

# Dictation Technique in Hiragana Writing: Implementation and Result

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**Abstract.** Mastering Hiragana is a necessity for all students majoring in Japanese, but the students often find it challenging to write Hiragana words. This study explores students' difficulties in writing Hiragana by implementing dictation techniques in Hiragana learning. Through qualitative descriptive methods and exploring data gathered from 26 first-year students majoring in Japanese Language Education at Universitas Muhammadiyah Yogyakarta, the findings showed that the dictation technique, one of the oldest learning techniques, is still pertinent in modern learning. It can also be utilized not only as a tool in teaching hiragana words but also as a tool for identifying students' difficulties in writing hiragana words. Findings showed that the students face difficulties distinguishing hiragana letters that look similar (such as A and O), impacting their ability to write the correct word. The students also faced difficulties in writing words containing long sounds and remembering their rules (when to write OO instead of OU, to write EI instead of EE), writing words containing ZU sounds, writing words containing TSU sounds, writing words that were unfamiliar to the students but contained similar sounds (such as TSUMAMI compared to TSUNAMI, BIYOIN compared to BYOUIIN), writing words that contain more than three syllables.

**Keywords:** Dictation, Hiragana, Writing.

## 1 Introduction

Hiragana learning is a part of the Japanese language learning process. In learning Japanese at the university level, the ability to write accurate hiragana words must be mastered by all students. Most universities in Indonesia begin Japanese learning by teaching Hiragana letters first, followed by katakana, before learning kanji. Students must be able to master Hiragana before the teaching and learning process begins, as the classes commonly utilize textbooks written in kana (Hiragana and katakana) and kanji.

The average time the university provides to students for mastering Hiragana (remembering the letters, including practicing to write Hiragana words) is about one week. The period of

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one week is given based on the time slot available in the academic calendar for the teaching-learning period in one semester. As a result, it is common for students who have not mastered Hiragana even though they have passed the first semester, and some have not mastered Hiragana even when they entered the second year. Studies regarding dictation technique in language learning have been brought up in recent years, including research conducted by Nurwati (2014), Kazazoğlu (2013), (Aini, 2016), Custance (2019), Li (2020), Niimoto (2020), Robinson-Kooi and Hammond (2020), Asrofi and Halim (2021), Muliani et al. (2021), Saroh (2021), Harahap et al. (2023), Wijaya and Kholifah (2023), Rosyad and Haq (2024).

Nevertheless, few studies have implemented the dictation technique in Japanese learning to identify students' difficulties in mastering writing hiragana words. Hence, this situation creates a gap in the field that needs to be filled. This study explores the implementation of the dictation technique in hiragana learning to identify students' difficulties in mastering writing hiragana words.

## Literature Review

The dictation technique is one of the oldest learning techniques in the world. In the early 20th century, dictation techniques became the standard tool for measuring modern language skills. Until now, dictation techniques are still used in language teaching and as a measuring tool in language mastery (Stansfield, 1985). Dictation is one way that is often used to determine students' language abilities (Nurwati, 2014). The dictation technique is one of the learning techniques widely applied in the classroom and can be applied at various levels of learners. Even though it is considered an unmodern technique, the dictation technique is still one of the learning techniques favored by teachers, especially language teachers, because it improves the ability to master phrases, clauses, syntax, and listening (Kazazoğlu, 2013).

Dictation techniques are also widely used as objects of language research. For example, the dictation technique improves the ability to master Mandarin vocabulary for class VII students at Kalam Kudus Middle School, Makassar. This research shows that dictation increases students' vocabulary abilities (Muliani et al., 2021). In applying the dictation method given to grade 2 students at the Slawu 2 State Elementary School, it was stated that the students experienced changes in their writing activities and writing results, even though, at first, the students experienced difficulties. The changes include students becoming more enthusiastic when carrying out writing activities and reduced errors in writing letters of the alphabet. From this application, it can be seen the writing difficulty factors of each student (Saroh, 2021). The results of other research on first-grade students at State Elementary School 2 show that the most common writing difficulties are when writing capital letters, punctuation marks, and cursive writing. From the dictation technique, the cause of students' writing difficulties can be identified so that the results of this research can be used as an evaluation to improve students' writing difficulties (Hashanah, 2014). In line with the research above, dictation techniques can improve students' writing abilities in lower grades (Harahap et al., 2023).

