THE USE OF THE DICTATION METHOD TO IMPROVE HIGH SCHOOL STUDENTS' ABILITY TO WRITE AND READ HIRAGANA LETTERS

Siprianus Sanggale[1], Franky R. Najoan[2], Marly C.A. Masoko[3]
Program Studi Pendidikan Bahasa Jepang, Fakultas Bahasa dan Seni,
Universitas Negeri Manado, Tondano, Indonesia
Email: siprianussanggale@gmail.com

Abstract : The purpose of this study is to determine the ability of students in writing and reading Hiragana letters before the use of the dictation method. In addition, to determine the improvement of students' ability to write and read Hiragana letters after the use of the dictation method. The ability to capture and accurately receive what is said or dictated by the teacher, both in writing and spelling, is called the dictation method. This study used a pre-experimental design with a pre-test and post-test group model. The samples in this study were students of class XI MIPA 1 of SMA Katolik Karitas Tomohon. The instrument used was a test. In this study, it was found that there were differences in the results of processed data, namely the pre-test score of 33, 07 and post-test 96.54 and gain 63.47. After that, the pre-test and post-test results were tested using t-test and resulted in a t-count value of 31.90. Therefore, it can be concluded that the ability to write and read Hiragana letters increased after being treated with the dictation method.

Keywords : *Dictation Method, Hiragana Letters, Japanese Language Learning*

INTRODUCTION

Education is an effort to improve the quality of individuals in all aspects (Singh, 2019). It involves deliberate activities to achieve specific goals and involves interrelated factors that form a system that influences each other. Education is an important investment for the development of individuals and society as a whole (Sodirjonov, 2020). Through education, a person can improve their knowledge, skills and understanding that enable them to actively contribute to daily life and achieve success in various fields. Language is a system or symbol used by people to interact, communicate, collaborate, and identify themselves (Adelina & Suprayogi, 2020). In Indonesia, in addition to national and regional languages, there is also the use of foreign languages such as English, Arabic, French, Japanese, and German. Language has an important role in human life (Wang,

et al., 2021). Language skills are an important aspect of language learning, especially in Japanese.

According to Rakian (2020), "Foreign language/Japanese language has a function in the development of science and technology, as well as for communication between nations in order to establish friendship and world peace". Japanese is one of the most complicated foreign languages to learn. Learning the letters alone takes a relatively long time. There are four variations of letters used in Japanese, namely Romaji, Hiragana, Katakana, and Kanji. In mastering a language, all four aspects of language skills are required, namely writing, reading, speaking, and listening. The same applies when learning a foreign language, including Japanese. To master Japanese well, both orally and in writing, all four aspects of language need to be mastered. Especially writing and reading skills,

which are the most difficult and closely related to letters. Therefore, letter mastery is very important in learning Japanese because it is closely related to the ability to write and read. Tarigan (2008) states that "The relatively easiest language skills are listening and speaking skills, while the relatively difficult skills are writing and reading skills". Pabur & Liando (2018) further explain that since writing is a complex language skill, errors cannot be avoided.

In Japanese language learning, writing and reading skills are interesting aspects to study. This is due to the characteristics of the Japanese language, especially the written variety which is not found in foreign languages. According to Sutedi (2009), "One of the main objectives of Japanese language learning in high school is to improve students' understanding in recognizing Hiragana letters. Therefore, the understanding of Hiragana letters is very important in the process of learning Japanese letters". Based on the above opinion, in the process of learning Japanese, Hiragana letters become an inseparable part. The important role of Hiragana in understanding Japanese should not be ignored, even though the number of Hiragana letters is less than Kanji.

The fact is that the eleventh-grade students at SMA Katolik Karitas Tomohon still face difficulties when learning the letters Hiragana. They tend to think that learning Japanese can be done without learning the letters. This can be seen from their inability to write the vocabulary they have learned using Hiragana letters. The students feel confused because they often use Romaji letters in their daily learning activities. From the initial observations obtained by the researcher when carrying out teaching practice activities at the school, there are many students who have not been able to write and read Hiragana letters. Therefore, to find out the student's ability to write and read Hiragana letters,

the researchers looked for a method that could improve students' ability to write and read, namely by using the dictation method.

