BAB III
RESEARCH METHODS

A. Research Design

This research utilizes aspects of a quasi-experimental design, specifically the pretest-posttest control group model. According to Fraenkel & Wallen (2009), quasi-experimental research involves implementing an experimental treatment and measuring its impact on a group without random assignment of participants. This method is suitable for educational research where intact groups, such as a classroom, are used (Cohen et al., 2017).

Ary et al. (2010) state that a pretest-posttest control group design measures participants' performance before and after an intervention, allowing researchers to observe changes attributable to the treatment. This design is effective in educational settings, especially for assessing specific skills such as listening comprehension.

In this research, the experimental group (9 students) received dictation strategy treatment, while the control group (8 students) continued with conventional listening activities without the dictation strategy. Both groups took pre-test before the treatment and a post-test after the treatment to compare their listening comprehension development. The purpose of this comparison was to determine whether the dictation strategy had a significant effect on students' listening comprehension.

The research design is presented in the table below:

Group	Pre-test (01)	Treatment (X)	Post-test (02)
Experimental	01	X (Dictation Strategy)	02
Control	01	- (No Treatment)	02

Table 3. 1 Research Design

Explanation:

- **O1**: Pre-test (Listening comprehension test before treatment)
- **X**: Treatment using dictation strategy (only for the experimental group)
- **O2**: Post-test (Listening comprehension test after treatment)

1. **Pre-test**

   Before applying the treatment, a listening test was given to both groups to determine students' initial listening comprehension levels. This test was conducted during the first meeting.

2. **Treatment**

   The experimental group received the treatment seven times using dictation strategies, With the goal of improving students' listening comprehension, the researcher concentrated on increasing the accuracy of

students' responses and their overall understanding of dialogue texts. Meanwhile, the control group continued their regular listening activities without the dictation strategy.

3. **Post-test**

   Following the treatment, a listening test was administered to both groups to assess the effectiveness of the dictation strategy. The test required students to listen to an audio recording, fill in the blanks in a dialogue script, and answer comprehension questions. This test was conducted in the final session.

B. Location and Duration of the Study

In this research, the researchers will carry out the research at Aliya Madrasa School in Bengkulu City. With the title of the research "The Efectiveness Of Dictation Strategies Toward Students Listening Ability Class X In English Lesson At Ma Pancasila Bengkulu City". This research was conducted for 1 month.

C. Population and Sample

1. Population

The participants of this research were students from class X MA Pancasila Bengkulu City, totaling 18 students.

2. Sample

The sample was taken from the same class for this studyresearch, with an initial total of 18 students. However, only 17 students actively participated in the research, as one student was absent throughout the research process.

To meet the research design, these 17 students were separated into two groups:

- Experimental group: 9 students, who received the dictation strategy treatment.
- Control group: 8 students, who did not receive the treatment.

The sampling method applied in this research was total sampling, where all available students in the population were included as the sample.

Table 3. 2 Sample of the research

No	Kelompok	Students	Keterangan
1	Eksperimen	9	Mendapatkan Perlakuan Strategi dikte
2	Kontrol	8	Tidak mendapatkan Perlakuan
3	Total	17	

D. Variables and indicator

1. Variables

   This research classifies the variables into dependent and independent. Listening comprehension among students represents the dependent variable, which is assessed based on the accuracy of their responses and their understanding of dialogue texts in both the experimental and control groups. The independent variable is the implementation of dictation strategies, which is implemented solely for the experimental group, whereas the control group engages in traditional listening methods.

2. Indicator

   The indicators of listening comprehension emphasize two main aspects: (1) The correctness of students' responses to the questions related to the dialogue text, and (2) the overall understanding of the content of the dialogue. These indicators are used to assess students' listening comprehension in both the experimental group and the control group.