Dictating techniques are also used to identify problems with students' writing abilities. The results of research on grade 5 students of Madrasah Ibtidaiyah Darul Ulum Gresik show that two main problems hinder students from mastering the ability to write letters including linguistic factors, including phonological and lexical and non-linguistic factors, including aspects of teachers, students, parents, curriculum, and learning environment (Rosyad & Haq, 2024). Researchers can find out factors contributing to students' writing difficulties from the dictation technique. This case can be seen from the research results on fourth-grade students at Madrasah Ibtidaiyah, including errors in applying writing rules

and language errors, including the influence of foreign languages on their mother tongue (Wijaya & Kholifah, 2023).

Dictation can also predict English as a second language proficiency in learners. This result is proven by research on 50 English language learners, which stated that there was a significant influence on dictation accuracy and sentence length (Kotani & Yoshimi, 2021). The dictation technique was also tested to measure the ability of class X students at SMAN 1 Malang to master Hiragana letters. The research results stated a significant increase in grades between before and after learning through dictation techniques (Aini, 2016). Using the same technique also shows a significant increase in the value of the Arabic writing ability of class XI students at the Aliyah Madrasah Sumur Bandung (Asrofi & Halim, 2021).

The reading-dictation technique has been proven to improve Mandarin vocabulary skills. It can also help students develop a positive and enthusiastic attitude towards the teacher's assignments (Li, 2020).

Bottom-up skill development using dictation techniques has been proven to reduce students' anxiety regarding mastering listening skills, concluding that statistically, there is no significant change. Niimoto also suggests that changing the voice using dictation techniques can provide more optimal results (Niimoto, 2020).

Dictation techniques have been proven to improve students' ability to spell and use punctuation concepts, leading to a sense of progress and achievement. Additionally, dictation techniques can increase students' motivation and foster positive attitudes (Robinson-Kooi & Hammond, 2020).

Furthermore, dictation techniques offer students a sense of control in their learning. For instance, pair dictation enhances students' confidence in giving spontaneous speeches and improves their listening skills. Conversely, students who use dictation techniques individually tend to develop more positive attitudes, feeling more in control of their learning. In conclusion, these techniques help students become more aware of their English language skills, enabling them to understand each individual's most effective learning approach (Custance, 2019).

From these studies, dictation techniques have proven effective in improving language skills, encouraging learning motivation, and fostering positive student attitudes. With the dictation technique, researchers can discover the problems students face in learning a language. Even though dictation techniques have been used to determine the effectiveness of learning Hiragana in high school students, there still needs to be research on analyzing errors in writing Hiragana using dictation techniques. For this reason, this study will analyze Hiragana's writing errors as a reflection of student's difficulties in writing Hiragana's words using dictation techniques for first-year students.

## 2 Method

This study employed a qualitative descriptive method. *Descriptive research* is a research activity that aims to describe a phenomenon that occurs through scientific procedures (Sutedi, 2018). This study uses dictation techniques to measure students' ability to write Hiragana words. The study was conducted in ten meetings; each meeting consisted of a dictation of 10 Hiragana vocabularies. The vocabulary used is beginner-level Japanese vocabulary, most of which has been studied by the sample. The sample of this study was 26 students in the first semester of the Japanese language education study program at UMY. The sample was selected because most first-year students have just mastered Hiragana, so the data considered will represent the beginner-level students' ability to master Hiragana. The steps prepared in this research include:

(1) Selecting vocabulary to be dictated at each meeting

The researcher determines the choice of vocabulary based on

- Sample ability level

The chosen vocabulary is mainly adjusted to the sample's ability so that the level of difficulty of the vocabulary does not disturb the sample's ability to write Hiragana words.

- Textbooks are used when learning in class.

To minimize the use of vocabulary that is difficult for the sample, the researcher uses textbooks used by the sample in class. The researcher chose the vocabulary from the book in class because the sample often encountered this vocabulary, so the researcher assumed that the ability to write Hiragana words would align with the difficulty of understanding vocabulary.

- The composition and diversity of forms and sounds of the letters in the vocabulary

To obtain the desired data, the researcher chose various variations of Hiragana words in the Japanese vocabulary. These variations of Hiragana words include words consisting of various mora and sounds.

(2) Determination of research sample

This study aims to determine the ability to write Hiragana words. Therefore, the researcher chose a sample of first-year students in the Japanese language education study program by considering that first-year students who had just learned Hiragana words were considered able to produce the data expected to determine the ability to write Hiragana words for beginner Japanese learners.