The dictation method is the ability to listen well and accurately to capture what is said or dictated by the teacher, both in terms of writing and spelling (Syakur, 2020; Saragih, 2022; Sitanggang, *et al.,* 2022). According to Davis and Rinvolucri (1988), "The teacher reads you the text, dictates it, and then reads it a third time so you can check through. This is dictation". By using the dictation method, students are guided to hone their listening, spelling, and reading skills in Japanese writing (Sutrisna, 2023). This method is expected to improve students' writing and reading skills. This study aims to measure students' ability to write and read Hiragana letters before the use of the dictation method. In addition, this study also aims to determine the improvement of students' ability to write and read Hiragana letters after the use of the dictation method.

RESEARCH METHOD

According to Arikunto (2006), a technique used by researchers to collect research information is called a research method. Research is the process of collecting and analyzing data in an organized and rational manner to answer questions that have been formulated. The method used by researchers in this study is pre-experimental (one group pre-test and post-test design). Experimental research is an observation made to determine whether or not there is an effect of the subject being observed or investigated (Asenahabi, 2019). By using experimental research methods that present data quantitatively.

Sugiyono (2017) explains that there are several forms of experimental designs that can be applied in research, such as Pre-Experimental Design, True Experimental Design, Factorial Design and Quasi Experimental Design. In this study, researchers used the Pre-experimental design with one Group Pretest-Posttest.

The following is the design form of the One Group Pretest-Posttest. The data collection is carried out by using the pre-test and post-test as the data collection instruments. The obtained data is then analyzed using the t-test using the following formula:

$$t = \frac{Md}{\frac{\sqrt{\Sigma_{xd} 2}}{N - (n - 1)}}$$

The results of the t-test will then be matched with the t-test calculation table whether the t-count value is greater than the t-table or smaller than the t-table to prove the hypothesis. Testing criteria:

Hypothesis testing is carried out by determining the significance level of the difference between the two variables. Provided, if the value of $t_{count} > t_{table}$, then there is a significant difference between the two variables. However, on the contrary, if the value of $t_{count} \leq t_{table}$, it is considered that there is no significant difference between the two variables.

FINDINGS AND DISCUSSIONS

In this study, researchers used the dictation method to improve the ability to write and read Hiragana letters. The research design applied was One Group Pretest-Posttest. the sample in this study was XI MIPA 1 class students totaling 26 students. And to collect research data used research instruments in the form of objective tests totaling 20 items. In this study initially gave a pre-test to 26 students. To see the ability of students in writing and reading Hiragana letters before the use of the dictation method. And the results of the pre-test obtained that the ability to write and read Hiragana letters is still lacking with an average pre-test score of 33.07. After that, the research conducted treatment using the dictation method to determine the improvement of students. And after giving treatment, researchers test students' abilities by giving a post-test. This post-test was conducted to see the improvement of

students' abilities after the use of the dictation method. Based on the results of the post-test, it is known that there is an increase in students' ability to write and read Hiragana letters with an average score of 96.53. The collected research data was then processed and analyzed so that it became a data tabulation.

Pre-test Result

Based on the data processing of the pre-test results, the following scores were obtained: from a total of 26 students, obtained an average value (mean) of 33.0769, median 30, mode 30, standard deviation 6.93930, variance 48.154, data range (range) 25, minimum score 25, maximum score 50 and the total amount is 860. Statistical data on pre-test results can be seen in the table below:

Table 1. Pre-Test Statistical Data

N	Valid	26
	Missing	0
Average		33.0769
Median		30
Modus		30
Std. Deviation		6.93930
Variance		48.154
Range		25
Minimum		25
Maximum		50
Total		860

The distribution of data on pre-test results can be illustrated by the bar graph below:
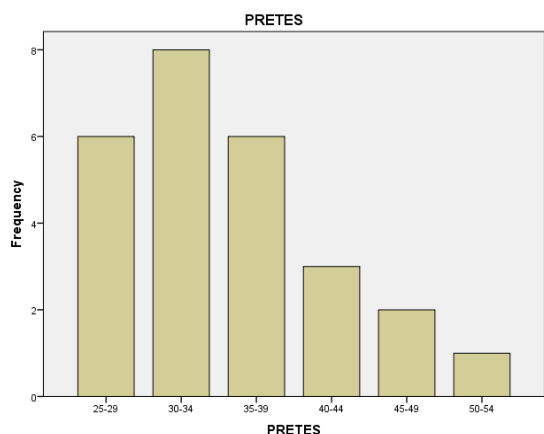
Figure 1. Bar Chart of Pre-Test Results