E. Data Collection Techniques

In the data collection process, the researcher employed the following procedures:

1. Pre-test

Prior to the treatment, a pre-test was carried out to evaluate the students' initial listening comprehension. During this test, students listened to a restaurant dialogue and were asked to complete the missing parts of a dialogue script shown on the laptop according to what they heard. After completing the blanks, students answered questions to evaluate their understanding of the audio. The test lasted for 60 minutes, and only correct answers were considered valid for the pre-test data.

2. Treatment

Following the pre-test, the researcher implemented the treatment using a dictation strategy. The treatment consisted of seven sessions, each lasting 90 minutes. Each session introduced a different topic, as follows:

Sessions 1 and 2: Dialogue at a hotel
Session 3: Dialogue at an airport
Session 4: Dialogue at a supermarket
Session 5: Dialogue in a library
Session 6: Dialogue at the workplace
Session 7: Asking and giving directions

In each session, the following steps were followed:

a. The researcher distributed assignment sheets with incomplete dialogue scripts related to the material to be dictated.

b. The researcher explained the material to the students.

c. The researcher dictated the material three times, with pauses between each dictation.

d. Students recorded the words or phrases they listened to during the dictation.

e. During the first dictation, students were asked to listen carefully without making any notes.

f. During the second and third dictations, students were asked to take notes based on their understanding of the material.

g. After completing the dialogue script, students answered comprehension questions, which were reviewed by the researcher.

h. Finally, the researcher and students reviewed the correct answers and compared them with the students' responses to evaluate their listening abilities.

3. Post-test

Subsequent to the treatment, a post-test was carried out to assess the influence of the dictation strategy. Similar to the pre-test, students listened to a dialogue, this time set in a zoo. They were asked to complete the blanks in the dialogue script shown on the laptop, based on the audio they heard, and then answer comprehension questions. The test lasted for 60 minutes, and only correct answers were considered valid for the post-test data.

F. Research Instrument

In this research, the research instrument used was a listening test, where students were required to complete the blanks in the provided dialogue text and answer questions to evaluate their understanding of what they had heard. In this study, researchers implemented a listening test using a dictation strategy in the pre-test and post-test segments. The pre-test is used to determine the level of students' ability to listen, while the post-test is designed to determine the effectiveness and importance of treatment using dictation strategies.

G. Data analysis techniques

In this research, the data that has been collected is analyzed using statistical methods with a manual approach. The data analysis techniques used by researchers include:

1. Determining the mean value

   The mean is used to determine the value tendency of each group..

   The formula used is:

$$\bar{X} = \frac{\sum X}{N}$$

$\bar{X}$ = Mean

$\sum X$ = Total value of all

N = Samples

(Source: Sugiyono, 2007)

2. Determining Standard Deviation (SD)

Standard deviation is used to determine the distribution of data in a sample group. The formula used is:

$$SD = \sqrt{\frac{\sum(X - \bar{X})2}{N - 1}}$$

SD = Standard Deviation

X = Individual Values

$\bar{X}$ = Mean

N = Samples

(Source: Sugiyono, 2007)

3. Hypothesis Testing with t-Test

The data obtained were analyzed using a t-test for two independent samples to see the difference in the average between the experimental group and the control group. Before conducting the t-test, the average (mean) and standard deviation (SD) of each group were first calculated. Based on the results of the standard deviation (SD) calculation, it is known that the two groups have non-homogeneous variances. Therefore, the t-test was carried out with the separated variance formula as follows:

$$t = \frac{\bar{X}1 - \bar{X}2}{\sqrt{\frac{s_1^2}{n1} + \frac{s_2^2}{n2})}}$$

Keterangan:

$\bar{X}1$ = Experimental group mean

$\bar{X}2$ = Control group mean

S_1^2 = Experimental group variance

S_2^2 = Control group variance

$S_1 = \sqrt{S_1^2}$ = The experimental group's standard deviation

$S_2 = \sqrt{S_2^2}$ = Standard deviation of the Control group

n_1 = Number of samples of the experimental group

n_2 = Number of control group samples

(Source: Sugiyono, 2007)