(3) Research duration at each meeting

This study takes about 10 minutes at each meeting. The courses used are Kaiwa courses. In other words, researchers conducted research using the first 10 minutes in Kaiwa courses.

(4) Hiragana dictation procedure

- The procedures for dictation in this study are as follows.
- The researcher distributes paper, which the sample will use to write Hiragana words dictated by the researcher.
- The researcher mentions the vocabulary one by one. Each vocabulary is read three times. The first time, the researchers mention it at a regular speed. The second time, they mention it at a slow speed. Moreover, the researchers mention it at the usual speed for the third time.
- The sample writes the vocabulary in Hiragana words that the researcher mentioned in the paper that was distributed.
- After ten vocabularies were mentioned and a sample was written, the researcher collected the dictation results on the previously distributed paper for data collection and analysis.

**Table 1.** Vocabulary List in Each Meeting

Meeting	
1	2
1) おばあさん	1) おにいさん
2) しゃかい	2) きせつ
3) びじゅつ	3) ぶっか
4) おちゃ	4) きやく
5) だいたいりょう	5) ほんとう
6) こうさてん	6) ちよつかく
7) らっかさん	7) じしよ
8) ぜんぶ	8) あさって
9) しゅしよ	9) じこくひよ

10) ひっこし	10) いらっしやい
3	4
1) じむしよ 2) こうつう 3) みやく 4) ほっぺた 5) しゅつちよう 6) けいざい 7) きんぎよ 8) りゆうがく 9) ゆっくり 10) じてんしゃ	1) おねえさん 2) どうぞよろしく 3) よかった 4) かのじよ 5) びよういん 6) おかしい 7) しゃちよう 8) やっぱり 9) けいざい 10) にぎやか
5	6
1) とけい 2) いけん 3) じゆう 4) こうこう 5) つよい 6) につき 7) りゆう 8) いっしよ 9) しゃべる 10) しょうがっこう	1) おうじさま 2) つなみ 3) じょうず 4) けっこん 5) ようか 6) しゃくしよ 7) おと 8) だいじょうぶ 9) しゆみ 10) ちゆうしゃじょう
7	8
1) せんぷうき 2) しゃしん 3) いっかい 4) じんじゃ 5) びようき 6) めいし 7) おおきい 8) うんてんしゆ 9) とうきよう 10) つなみ	1) すいか 2) きょうねん 3) ざっし 4) うちゆう 5) ろっぴやく 6) ふうとう 7) けんきゆうしゃ 8) いっさつ 9) とうか 10) がくせい
9	10
1) にひやく 2) ひこうき 3) かざん 4) けっせき 5) いしや 6) ぎゆうにゆう 7) とけい 8) つづく 9) ゆうびんきょく 10) せいねんがっぴ	1) つまみ 2) だいとうりょう 3) びよういん 4) せいねんがっぴ 5) しゅつちよう 6) いらっしやい 7) しゃくしよ 8) じこくひよう 9) つづく 10) しょうがっこう

### 3 Result and Discussion

After conducting research and data collection, the next step is to analyze the data. The following are the results of this study's data analysis, which will later answer the formulation of the problem in this study.

### 3.1 Hiragana letters that are considered the easiest to master in the sample

**Table 2.** Easiest Hiragana Words

Words	Meaning	Percentage	
いっかい	IKKAI	Once	88,5%
にっき	NIKKI	Diary	80,8%
つなみ	TSUNAMI	Tsunami	80,8%
すいか	SUIKA	Watermelon	80,8%
うちゅう	UCHUU	Universe	80,8%
かざん	KAZAN	Volcano	80,8%
しゃしん	SHASHIN	Photograph	76,9%
あさって	ASATTE	The day after tomorrow	73,1%
やっぱり	YAPPARI	On second thoughts	73,1%
いけん	IKEN	Opinion	73,1%

The table above shows that the vocabulary (IKKAI) is the vocabulary that, according to the sample, is considered the easiest to write in Hiragana letters. As many as 23 out of 26 samples can be written correctly. The following most accessible words are (NIKKI), (TSUNAMI), (SUIKA), (UCHUU), and (KAZAN). When viewed from the results of the data analysis in the table above, there are similarities in the vocabulary that is easily mastered by the sample, including (1) having no more than four Mora in each word and (2) the variation of sounds in words is relatively small, these words are almost often encountered by the sample when learning in class (3) the word is found in the middle of the meeting which means that along with the number of writing meetings with dictation techniques, the sample's ability to write Hiragana letters is also increasing.

