptions of Lecturers' Roles in Online Classroom at English Education Program of UIN Fatmawati Sukarno Bengkulu

Demikianlah surat penunjukan ini dibuat untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Bengkulu
Pada tanggal : 25 Februari 2022
Dekan,


Mus mulyadi

Tembusan:

1. Wakil rektor 1
2. Dosen yang bersangkutan
3. Mahasiswa yang bersangkutan
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SURAT PERMOHONAN PERUBAHAN JUDUL SKRIPSI

Hal : Permohonan Perubahan Judul Skripsi
Lamp : -

Kepada Yth. Ketua Prodi
Tadris Bahasa Inggris
UIN Fatmawati Sukarno Bengkulu

Dengan hormat,

Saya yang bertanda tangan di bawah ini:

Nama : Anisa Menti Ulan Dari
NIM : 1811230056
Jurusan/Prodi : Bahasa/Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Tadris

Ingin mengajukan perubahan judul skripsi dikarenakan saran dari pembimbing saya dan atas persetujuan pembimbing saya.

Adapun judul saya sebelumnya adalah: **"Students Perceptions of the role of Lecturers in Online Classroom at the English Education Study Program of Uin Fatmawati Sukarno Bengkulu"** Menjadi: **"Organizational Learning of Listening Class Post Covid 19 Pandemic At SMP N 8 Kaur"** Demikianlah surat permohonan ini saya buat dengan sebenarnya. Atas kesediaan Bapak/Ibu saya ucapkan terimakasih.


Bengkulu, Juni 2022

Disetujui oleh,

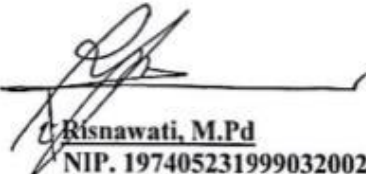
Pembimbing I

Pembimbing II


Dr. H. Akbariono, M.Pd.
NIP. 19750925200121004


Reko Serasi, M.A.
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Diketahui oleh,
Ketua Jurusan Bahasa


C. Risnawati, M.Pd.
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PENGESAHAN PENYEMINAR PROPOSAL SKRIPSI

Proposal skripsi atas nama : Anisa Menti Ulan Dari, NIM : 1811230056 yang berjudul **“ORGANIZATIONAL LEARNING OF LISTENING CIASS POST COVID 19 PANDEMIC AT SMP N 8 KAUR”**. Telah diseminarkan oleh tim penyeminar pada:

Hari/Tanggal : Kamis, 16 Juni 2022

Pukul : 14.00 s/d selesai

Dari proposal skripsi tersebut telah diberikan sesuai saran-saran tim penyeminar dan pembimbing skripsi, oleh karena itu sudah layak untuk diberikan surat penelitian (SK Penelitian)

Bengkulu, Juni 2022

Penyeminar I

Penyeminar II

Reko Serasi, M.A.
NIP.198711092018011002

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SURAT PERNYATAAN PUBLIKASI ARTIKEL JURNAL

Saya yang bertanda tangan dibawah ini:

Nama : Anisa Menti Ulan Dari
NIM : 1811230056
Pembimbing : 1. Dr.H. Ali Akbarjono, M.Pd
2. Reko Serasi, M.A
Program Studi : Tadris Bahasa Inggris
Instansi : Universitas Islam Negeri Fatmawati Sukarno Bengkulu

Menyatakan bahwa artikel jurnal ilmiah saya yang berjudul **“Organizational Learning of Listening Class Post Covid 19 Pandemic Covid 19 At SMPN 8 Kaur (A Descriptive Qualitative Study at Junior High School (SMPN 8 Kaur))”** telah di terbitkan pada Jurnal GHAITSA : Islamic Education Journal tahun 2022.

