

## INTRODUCTION

Listening is one of the four basic skills in learning foreign language. Listening is now treated as a much more complex activity and one that is cornerstone of language acquisition (Krashen, 1994). In listening, people receive language through the ears from direct process or media, music and film. The brain will process the language to the sentences and become information. Murcia (2001) argues that listening is the language skill used most in life, needs to be a central focus—all day ,everyday – limited only by the the availability of the target language in the school ,the community ,and the media. When we listening to the language, we have to pay attention and focus to the speakers' accent or pronunciation, grammar and vocabulary. The process of listening occur in five stages. They are hearing, understanding, remembering, evaluation, and responding.

In Indonesia context of teaching, listening is an important element to be taught besides other language skills; speaking, reading and writing. Now, this language skill is inserted in the curriculum of educational institutions with the introduction of the 2004 English Curriculum as well as the establishment of the Standard of Content (Dep- diknas, 2006). The teaching English as a foreign language in Indonesia is expected to meet the demand to master all the four language skills, and these four skills need to be taught in an integrated way. Because English as a foreign language so, it is not easy for indonesian students to master english very well especially in listening comprehension. According to Nadig (2013) listening comprehension is the various processess of understanding and making sense of spoken language. These involved knowing speech sounds, comprehending the meaning of individual words, and understanding the syntax of sentences.

The listening is actually the process on how the listeners comprehend and interpered the input and spoken language. In this case, the listeners differentiate between sound, vocabulary, grammatical structure, stress and intonation, and the intended meaning. Gebhard (2000) stated to processes in comprehending spoken english namely; based on ways of processing the text, the types, the are bottom- up processing and top- down processing in bottom-up processing is decoding a message that the listeners hears through the analysis of sounds, words, and grammar. Bottom-up process include: listening for specific details, recognizing,cognates,and recognizing word-order patterns. The top-down processing is the process decoding a message by using background knowlegde of the listeners related to the topic, the situation or context, text type and the language. This knowledge helps the listeners to interpered the spoken language and aticipate what will came next. This process includes: listening for the main idea, predicting, drawing infrences and summarizing.

The listening process sometimes is not easy to do especially for the begginers. In processing the language, the listeners should have some skills in interpreting spoken language. McDonough and Shaw (1993) explain that a listener as a processor of language has to go through three processes using three types of skills :

1. Processing sound/perception skills
2. Processing meaning /analysis skills
3. Processing knowlegde and context /synthesis skills

In listening comprehension students faced so many problems. Hamouda (2003) stated that factors causing student listening comprehension problem were categorized into different sources including problems related to listening text, listening problems related to task and activities, listeners and lectures' methodology. According to Goh (2000) there are ten listening comprehension problems; quickly forget what is hard; do not recognize words;

recognize the words but not the intended meaning; missing the the next part when thinking about meaning; unable to form a mental representation from words ; cannot chunk streams of speech ; miss the beginning of the text; unable to concentrate or concentrate to hard; do not understand subsequent parts of input because of earlier problems; confused about the key ideas in the message. In this research, one of the students' problems are in listening short dialogue. Listening in short dialogue need a concentrate to what is spoken by the speaker in listening of short dialogue. Listening of short dialogue can practice pronunciation, more understanding intonation, could also increase vocabulary. There were type of listening section in short dialogue, namely; Idiomatic Expression, Meaning of certain words or vocabulary, prediction, Implication, suggestion, Assumption, Topic of conversation and opinion, Detail, Comparison, Location.

Based on Fernandez (2013), dialogue is concerned with this study of how communication takes place through language in conversation. In listening comprehension, there is has a dialogue such as short dialogue in listening section. Listening in short dialogue was listen that need concentrate to what is said spoken by speaker in listening of short dialogue. Listening in short dialogue can be the way to practie pronunciation, intonation, word stress and increase vocabulary.

The role of dialogues is to helps students to developpe their conversation skill in commant practice in most English classes. The other advantage by using dialogue is that students are given a rubric as a basic on which they can build. Once they have become comfortable using a dialogue, students then can go on to have related converstaions building on their familiarty with the dialogue and the vocabulary specific to the situation. Dialogues can be used in many ways in a classroom. For instance, to intoude new vocabulary and hopes students become familiar with standart formulas used when disccussing various topics, use dialogue for role plays, games, simulation and information gap, and have students momorize short dialogue as a way of helping them improving students their vocabulary.

In teaching listening in short dialogue, teachers need to apply a strategy in teaching process for to easier the teacher to teach the materials. Mandelshon (2006) stated coined the term a "strategy- based" approach and proposed that the classroom curriculum for listening course should include instructing listeners about listening strategies. Anderson (2003) classifies language learning strategies into seven mayor categories: cognitive strategies, metacognitive strategies, mnemonic or memory strategies, compensatory strategies, affective strategies, social strategies, and self-motivating strategies. In this research is used metacognitive strategy in teaching listening.