### 3.2 Hiragana letters that are considered the most difficult to master in the sample

**Table 3.** The Hardest Hiragana Words

Words	Meaning	Percentage	
つまみ	TSUMAMI	Knob	0%
せいねんがっぴ	SEINENGAPPI	Date of birth	7,69%
つづく	TSUZUKU	Continue	7,69%
けいざい	KEIZAI	Economy	11,5%
とおか	TOOKA	Ten days	15,4%
おおきい	OOKII	Big	15,4%
ちゅうしゃじょう	CHUUSHAJOU	Parking	15,4%
こうつう	KOUTSUU	Traffic	15,4%
だいとうりょう	DAIYOURYOU	President	15,4%
しゅつちょう	SHUCCHOU	Busness trip	19,2%

びょういん	BIYOUIN	Beauty salon	19,2%
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The table above shows that the word (TUMAMI) is one that no sample can write down. Even so, (TUMAMI) is not the most challenging vocabulary for the sample to master, unlike the case with the word (SEINENGAPPI) and other words in the table. The word occurs at the beginning of the meeting. This result means that the sample's ability to write Hiragana letters could be better than that of the meeting towards the end. In addition, increasing the number of Mora increases the difficulty of writing the word. The other problem is the emergence of vocabulary with fine writing. For example, the sound (DU) pronounced by the sound ZU is quite rare in Japanese vocabulary. The sample's lack of understanding of writing Hiragana letters in minority group words, such as the long O sound written (OO), as well as the long E sound by adding the letter (I), became an inhibiting factor for the sample's mastery in writing Hiragana letters.

### 3.3 Hiragana writing difficulty analysis.

Below is the result of the error analysis of writing Hiragana letters.

#### つまみ (TUMAMI)-Knob

**Table 4.** Word Error Analysisつまみ (TUMAMI)

Sample quantity	Writing mistake	
21	つなみ	TSUNAMI
1	つな	TSUNA
1	つたみ	TSUTAMI
1	ちなみ	CHINAMI
2	empty	empty

From the table above, all samples miswrote the word (TUMAMI). The factor that caused the sample was not the sample's lack of ability to write Hiragana letters but rather a misjudgment of the word. There were 21 samples writing つまみ (TUMAMI) to (TSUNAMI). This case is because of an influence from several factors, including (1) the word's sound in the previous meeting is similar to the word in this meeting. In the previous meeting, there was the vocabulary (TSUNAMI) which became the problem in this dictation study, which made the samples assume that the same vocabulary was present again at this meeting, (2) The sample was more familiar with the word (TSUNAMI) compared to (TUMAMI) so the vocabulary (TUMAMI) sounds like (TSUNAMI).

#### せいねんがっぴ (SEINENGAPPI)-Date of Birth

**Table 5.** Word Error Analysis せいねんがっぴ (SEINENGAPPI)

Sample quantity	Writing mistake	
1	せんえかっぴ	SEN EKAPPI
1	せねんぱっぴ	SENE NPAPPI
2	せねんごっぴ	SENE NGOPPI
4	せねんがっぴ	SENE GAPPI
2	せねんかっぴ	SENE KAPPI

1	せねんがっ	SENGA
1	せねがっぴ	SENEGAPPI
1	せぬんかっぴ	SENUNKAPPI
1	せえめんがっぴ	SEEMENGAPPI
1	せえねんごっぴ	SEENENGOPPI
1	せうねんごっぴ	SEUNENGOPPI
1	せいれんがっぴ	SEIRENGAPPI
1	せいねんぎひ	SEINENGIPI
1	さえねんぎっぴ	SAENENGIPPI
1	さいねんがっぴ	SAINENGAPPI
1	__い__んが__っ__	I NGA
3	empty	empty

The table above shows that as many as 24 samples could not correctly write the word (SEINENGAPPI). A total of 13 samples did not write the letter Hiragana (I) in the word. This case could be due to the sample being less precise with the long E sound in the dictation. One sample wrote Hiragana (NE) with Hiragana (N) and (E) letters because of the influence of alphabetic writing. There were as many as four samples of writing (GAPPI) with (GOPPI) and (GIPPI). It could be because the sample made a writing error. Three samples wrote the letters Hiragana (NE) to (NU). This case could be because the sample had difficulty memorizing Hiragana letters in the NA line, which tended to have a similar shape. As for one sample who wrote Hiragana (NE) to (RE) could be because the two Hiragana letters are almost the same.