Demikian surat pernyataan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Bengkulu,

2022

Mengetahui
Koordinator Prodi TBI

Feny Martina, M.Pd
NIP.198703242015032002

Yang Menyatakan

Anisa Menti Ulan Dari
NIM. 1811230056



**PEMERINTAH KABUPATEN KAUR
DINAS PENDIDIKAN
SMP NEGERI 8 KAUR**

Alamat: Jl. Lintas Barat Sumatera km . 5 desa Sukaraja Kec. tetap 38563

SURAT IZIN PENELITIAN
NOMOR : 420/OS3/SMP.08.15/2022

Yang bertanda tangan dibawah ini,kepala sekolah SMP Negeri 8 Kaur,memberikan izin Penelitian kepada Mahasiswa Program Studi Tadris Bahasa Inggris Universitas Islam Negeri Fatmawati Soekarno (UINFAS) Bengkulu di bawah ini :

Nama : Anisa Menti Ulan Dari
NIM : 1811230056
Judul : Organization Learning of Listening Class Post Covid 19
Pandemic At SMP N 8 Kaur.

Untuk Melakukan Penelitian di SMP N 8 Kaur, dalam rangka penyelesaian studi di Universitas Islam Negeri Fatmawati Soekarno (UINFAS) Bengkulu.

Demikianlah surat keterangan ini kami buat dengan sebenarnya,agar dapat digunakan sebagaimana mestinya.

Bintuhan, 29 Juni 2022
Kepala Sekolah,



HELYAN FAUZI, SE.MM.
NIP. 197001012006041012



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU

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Website: www.uinfasbengkulu.ac.id

Nomor : 2856 / Un.23/F.II/TL.00/07/2022
Lampiran : 1 (satu) Exp Proposal
Perihal : **Mohon izin penelitian**

4 Juli 2022

Kepada Yth,
Kepala SMPN 8 Kaur
Di –
Kabupaten Kaur

Assalamu'alaikum Warahmatullah Wabarakatuh.

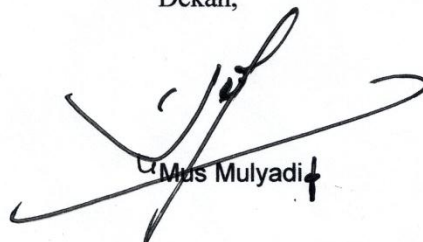
Untuk keperluan skripsi mahasiswa, bersama ini kami mohon bantuan Bapak/ibu untuk mengizinkan nama di bawah ini untuk melakukan penelitian guna melengkapi data penulisan skripsi yang berjudul **“ORGANIZATIONAL LEARNING OF LISTENING CLASS POST COVID 19 PANDEMIC AT SMPN 8 KAUR)”**.

Nama : Anisa Menti Ulan Dari
NIM : 1811230056
Prodi : Tadris Bahasa Inggris (TBI)
Tempat Penelitian : SMPN 8n Kaur
Waktu Penelitian : 04 Juni s/d 22 Juli 2022

Demikian permohonan ini kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Wassalamu'alaikum Warahmatullah Wabarakatuh.

Dekan,


Mus Mulyadi



PEMERINTAH KABUPATEN KAUR
DINAS PENDIDIKAN
SMP NEGERI 8 KAUR

Alamat : Jl. Lintas Barat Sumatera Km.5 Desa Sukaraja Kec. Tetap Kab. Kaur Bengkulu 38563

SURAT KETERANGAN SELESAI PENELITIAN

NOMOR : 423.6/103/SMP.08.15/2022

Yang bertanda tangan di bawah ini Kepala Sekolah Menengah Pertama (SMP) Negeri 8 Kaur Kecamatan Tetap Kabupaten Kaur :

Nama : **HELYAN FAUZI, S.E, M.M**
NIP : 197001012006041012
Jabatan : Kepala Sekolah
Alamat : Jln Lintas Barat Sumatera Km 5 Desa Sukaraja
Kec. Tetap Kab. Kaur

Berdasarkan Surat dari Dekan Universitas Islam Negeri Fatmawati Sukarno Bengkulu Fakultas Tarbiyah dan Tadris Nomor : 2896/Un.23/F.II/TL.00/07/2022 Tanggal 4 Juli 2022 perihal untuk melakukan penelitian, maka dengan ini menerangkan bahwa mahasiswa dengan data sebagai berikut :

Nama : **ANISA MENTI ULAN DARI**
NIM : 1811230056
Program Studi : Tadris Bahasa Inggris (TBI)
Fakultas : UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO BENGKULU

telah selesai melaksanakan penelitian di SMP Negeri 8 Kaur mulai dari tanggal 4 Juni s/d 22 Juli 2022 dengan judul penelitian "*Organizational learning Of Listening Class Post Covid 19 Pandemic at SMP Negeri 8 Kaur*".

