ABSTRAK
Tujuan dari penelitian ini adalah untuk membuktikan bahwa dengan menggunakan strategi dialog pendek yang terekam dapat meningkatkan pemahaman mendengarkan siswa dari siswa kelas sepuluh di SMKN 1 Lore Timur. Desain penelitian adalah Penelitian pra-eksperimental, dan sampelnya adalah siswa kelas X SMK 1 Lore Timur yang terdiri dari 20 siswa. Peneliti menggunakan teknik total sampling dan mengadopsi satu kelompok pre-test dan post-test dan dia menggunakan tes yang merupakan instrumen untuk mengumpulkan data pre-test dan post-test dan Hasil analisis data menunjukkan bahwa hipotesis diterima. Artinya aplikasi yang menggunakan strategi dialog pendek yang direkam dapat meningkatkan pemahaman menyimak siswa dari kelas sepuluh SMK 1 Lore Timur.

Kata kunci: meningkatkan, mendengarkan Pemahaman, strategi Dialog Pendek Tercatat

ABSTRACT
The objective of this research is to prove that by using recorded short dialogue strategy can improve student’s listening comprehension of the tenth grade students of SMKN 1 Lore Timur. The researcher design is pre – experimental Research, and sample is tenth grade students of SMK 1 Lore Timur consisting of 20 students. Researchers used a total sampling technique and adopted one group pre-test and post-test and she uses tests which are instruments to collect pre-test and post-test data and The results of data analysis show that the hypothesis is accepted . meaning that the application using the recorded short dialogue strategy can improve students’ listening comprehension from the tenth grade of SMK 1 Lore Timur.

Keywords: improving, listening Comprehension , Recorded Short Dialogue strategy
INTRODUCTION

English is our main source of communication. We can speak English to share our ideas and thoughts with others. There are several skills that must be mastered in English by students, namely (reading, listening, writing, and speaking). From these skills, listening is considered difficult to be mastered by the students, because it requires more attention and concentration to understand sound (listening material).

Listening is regarded as a difficult skill in English subject by the students of senior high school. This fact is based on the researcher’s experience when she was in senior high school. Many students got problems in understanding the meaning of dialogue or monologues in audio. Even they did not respond when the teacher asked them about the discourse given. These problems were used by the English teacher who rarely included listening in his/her learning process. As the result, the students could not understand the meaning of some dialogue or monologues when doing listening exercises in National Examination.

From the problems above, the researcher is interested to conduct research about listening skill in English. She attempts to solve the problems by applying a strategy to improve students’ listening Skill using Recorded Short dialogue and she utilized this strategy to facilitate students to understand discourse in listening. The researcher used recorded short dialogue as material in teaching listening. Recorded Short dialogue is conversation between speaker and listener and two or more speakers to share information or get information in audio. the advantage of recorded short dialogue helps students to ease their understanding when people speak and when they listen English language specialy in listening.

METHOD

The researcher used an pre-experimental research design. The researcher provided guidance to facilitate to understanding in listening to the object of research by applying approach, methods, techniques, and eve strategies for effective learning. In this research the researcher used pre-experimental formulation research from Suprapto (2013:26),

\[ O_1 \times O_2 \]

where:

\[ O_1 = \text{ Pre-test} \]
\[ X = \text{ treatment.} \]
\[ O_2 = \text{ Post-test} \]
Population is a group of individuals that be a target of research which are homogeneous. According to Sukardi (2003:53), “On the principle, population is all numbers of human, animal, events, or everything that life and live together in a certain place, than in a schedule to be a target of conclusion in those ending of a research result”. The researcher took the tenth-grade students Teknik Komputer Jaringan of SMKN 1 Lore Timur as population. It consists of twenty students. The number of students met the quota of research. In this research, the sample is the tenth-grade students of SMKN 1 Lore Timur. They consist of twenty students. Nine males and eleven females. The writer used a total sampling technique. the researcher needs instruments in her research. She used test as an instrument. The test was provided into pre-test and post-test. Each test consists of fifteen numbers. Both pre-test and post-test are different in their form, but their difficulty level is the same.

RESULT

Pre-Test
In this research the researcher conducted Pre-test before applying the strategy to measure the ability of students in listening the researcher found out that the score of WR, DNP, YAT 80. Their score was highest score among all of students meanwhile; the lowest score was 33 By GYA, VVN, J, and NM. To find out the students mean score of Pre test the researcher calculated it by using formulation presented previously. The computation was as follows:

\[ M = \frac{\Sigma x}{n} \]
\[ M = \frac{1015}{20} = 51 \]

Post-Test
On the next step, the researcher gave post-test to the students to measure their ability in listening after applying his strategy.

On post – test result the highest score was 100 By YY and WR and lowest score was showed by KR 47 Looking at the way of pre-test’s score computation process, the next, researcher computed the mean score of post-test. The computation was as follows:

\[ M = \frac{\Sigma x}{n} \]
\[ M = \frac{1554}{20} = 77,7 \]
The computation process above showed that the mean of pre-test 51 lower than post-test’s mean 77.7. It means that the ability of students’ listening did not improve before applying strategy as treatment contrary, their listening improved after applying strategy.