つづく (*TSUZUKU*)-Continue

**Table 6.** Word Error Analysis つづく (*TSUZUKU*)

Sample quantity	Writing mistake	
10	つづく	TSUZUKU
1	つざく	TSUZAKU
1	ちゅづく	CHUZUKU
9	すづく	SUZUKU
1	しゅづく	SHUZUKU
2	empty	empty

The table above shows that as many as 24 samples did not correctly write the vocabulary (*TSUZUKU*). Ten samples wrote (DU/ ZU) with the letters Hiragana (ZU). This case is because the pronunciation of ZU that the sample usually uses is the letter (ZU). Nine samples wrote TSU as SU because the TSU sound at the beginning of the word sounded like SU. The sample writes (TSU) into Hiragana letters (CHU) and (SHU). This case is due to the influence of the mother tongue of the sample, as it is known that there is no consonant or TSU sound in Indonesian. This makes it difficult for the sample to write and hear the sound well. Moreover, two samples do not write this vocabulary at all because the samples cannot write the letters of this vocabulary because of the limited ability of the sample to master the letters of Hiragana.

けいざい (*KEIZAI*)-Economy

**Table 7.** Word Error Analysis けいざい (*KEIZAI*)

Sample quantity	Writing mistake
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1	せじい	SEJII
1	ざりん	SARIN
1	けさい	KEZAI
1	けえたい	KEETAI
1	けーざい	KE-ZAI
6	けえざい	KEEZAI
1	けエざい	KEEZAI
1	けいさい	KEISAI
1	けい	KEI
1	__じゃい	__JAI
1	__えさい	__ESAI
1	_____い	_____I
6	Empty	empty

The table above shows that as many as 23 samples did not correctly write the vocabulary (KEIZAI). Eight samples wrote the long sound E on (KEI) to become (KEE). This case is due to the sample's understanding of the rules for the long sound E in writing Japanese vocabulary. Six samples did not write down this vocabulary due to several factors, including samples that could not write the Hiragana letters, and several other samples were absent at this meeting.

とおか (**TOOKA**)-Ten Days

**Table 8.** Word Error Analysis とおか (TOOKA)

Sample quantity	Writing mistake	
18	とうか	TOUKA
1	トうか	TOUKA
1	トあか	TOAKA
1	そうか	SOUKA
1	Empty	empty

The table above shows that as many as 22 samples did not correctly write the vocabulary (TOOKA). A total of 20 samples wrote the long O sound in the vocabulary (TOOKA) with the letter Hiragana う (U). This case is because most of the long O sounds in Japanese vocabulary are marked with the letter Hiragana (U), and only a few use the letter Hiragana お (O) so that the samples are familiar with the long sound (U) that is often encountered. As for the sample, the writing of the letter Hiragana (A) can be caused by the writing of the letter お (O), similar to the letter (A). Undeniably, many samples still find distinguishing Hiragana (A) and (O) letters challenging.

おおきい (**OOKII**)-Big

**Table 9.** Word Error Analysis おおきい (OOKII)

Sample quantity	Writing mistake	
1	おつき	OTSUKI
1	おきい	OKII
3	おおき	OOKI
14	おうきい	OUKII

3	おうき	OUKI
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The table above shows that as many as 22 samples did not correctly write the vocabulary (OOKII). Seventeen samples wrote the long O sound in the vocabulary (OOKII) with the letter Hiragana う (U). This case is because most of the long O sounds in Japanese vocabulary are marked with the letter Hiragana (U), and only a few use the letter Hiragana お (O) so that the samples are familiar with the long sound (U) that is often encountered. As for one sample that wrote Hiragana (U) resembling Hiragana (TSU), it could be due to the lack of accuracy in writing Hiragana (U).