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Sukaraja, Juli 2022
Kepala Sekolah



HELYAN FAUZI, S.E, M.M
NIP. 197001012006041012



KEMENTERIAN AGAMA REPUBLIK INDONESIA

UNIVERSITAS ISLAM NEGERI

FATMAWATI SUKARNO BENGKULU

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Website: www.uinfasbengkulu.ac.id

Nomor : 2551 /Un.23/F.II/PP.00.9/06/2022

Lamp. : -

Perihal: Ujian Komprehensif

Kepada Yth.

1. Dr. Samsudin, M.Pd
(kompetensi UIN)

2. Pebri Prandika Putra, M.Hum
(kompetensi jurusan/Prodi)

3. Zelvia Liska Afriani, M.Pd
(Kompetensi Keguruan)

Assalamu'alaikum Wr. Wb.

Bersama ini kami mohon Bapak/Ibu untuk menjadi Penguji komprehensif Mahasiswa Prodi Tadris Bahasa Inggris, Jurusan Tadris Bahasa, Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu pada:

Hari/Tanggal : Rabu, 08 Juni 2022

Waktu : 08.00 - 12.00 WIB

Tempat : Ruang Munaqasah Jurusan Tadris Lantai 3 Dekanat

Adapun nama-nama mahasiswa:

NO	NAMA MAHASISWA	NIM
1	Iis Siti Nurjana	1811230029
2	Shella Vionita	1811230017
3	Devi Indah Permata Sari	1811230019
4	Anisa Menti Ulan Dari	1811230056
5	Saryono	1811230118
6	Ayu Mayang Sari	1611230034

Demikianlah, agar dilaksanakan sebagaimana mestinya.

Bengkulu, 03 Juni 2022

Dekan,



Mus Mulyadi



KEMENTERIAN AGAMA REPUBLIK INDONESIA

**UNIVERSITAS ISLAM NEGERI
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Website: www.uinfasbengkulu.ac.id

Nomor : 2740/Un.23/F.II/PP.00.9/06/2022

Lamp. : -

Perihal : Penyeminar Proposal Skripsi

Kepada Yth.

1. Reko Serasi, M.A (Penyeminar I)
2. Zelvia Liska Afriani, M.Pd (Penyeminar II)

Assalamu'alaikum Wr. Wb.

Dengan Hormat,

Bersama ini kami mohon bantuan Bapak/Ibu untuk menjadi Penyeminar Proposal Skripsi Mahasiswa Tadris Bahasa Inggris, Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu pada:

Hari/Tanggal : Kamis, 16 Juni 2022

Tempat : Ruang Munaqasah Jurusan Tadris Lantai 3 Dekanat

N O.	NAMA/NIM	WAKTU (WIB)	JUDUL
1.	Iis Siti Nurjanah 1811230029	14.00-14.40 WIB	An analysis of Teacher Pedagogical Competence In Teaching English For Young Learners (A Descriptive Qualitative Study of English Teacher At MTS 01 Darussalam Kepahiang
2.	Anisa Menti Ulan Dari 1811230056	14.40-15.20 WIB	Organization Learning of Listening Class Pasca Pandemic Covid 19 At SMPN 8 Kaur (A Descriptive Qualitative Study At Junior High School)
3.	Nanda Nur Asa Hariswa 1811230065	15.20-16.00 WIB	A Survey On Rural School Students' Attitudes Toward EFL Learning (A Descriptive Quantitative Study At Seventh Grade Students Of SMPN 28 Seluma In Academic Year 2021/2022)

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Bengkulu, 15 Juni 2022

An. Dekan,
Wakil Dekan I,



U. Edi Ansya: h4



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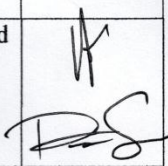
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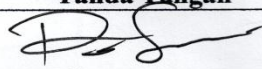
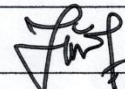
Website: www.uinfasbengkulu.ac.id

