

## **ABSTRACT**

Metacognitive strategy becomes a popular strategy nowadays in order to assist learners to understand oral communication in foreign language learning. This classroom action research aims at finding out the improving of students' comprehension in short dialogue by using Metacognitive Strategy. This research used mix approach; both quantitative and qualitative, by a classroom action research design. The quantitative data were collected by giving the listening test. The data of the research were collected by administering listening comprehension test of short dialogue comprehension. The students' mean score on the pre-observation was 57,46, the mean score of the first cycle was 63,33, and the mean score of the second cycle was 76,26. The subjects of the study were students of the Eight grade at SMP Swasta Pencawan Medan in the Academic year of 2019/2020 consisting of 30 students. The qualitative data of the study were the result of observation during teaching learning process, and interviewed with students and teachers. The observation did by the researcher in the class when the teaching-learning process run. The researcher observed all the students' behaviour and make notes about them. In conclusion, Metacognitive strategy can improve students' listening comprehension in understanding short dialogue. Researcher suggested that every english teacher should try to apply metacognitive strategy in listening comprehension especially in understanding short dialogues.

**Keywords: Listening Comprehension, Metacognitive Strategy, Short Dialogue**