ちゅうしゃじょう (*CHUUSHAJOU*)-Parking

**Table 10.** Word Error Analysis ちゅうしゃじょう (CHUUSHAJOU)

Sample quantity	Writing mistake	
2	ちゅしゃじょう	CHUSHAJOU
1	ちゅしゃ	CHUSHA
1	ちゅさじょお	CHUSAJOO
1	ちゅさじょう	CHUYUSAJOU
1	ちゅさじょ	CHUSAJO
1	ちゅさじう	CHUSAJIU
1	ちゅうしゃじ	CHUUSHAJI
1	ちゅうしゃ	CHUUSHA
2	ちゅうさじょう	CHUUSAJOU
1	しゅうさぞう	SHUUSAZOU
1	しゅうしゃじょう	SHUUSHAJOU
2	じゅしゃじょう	JUSHAJOU
1	じゅしゃしょう	JUSHASHOU
1	じゅうしゃじゅ	JUUSHAJU
1	じゅうさじょお	JUUSAJOO
4	Empty	empty

The table above shows that as many as 22 samples were needed to write the vocabulary (CHUUSHAJOU) correctly. Eight samples wrote the letters Hiragana (SHA) to (SA). This case was due to the influence of Indonesian sounds. Because in Indonesian, the sounds of SA and SHA are not distinguished. A total of six samples did not write the long sound (U) on (CHU) due to a lack of accuracy in listening to the dictation given. As many as five samples wrote (CHU) to (JU) due to the similarity of sound. Four samples did not write Hiragana letters because the many sound variations in this word made it challenging to listen to the sound and write it down.

こうつう (*KOUTSUU*)-Traffic

**Table 11.** Word Error Analysis こうつう (KOUTSUU)

Sample quantity	Writing mistake	
1	こつう	KOTSUU
1	こつう	KOTU
1	コーつう	KO-TSUU
3	こおつう	KOOTSUU

2	こおつ	KOOTSU
1	こオつ	KOOTSU
1	コおつ	KOOTSU
1	こおつ	KOOTSU
1	こお	KOO
8	こうつ	KOUTSU
1	くく	KUKU
1	Empty	empty

The table above shows that as many as 22 samples did not correctly write the vocabulary (KOUTSUU). Nine samples wrote the long sound in (KOU) to (KOO). This case is because the sample mastery of the long O sound rule in Japanese vocabulary still needs to be improved. Some samples that write Hiragana letters into Katakana letters can be caused by writing the Katakana letters, which is more straightforward so that the samples can easily remember the form and writing rules. As many as five samples do not write the long sound う (U) at the end of the word because the sample misses the sound long at the end.

だいとりのう(DAITOURYOU)-President

**Table 12.** Word Error Analysis だいとりのう(DAITOURYOU)

Sample quantity	Writing mistake	
1	パイトオ	PAITOO
1	だいとりのう	DAITORYOU
1	だいとりのよ	DAITORYO
1	だいとーるゆ	DAITO-RUYU
1	だいとおりょう	DAITOORYOU
1	だいとーりよ	DAITO-RYO
1	だいとお	DAITOO
1	だいとりのう	DAITOURIYOU
2	だいとりのお	DAITOURIO
1	だいと	DAITOU
1	だいと	DAITO
1	だいてりのお	DAIORYOO
1	だいてりお	DAI O
1	だいて	DAI
1	いーり	IHI-RI
1	いとりのよ	ITOORYO
1	いとりのう	ITOURYOU
1	いとりのう	ITOURIOU
1	い	I
2	Empty	empty

The table above shows that as many as 22 samples were needed to correctly write the vocabulary (DAITOURYOU). Three samples wrote down the long O sound, which should have been added with the letter う (U) to (O) because the sample did not understand the rules of long sounds in Japanese vocabulary with the long O sound.

しゅつちのう(SHUCCHOU)-Business Trip

**Table 13.** Word Error Analysis しゅっちょう(SHUCCHOU)

Sample quantity	Writing mistake	
3	すっちょう	SUCCHOU
2	す	SU
1	しゅっちよ	SHUCCHO
1	しゅっち	SHUCCHI
3	しゅちょう	SHUCHOU
3	しゅちよ	SHUCHO
1	しゅちゅう	SHUCHUU
1	さゅちょう	SAYUCHOU
1	__っちよお	CCHOO
1	__っ__う	TSU U
4	Empty	empty

The table above shows that as many as 21 samples did not correctly write the vocabulary (SHUCCHOU). There were as many as five samples writing しゅ (SHU) to (SU) due to several factors, including (1) the sample's lack of ability to master the writing of the Yoo on the sound symbol (semivowel sound), (2) the influence of Indonesian sounds that do not distinguish the pronunciation. (SHU) and the sound (SU). Five samples did not write the long sound in (CHOU) because the sample was not thorough or caught the long sound at the end of the dictated word. At the same time, the four samples did not write down this vocabulary due to several factors, including the lack of ability to listen to variations in sound well.