Post-test Result

The post-test data above is then processed statistically with the help of the SPSS 21 program. Based on the post-test results of 26 students, the average value (mean) 96.5385, median 100, mode 100, standard deviation 8.80559, variance 77.538, data range (range) 35, minimum score 65, maximum score 100 and the total number is 2510. Statistical data on post-test results can be seen in the table below:

Table 2. Post-Test Statistical Data

N	Valid	26
	Missing	0
Average		96.5385
Median		100
Modus		100
Std. Deviation		8.80559
Variance		77.538
Range		35
Minimum		65
Maximum		100
Total		2510

The data distribution of post-test results can be presented in the form of a bar chart display below:
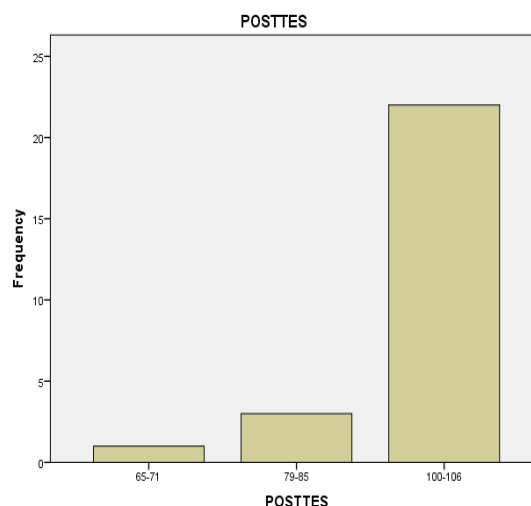

Figure 2. Bar Diagram of Post-Test Results.

Based on the research data analysis, there is an increase in students' ability to learn Hiragana letters through the dictation method. The difference in the class average scores of 26 students before and after the pre-test and post-test shows that before applying the dictation method, the class average score on the pre-test was 33.07. However, after applying the method, there was an increase in the ability to write and read Hiragana letters, this was evidenced by the class average value in the post-test which reached 96.54, with a gain difference of 63.47. Therefore, this significant result proves that the application of the dictation method in learning can help students improve their ability to write and read Hiragana letters.

The improvement of students' ability to read and write Hiragana letters using the dictation method can also be seen based on the results of statistical tests. The results of statistical tests using the t-test formula produce a t-count value greater than the t-table value at a significance level of 0.05 (low significance level) and 0.01 (high significance level). The ttable value set is 1.708 (low significance level) and 2.467 (high significance level) and when viewed from the results of the tcount value achieved in this study which is 31.90, it can be concluded that the tcount value is higher than the ttable value.

This shows that the dictation method has a significant effect on improving students' ability to read and write Hiragana letters. So, it can be concluded that the hypothesis in this study can be accepted. From the results of the research examined, it is concluded that learning with the dictation method gets an increase in the ability to write and read Hiragana letters in class XI students of SMA Katolik Karitas Tomohon.

CONCLUSION

Based on the results of the study, it is known that the use of the dictation method can improve the ability of class XI students of SMA Katolik Karitas Tomohon in writing and reading Hiragana letters. This can be seen in the pre-test and post-test results. From the pre-test, the average score was 33.07 and the result of the post-test was 96.54 and with a gain difference of 63.47. As for the statistical test using the t-test, the t-count value is greater than the t-table value at the significance level of 0.05 and 0.01. With a degree of freedom of 26, the t-table is 1.708 and 2.467. The tcount value in this study is 31.90 which indicates that the tcount is higher than the ttable. This indicates that there is a significant difference between the mean values of the pre-test and post-test. Thus, it can be concluded that the dictation method has a significant effect on improving the ability to write and read Hiragana letters in class XI MIPA 1 students of Karitas Catholic High School. In other words, the hypothesis in this study can be accepted.

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