**Students’ Scores in Pre-Test and Post-Test**

The result from the Students’ Scores in Pre-Test and Post-Test students get minus scores, is KR the deviation lower it is because their pre-Test and Post-Test. In conclusion, the researcher argued that the eighteen students had improved their listening ability after having applied Recorded Short Dialogue strategy, but it did not prevail for two students. To compute the mean deviation of pre-test and post-test on the previous table above, the researcher used the following formulation that had been revealed previously.

\[ Md = \frac{\sum d}{n} \]

\[ Md = \frac{539}{20} = 27 \]

Further, the researcher calculated the value of the square deviation. In this case, he applied formulation as follows:

\[ \sum x^2d = \sum d^2 - \frac{(\sum d)^2}{n} \]

\[ \sum x^2d = 19.020 - \frac{(539)^2}{20} \]

\[ \sum x^2d = 19.020 - \frac{290,521}{20} \]

\[ \sum x^2d = 19.020 - 14,526 \]

\[ \sum x^2d = 4.494 \]

To know, whether the value of students’ pre-test and post-test significant difference or not, the researcher computed it by using formulation:

\[ t = \frac{Md}{\sqrt{\frac{\sum x^2d}{n(n-1)}}} \]
The Result of Testing Hypothesis

The researcher used the recorded short dialogue strategy to improve listening comprehension of the tenth grade students at SMKN 1 Lore Timur using testing hypothesis above to prove whether the hypothesis (Hₐ) is accepted or not. Hₐ is accepted if \( t_{\text{counted}} \) is higher than \( t_{\text{table}} \). It means that applying recorded short dialogue can improve listening comprehension of the tenth grade students of Tekhnik Komputer Jaringan (TKJ) of SMKN 1 Lore Timur.

Hₐ is rejected if \( t_{\text{counted}} \) is lower than \( t_{\text{table}} \). It means that applying recorded short dialogue process cannot improve listening comprehension of the tenth grade students of Tekhnik Komputer Jaringan (TKJ) of SMKN 1 Lore Timur.

In relation to those statements, the researcher analyzed the data by using the formulation of \( t_{\text{test}} \). By looking at the procedure of computation previously, the researcher presented that the \( t_{\text{counted}} \) value was 6.56. \( t_{\text{counted}} \) value was higher than \( t_{\text{table}} \) value, it shows significant difference.

To know the significant difference of \( t_{\text{test}} \), the researcher compared between the value of \( t_{\text{counted}} \) (6.56) and \( t_{\text{table}} \) (2.86), by consulting 19 of the degree of freedom (df) \( N-1=20 -1 \) with 0.05 level of significance.
DISCUSSION

In this section, the researcher has done testing procedure that is to find out whether the by Using Recorded Short Dialogue Strategy can improve the students listening comprehension of the tenth grade of TKJ of SMN 1 Lore Timur.

The researcher has analyzed the data using the formula of t_test. The researcher present t_counted value 6.56. Because t_counted value is greater than t-table Value the difference is significant. It was caused that there were two samples of this research got 100 score of post-test. Although, their hearing improves, but not too different. This is because there are some students who have a minus post-test score. In addition, one sample is a constant score between pre-test and post-test.

The researcher realizes that during applying the treatment, she has many interventions from the surrounding environment. For example, some students often leave class when she teaches. They have to take an extracurricular course at school besides the researchers also feel disturbed by other students and other classes not studying. Sometimes students fill their time with singing, causing problems in the research process. When applying the treatment, the researcher got many problems, but they could be overcome. This treatment required the extraordinary focus of the students in listening to the audio, so the researcher has to manage them in doing exercise totally. Therefore, every reader, researcher, and teacher that will apply this treatment, may consider some problems informed above. The teacher needs to overcome everything that might be an obstacle in applying the treatment to teach listening. Because the students do not listen to the conversation only but also they have to understand its meaning too.

During conducting this research, the researcher got difficulties in preparing the material discourse when applying the treatment. She has to prepare the audio of conversations and short story that related with the learning topic well. Besides, the learning topic had to be adapted of the syllabus of the school. So it needed extraordinary efforts.

CONCLUSION AND SUGGESTION

The researcher had conducted his research about listening comprehension at SMKN 1 Lore Timur. She took 20 students of the tenth grade of TKJ as population and sample. The researcher conducted treatment for six meetings. After gathering and analyzing data, the researcher concluded that the students’ listening comprehension of the tenth grade of TKJ of SMKN 1 Lore Timur could be improved by using the Recorded Short Dialogue Strategy.
The data result of this research proved that the mean score of the post-test is higher than the mean score of pre-test. In addition, the value of $t_{\text{counted}}$ (6.56) is higher than the value of $t_{\text{table}}$ (2.86) with 0.05 level of significance (20-1) degree of freedom (df). It indicated that the Recorded Short Dialogue Strategy can improve students listening comprehension of the tenth grade of TKJ of SMKN 1 Lore Timur.

Doing research is certainly a lot of challenges and is not as easy as thought, especially to do teaching in the classroom in the teaching and learning process and requires many times of the effort. When conducting this research, research faces many obstacles, but they can be overcome. Researchers as the authors of this paper realize that there are many short coming in this research for the reader, the teacher provides positive and constructive suggestions and guidelines.

For English teachers, they must teach integrated English from four skills. Based on reality on the ground, listening is the only skill that is rarely included in the teaching and learning process in particular. In fact, listening is one of the skills tested in a national exam. They must find approaches, methods, strategies, even techniques that are appropriate for teaching listening to students in particular.

For students, they must develop their listening or listening skills to hear and understand some English or English conversation that is often spoken by native speakers. It can be from music, movies, and reading books.

For researchers, they can use this research as their reference. They should do more research on listening. Because listening is very important for students in the process of teaching and learning English during the national exam listening also means a very important element.

REFERENCES