DAFTAR HADIR UJIAN SEMINAR PROPOSAL

Fakultas Tarbiyah Dan Tadris Program Studi Tadris Bahasa Inggris

Hari/Tanggal : Kamis, 16 Juni 2022

NO	Nama Mahasiswa	Judul Skripsi	Pembimbing	Tanda Tangan
1	Anisa Menti Ulan Dari 1811230056	Organization Learning of Listening Class Pasca Pandemic Covid 19 At SMPN 8 Kaur (A Descriptive Qualitative Study At Junior High School)	1.Dr.H.Ali Akbarjono M.Pd 2.Reko Serasi, M.A	

No	Nama Dosen Penyeminar	Tanda Tangan
1	Reko Serasi, M.A	
2	Zelvia Liska Afriani, M.Pd	

SARAN PENYEMINAR

1	PENYEMINAR 1: Revise as suggested!
2	PENYEMINAR 2: Revise as suggested!


AUDIEN

Nama Audien	Tanda Tangan	Nama Audien	Tanda Tangan
1.		6.	
2.		7.	
3.		8.	
4.		9.	
5.		10.	

Tembusan:

1. Dosen penyeminar 1 dan 2
2. Pengelola prodi
3. Subbag AAK
4. Pengelola data umum
5. Yang bersangkutan

Bengkulu, 16 Juni 2022
Dekan FTT,


Dr. Mus Mulyadi, M.Pd



KEMETERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO
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Website: www.iainbengkulu.ac.id

Nama Mahasiswa : Anisa Menti Ulan Dari
NIM : 1811230056
Jurusan : Bahasa
Program Studi : Tadris Bahasa Inggris

Pembimbing II : Reko Serasi, M.A
Judul Skripsi : ORGANIZATIONAL LEARNING
OF LISTENING CLASS PASCA
PANDEMIC COVID 19
AT SMPN 8 KAUR

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing II	Paraf Pembimbing
1	8/3 2022	Proposal Skripsi	Korektur dan Jember	
2	15/3 2022	Bab 1-3	grammar structure	
3	21/3 2022	Bab 1-3	grammar structure	
4	22/3 2022	Bab 1-3	Penyempurnaan referensi di bagian akhir dll	

Bengkulu, 22 Maret 2022

Mengetahui,
Dekan

Dr. Muz Mulyadi, M.Pd
NIP. 197005142000031004

Pembimbing II

Reko Serasi, M.A
NIP. 19871109201801002



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Website: www.iainbengkulu.ac.id

Nama Mahasiswa : Anisa Menti Ulan Dari
NIM : 1811230056
Jurusan : Bahasa
Program Studi : Tadris Bahasa Inggris

Pembimbing II : Reko Serasi, M.A
Judul Skripsi : ORGANIZATIONAL LEARNING
OF LISTENING CLASS PASLA*
PANDEMIC COVID 19
At SMP N 8 KAUR

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing II	Paraf Pembimbing
5	26/3/22	1-3 (Chapter)	cek parafraction	
6	29/3/22	1-7	ok * Post-Covid-19 Pandemic	

Bengkulu, 29 Maret 2022

Mengetahui,
Dekan

Dr. Mus Mulyadi, M.Pd
NIP. 197005142000031004

Pembimbing II

Reko Serasi, M.A
NIP. 19871109201801002





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Nama Mahasiswa : Anisa Menti Ulan Dari
NIM : 1811230056
Jurusan : Bahasa
Program Studi : Tadris Bahasa Inggris

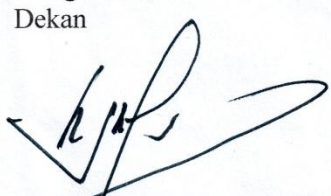
Pembimbing I : Dr.H Ali Akbarjono,M.Pd
Judul Skripsi : ORGANIZATIONAL LEARNING OF
LISTENING CLASS PASCA
PANDEMIC COVID 19 AT SMPN 8 BEUR


No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I	Paraf Pembimbing
	13 / 2022 /04	Proposal	1. Words yg dpt di p... A. Task performance of ... at ... B.	 