びょういん (*BIYOUIN*)-Beauty Salon

**Table 14.** Word Error Analysis びょういん (BIYOUIN)

Sample quantity	Writing mistake	
1	びょうりん	BIYOURIN
1	びょうり	BIYOURI
1	びょうり	BYOURI
1	びょういん	BYOUIN
3	びょうい	BIYOUI
1	ビょうい	BIYOUI
2	びょうい	BYOUI
1	びおおい	BIOOI
1	びおいん	BIOIN
1	びいおりん	BIIORIN
1	__お	O
5	Empty	empty

The table above shows that as many as 19 samples did not correctly write the word (BIYOUIN). A total of four samples wrote (BIYO) to (BYO). This case is because the sample is more familiar with the word (BYOIN) than with (BIYOIN). Four samples wrote the letters Hiragana (I) to (RI). This case is because the sample is not precise in making the shape of the Hiragana (I) letter, so it looks like the Hiragana and Katakana (RI) letters. A total of nine samples did not write the letter Hiragana (N) due to several factors, including (1) the sample missed the sound (N), (2) the sample did not memorize the form of the Hiragana letter (N). As many as four samples wrote the Hiragana letter (O) due to the influence of writing the alphabet. Meanwhile, five samples did not write down this word due to several factors, including some samples that could not write the Hiragana letters, and several others were absent at this meeting.

## **4 Conclusion and Recommendation**

The results of the data analysis suggest that Japanese language students need help mastering the ability to write Hiragana words. From the result above, the difficulties faced by the students cover hiragana forms, word sounds, word syllables, and their familiarity with the hiragana word itself.

Hiragana letters, which have similar forms such as A and O, Ne and Re, are considered difficult for students to remember (Mulyana, 2020). Students and teachers need to emphasize the difference between Hiragana letters that may look similar and give extra attention so that the students can distinguish each one correctly. Failing to distinguish these letters may hinder the student's ability to write hiragana words correctly.

The students also faced difficulties writing words containing long sounds and remembering their rules. As in Japanese, there are 'special cases' of words that have long sounds. Usually, long sounds in hiragana words are written by adding the letter U after O-ended mora. But in a few cases, long sounds are written by adding the letter O (such as in OOKII). The students also find difficulties in writing long sounds after E-ended mora, such as in KEIZAI. They often wrote KEEZAI instead of KEIZAI (Wahyuni et al., 2022).

Writing words containing ZU and TSU sounds is also considered difficult for the students, as Indonesian words mostly do not contain these sounds. Therefore, the student is considered to need to become more familiar with words including these sounds (Pratiwi et al., 2016).

In addition to the ZU and TSU sounds, writing words that are unfamiliar to the students but contain similar sounds, such as TSUMAMI compared to TSUNAMI or BIYOIN compared to BYOIN, is also difficult for the students. In the majority of cases, words that contain more than three syllables are still considered difficult for the students (Wahyuni, 2010).

Writing the correct word makes it easier to master another language skill, reading. Therefore, it is essential to practice writing Hiragana words correctly to avoid obstacles when reading words, sentences, and even paragraphs.

The variety of sounds found in Japanese vocabulary can be challenging, but mastering Japanese sounds, such as pronunciation, is a powerful tool (Kokusaikoryukikin, 2018). This mastery empowers students to navigate the complexities of Japanese sounds, enhancing their speaking and writing skills.

Mastery of vocabulary skills is a crucial factor in improving listening skills. Students with a strong vocabulary are better equipped to understand and interpret spoken Japanese, and in turn, also enhancing their Hiragana writing (Kurniati, 2019).

In this study, the research limitation was determining the difficulty of writing hiragana through Japanese word dictation techniques for students who had just finished learning hiragana letters. In practice, obstacles need to be taken into account, namely words as

dictation objects, which increase the chances of misunderstandings in writing hiragana correctly. As a recommendation for further research, research can analyze the difficulty of writing hiragana letters through dictation techniques with sentence objects for advanced-level students so as to reduce misunderstandings of the words to be written.

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