Khun and Dean (2004) point out that metacognition enables students who have been taught a particular strategy in a particular problem context to retrieve and deploy that strategy in a similar but new context. For metacognitive planning strategies, listeners clear the aims of a listening task and apply specific features of the aural language input that make easy the understanding of aural input. Metacognitive strategy are to manage, plan and evaluate the use of cognitive strategy. In 1990, Oxford made a diagram metacognitive system. In this system, the are three part, centering learning, arraging and planning and evaluating, in metacognitive strategy.

Metacognitive strategy those conscious or unconsciosus metal activities that perform an executive function in the management of cognitive strategies.

1. Assessing the situation: Taking stock of conditions surrounding a language task by assessing one's own knowledge, one's available internal and external resources, and the constraints of the situation before and engaging in a task
2. Monitoring : Determining the effectiveness of one's own or another's performance while engaged in a task
3. Self-evaluating :Determining the effectiveness of one's own or another's performance after engaging in the activity
4. Self-testing: Testing oneself to determine the effectiveness of one's own language use or the lack thereof. Goh (1997,1998) shows how the metacognitive activities of planning, monitoring, and evaluating can be applied to the teaching of listening:

Metacognitive strategies for self-regulation in learner listening activity cover (Goh,1997)

1. Planning

This is a strategy for determining learning objectives and deciding the means by which the objectives can be achieved.

General listening development involves activities of identifying learning objectives for listening development, determining ways to achieve these objectives, setting realistic short-term and long-term goals, and seeking opportunities for listening practice. In addition, specific listening task covers previewing main ideas before listening, rehearsing language (pronunciation) necessary for the task, and deciding in advance which aspects of the text to concentrate on.

2. Monitoring

This is a strategy for checking on the progress in the course of the learning or carrying out a learning task. The general listening development includes the following activities; Considering progress against a set of predetermined criteria, determining how close it is to achieving short-term or long-term goals and check and see if the same mistakes are still being made. Furthermore, for Specific listening task include, check understanding during listening, check the appropriateness and the accuracy of what is understood and compare it with new information and identify the source of difficulty.

3. Evaluating

This is a strategy for determining the success of the outcome of an attempt to learn or complete a learning task. In General listening development include, assess listening progress against a set of predetermined criteria, assess the effectiveness of learning and practice strategies and assess the appropriateness of learning goals and objectives set. For specific listening task are, check the appropriateness and the accuracy of what has been understood, determine the effectiveness of strategies used in the task and assess overall comprehension of the text

Furthermore, Goh and Yustina (2006) proposed steps in guided metacognitive sequence in a listening lesson

#### Step 1 pre- listening activity

In pairs, students predict the possible words and phrases that they might hear. They write down their predictions. They may write some words in their first language.

#### Step 2 first listen

As they are listening to the next, students underline or circle those words or phrases (including first-language equivalents) that they have predicted correctly. They also write down new information they hear.

#### Step 3 pair process –based discussion

In pairs, students compare what they have understood so far and explain how they arrived at the understanding. They identify the parts that caused confusion and disagreement and make a note of the parts of the text that will require special attention in the second listen.

#### Step 4 second listen

Students listen to those parts that have caused confusion or disagreement areas and make notes of any new information they hear.

#### Step 5 whole –class process based discussion

The teacher leads a discussion to confirm comprehension before discussing with students the strategies that they reported using. Teacher use metacognitive strategy can give the positive impact for students who have difficult in learning by helping students to develop an appropriate plan for learning. Students become aware of how they learn and become more of an independent thinker. There are three metacognitive strategy that can be apply in the classroom:

##### 1. Think Aloud

Think aloud helps students to consciously monitor and reflect upon what they are learning. This strategy works well when teacher read a story or problem out loud and periodically stop to verbalize their thoughts. In think aloud, students follow the teacher thinking process which help students to creating their own strategies and for understanding what they are trying to comprehend.

##### 2. Checklist, Rubrics and organizers

These organizational tools support students in the decision-making process because they serve as an aid for planning and serve-evaluation.

##### 3. Explicit teacher modelling

This can helps students understand what is expected of them through a clear example of skill or concept.

In centering learning includes over viewing and linking with known, paying attention and deliying speech production to foccus on listening. In arranging and planning process, learner finds out about laguange learning, organizes, sets goals, and objective, identifies the purpose of a language task,plans for a language task and seeks practice opportunities. The last is evaluating, is self-monitoring and self-evaluating.

English teachers in Indonesia face some problems in teaching listening in school classes. Some of the students are bored while learning english so they make crowded situation and noise in the class that make the teachers and the others students loss their concentrate in teaching. Students who can't response teachers because they do not understand what teachers said. The condition also occured at SMP Pencawan Medan where the research was conducted. In order to improve students comprehension which was very low in every listening tests, the researcher team used metacognitive strategy to improve students understanding of short dialogue in students' listening comprehension test. By applying this, the minimum standard score to be achieved by students is expected to be achieved.