Bengkulu, 13 April 2022

Mengetahui,
Dekan

Pembimbing I


Dr. Mus Mulyadi, M.Pd
NIP. 197005142000031004


Dr.H Ali Akbarjono,M.Pd
NIP. 19750925200121004



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Website: www.iainbengkulu.ac.id

Nama Mahasiswa : Anisa Menti Ulan Dari
NIM : 1811230056
Jurusan : Bahasa
Program Studi : Tadris Bahasa Inggris

Pembimbing I : Dr.H Ali Akbarjono,M.Pd
Judul Skripsi : ORGANIZATIONAL LEARNING OF
LISTENING CLASS PASCA
PANDEMIC COVID 19
AT SMPN 8 KALIR

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I	Paraf Pembimbing
	23/2022 /05	Proposal	check agar runer smua dan uraian typer paku koffo paku	
	25/2022 /05	PROPOSAL	Copy ke uride dan < dr need	
	27/2022 /05	PROPOSAL	Ara ro Lupa	

Bengkulu, 27 Mei 2022

Mengetahui,
Dekan

Dr. Mus Mulyadi, M.Pd
NIP. 197005142000031004

Pembimbing I

Dr. H. Ali Akbarjono, M.Pd
NIP. 19750925200121004



KEMETERIAN AGAMA REPUBLIK INDONESIA
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Website: www.iainbengkulu.ac.id

Nama Mahasiswa : Anisa Menti Ulan Dari Pembimbing II : Reko Serasi, M.A
NIM : 1811230056 Judul Skripsi :
Jurusan : Bahasa
Program Studi : Tadris Bahasa Inggris

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing II	Paraf Pembimbing
1	19/22 7	bae 4-5	Cek grammar/ Structure	
2	25/22 7	—	— idemi	
3	8/22 8	—	Cek keaslian email References!	
4	15/22 8	—	Cek lagi grammar punctuation!	
5	30/22 8	—	OK! . finalkan bingk ke blog selanjutnya	

Mengetahui,
Dekan

Dr. Mas Mulyadi, M.Pd
NIP. 197005142000031004

Bengkulu, 30 ~~July~~ 2022
AGUSTUS

Pembimbing II

Reko Serasi, M.A.
NIP.198711092018011002



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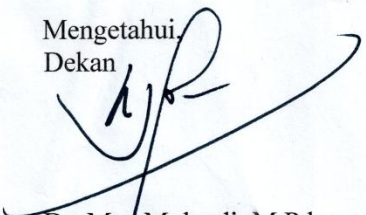
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Nama Mahasiswa : Anisa Menti Ulan Dari Pembimbing I : Dr.H.Ali Akbarjono,M.Pd
NIM : 1811230056 Judul Skripsi :
Jurusan : Bahasa
Program Studi : Tadris Bahasa Inggris


No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I	Paraf Pembimbing
	26/04	Bab IV	I study Lipis. profil sifatnya denda & paku Buku 2/10/20 di samping	A
	01/22		II review Materi man 2 paku for Puan man .. - manq say. - manic - pin - pon - Bui -	A

Bengkulu, 01 July 2022

Mengetahui,
Dekan


Dr. Mus Mulyadi, M.Pd
NIP. 197005142000031004

Pembimbing I


Dr. H. Ali Akbarjono, M.Pd
NIP. 19750925200121004



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Website: www.iainbengkulu.ac.id

Nama Mahasiswa : Anisa Menti Ulan Dari Pembimbing I : Dr.H.Ali Akbarjono,M.Pd
NIM : 1811230056 Judul Skripsi :
Jurusan : Bahasa
Program Studi : Tadris Bahasa Inggris

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I	Paraf Pembimbing
	02/10/2022	Chapter 1 - V	check again some error part is not correct include reference: - paper - book - jurnal copy it and send to next All is ready to submit	A

Bengkulu, 02 Oktober 2022

Mengetahui,
Dekan

Dr. Mus Mulyadi, M.Pd
NIP. 197005142000031004

Pembimbing I

Dr.H.Ali Akbarjono,M.Pd
NIP. 19750925200121004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Alamat: Jln. Raden Fatah Kelurahan Pagar Dewa Kota Bengkulu 38211
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website: www.uinfasbengkulu.ac.id

Bengkulu 16 Desember 2022

Nomor : 1067 /Un.23/F.II/PP.00.9/12/2022
Lampiran : -
Perihal : Jadwal Munaqasyah Skripsi

Kepada Yth.

1. Dr. Syamsul Rizal, M.Pd
(Ketua)
2. Hanura Febriani, M.Pd
(Sekretaris)
3. Fera Zorianita, M.Pd
(Penguji I)
4. Zelvia Liska Afriani, M.Pd
(Penguji II)

Assalamu'alaikum Warohmatullahi Wabarokatuh.

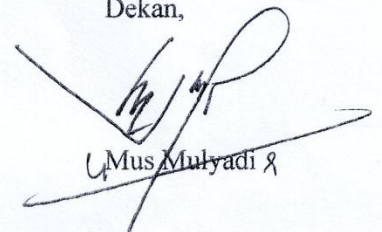
Dengan ini kami sampaikan jadwal Munaqasyah Skripsi Mahasiswa Prodi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Tadris Universitas Islam Negeri Fatmawati Sukarno (UIN FAS) Bengkulu pada:

Hari / Tanggal : Senin, 19 Desember 2022
Tempat : Ruang Munaqasyah Jurusan Tadris Lantai 3 Dekanat.

NO	NAMA / NIM	WAKTU (WIB)	JUDUL
1.	Nanda Nur Asa Hariswa 1811230065	8.00-9.00	Rural School Students' Attitude Toward EFL Learning (A Survey At Seventh Grade Students Of Smpn28 Seluma)
2.	Anisa Menti Ulan Dari 1811230056	09.00-10.00	Organizational Learning of Listening Class Post Covid 19 Pandemic at SMPN 8 Kaur (A Descriptive Study at Junior High School (SMPN 8 Kaur)
3.	Armansyah 1711230103	10.00-11.00	The Analysis of synchronous and Asynchronous online Media in English learning during covid 19

Demikian jadwal ini disampaikan, untuk dilaksanakan sebagaimana mestinya.

Dekan,


Mus Mulyadi

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INSTITUT AGAMA ISLAM NEGERI
BENGKULU

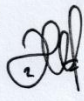


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 Website: www.iainbengkulu.ac.id

KARTU HADIR SEMINAR PROPOSAL SKRIPSI

NAMA MAHASISWA : Anisa Menti Ulian Dari
NOMOR INDUK MAHASISWA : 1711230056
PRODI : TADRIS BAHASA INGGRIS

NO	Hari / Tanggal	Jam	Nama Mahasiswa Seminar	NIM	Judul Proposal	TTD Dosen Penguji
1	Jumat / 23-04-2021	08:00	Seprian Nur Arsyati	1711230044	Teachers' technological Pedagogical content knowledge (TPACK) in teaching EFL learners during covid-19 pandemic: A comparative study between rural suburban teachers	<i>[Signature]</i>
2	Jumat / 23-04-2021		Wiranda Gusti Pratama	1711230055	An analysis on the english learner's needs for specific purposes studying marketing major at smkn 01 kota Bengkulu	<i>[Signature]</i>
3	Jumat / 23-04-2021		Lipriani Padlia	1711230023	Challenges on teaching online english subject at smkn New Normal in MAN Kaur Bengkulu	<i>[Signature]</i>
4	Jumat / 23-04-2021		Sali Sarah	1711230052	Problems faced by english teachers in learning using Google Classroom during the covid-19 pandemic at smkn 6 kota Bengkulu	<i>[Signature]</i>
5	Jumat / 23-04-2021		Azzah Saibaneq	1711230021	The influence of Fiction short stories as media on speaking students ability (A case study conducted at the English Grade students of smkn 03 postparitair in the academic years 2020/2021)	<i>[Signature]</i>
6						

23/2022
" " 

Hanura Febriani

Cek turnitin Anisa_TBI

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