

## UTILIZATION OF JAPANESE LANGUAGE TEXTBOOKS TO IMPROVE STUDENT RESULTS CASE STUDY AT SMAN 33 WEST JAKARTA

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**Abstract:** In general, this study aims to describe the use of textbooks for class X Japanese language lessons at SMAN 33 West Jakarta. In particular, this study aims to find out more deeply about the use of Japanese textbooks and student learning outcomes. This research was conducted at SMAN 33 West Jakarta. This research was conducted in March 2018 until November 2018. The research method used qualitative methods (seeing social phenomena through case studies / *case studies*) with primary data and secondary data. Research Results Shows that Japanese textbooks Nihongo Kirakira and Sakura have been used well in Japanese subjects at SMAN 33 West Jakarta. Utilization is carried out intensely both during class and outside lessons independently by students with various forms of activities such as being a source of learning, doing assignments, gradual training, project presentation and reflection of learning material.

**Keywords:** Utilization, Textbooks, Case Studies, Learning Outcomes.

### INTRODUCTION

The role of foreign languages is very important in order to establish communication with foreign countries, especially in the current era of globalization. It cannot be denied along with the advancement of science and technology in the current era of globalization, people increasingly recognize the importance of mastering more than one language as an added value to face competition in the world of work. Besides learning English, the community also tries to learn other foreign languages. This can be seen from the increasingly widespread foreign language courses that have sprung up, such as Japanese, Mandarin, Korean, etc.

Japanese is one of the fastest growing languages in Indonesia. Evidenced by the increasing number of people who study Japanese for academic, communication and professional needs. According to data from the Japan Foundation in 2012 Japanese language learners increased by 21 percent compared to the previous three years thus placing Indonesia as the country with the second largest number of Japanese language learning after China with a total of 3,984,538 students ([republika.co.id](http://republika.co.id), 2015)

according to Permendikbud No. 69 of 2013, foreign language learning, including Japanese, can be done at the specialization of Language and Culture as a foreign language or taught as a foreign language choice for cross interests. After learning Japanese, students are expected to be able to use a variety of social functions, language to communicate both verbally and in writing in various situations and topics by including four competencies, namely listening, speaking, reading and writing. Japanese is a specialization subject in high school based on 2013 curriculum. Japanese language subjects have different characteristics from other foreign language subjects. This difference lies in the use of letters namely hiragana, katakana and kanji. Especially in understanding the letters and words and pronunciation, for example the original Japanese words must be written using hiragana letters, for example: the writing nihon is にほん while foreign words in Japanese must be written with say letters, Example: knife writing ナイフ.

The learning process and learning outcomes are influenced by many factors that influence it. Broadly speaking, it can be classified into two groups, namely factors originating from within students (internal) and factors that originate from outside the student (external). The factors that exist in students are intended in the form of physiological factors (body condition, certain physiological functions), psychological factors (talent, interest, intelligence and motivation). Factors originating from outside the student form social factors (family environment, teacher environment, community environment), non-social factors (school facilities and infrastructure, time to study, home, nature).

There is a gap in learning outcomes caused by the way the teacher is delivered is less clear or too fast, the lesson hours are only a little, of the majority of students argue that the main difficulty is in the textbooks that they do not have.

Books are used as the main learning resource in learning a field of study called textbooks or can be referred to as textbooks. Before discussing the textbooks more deeply, you must first know the definition of the book. The following are some notions of books.

According to the Big Indonesian Language Dictionary (KBBI), books are interpreted as sheets of paper that are bound, filled or empty. The statement can be said to be the definition of a book in a narrow sense because book material based on that understanding is only limited to paper.

Whereas in the Indonesian Encyclopedia (1980: 535) in Sitepu (2015) explained, In the broadest sense the book includes all written and painted writings and drawings on all kinds of sheets of papyrus, palmings, parchments, and paper with all forms: rolls, holes, carton, and wood. In summary, Andriese, Al. *et al* (1993: 16-17) in Sitepu states that books are information printed on paper bound into a single unit.

UNESCO (1964) as quoted by Andriese et al. In Sitepu Defines a book as "... a publication printed, not periodically, which is at least 49 pages long." This definition gives the emphasis of the book as a non-periodic publication, such as a magazine with a minimum number of pages of 49.

Hall Quest (1915) in Tarigan mentions textbooks are recordings of racial thoughts arranged for instructional purposes and objectives. Lange (1940) in the same book mentions textbooks are standard books / books for each special branch of study and can consist of two types, namely main / main books and supplements / additions.

Bacon (1935) in Tarigan stated that textbooks are books designed for classroom use, carefully arranged and prepared by experts or experts in the field and equipped with appropriate and harmonious teaching facilities.

AJ Loveridge states "*A textbook is a school-book in which selected material on a certain subject, in a written form which will satisfy a specific learning and teaching situation, is systematically set out for assimilation*". Textbooks are school books that contain material that has been selected regarding a particular field of study, in written form that meets certain requirements in teaching and learning activities, arranged systematically to be assimilated.

Textbooks are textbooks in certain fields of study which are standard books, compiled by experts in that field for instructional purposes and objectives, which are equipped with matching teaching facilities and are easily understood by the users in schools and universities so that they can support a teaching program.

Textbooks are teaching materials that are often used in learning. Textbooks used in learning should be contextual with the characteristics and environment of students (Firdaus, 2016: 174).

In Minister of National Education Regulation Number 2 of 2008 concerning Textbooks Article 1 paragraph 3 it is stated that: Textbooks for elementary, secondary and tertiary education, hereinafter referred to as textbooks, are mandatory reference books to be used in primary and secondary education units or colleges high which contains learning material in

order to increase faith, piety, noble character, and personality, mastery of science and technology, increased sensitivity and aesthetic abilities, improvement in kinesthetic and health abilities compiled based on national education standards.

This definition emphasizes that textbooks are compulsory reference books used by schools that contain the subject matter to be provided by the teacher in the learning process so that students can add knowledge.

According to Minister of National Education Number 2 of 2008 concerning Textbooks Article 4 paragraph 1 states that textbooks at the level of primary and secondary education are assessed as being feasible first by the National Education Standards Agency (BSNP) before being used by educators and / or students as learning resources in the education unit. Textbooks are the main learning resource for achieving Basic Competence and Core Competence.

Reaffirmed through Permendikbud Number 8 of 2016 concerning books used by the education unit article 9 paragraph 1 stated that: The Education Unit is obliged to choose and provide Textbooks that are declared appropriate by the Ministry to be used in the learning process.

From the above definitions, it can be generally concluded that textbooks are compulsory reference books for use in schools which contain subject matter that is systematically compiled based on national education standards.

Utilization is an activity that uses processes and sources for learning (Seels & Richey, 2000: 50). The utilization function is very important because it talks about the links between students and learning materials or learning systems. Those involved in utilization have a responsibility to match students with learning materials and selected activities, provide guidance during learning activities, provide an assessment of the results achieved by students, and incorporate into ongoing organizational procedures.

Utilization according to AECT 1997 quoted by Dewi Salma et al. Is the use of learning resources appropriately, in order to achieve the learning goals themselves. Utilization in learning requires an adjustment between learning resources and students so that effective learning processes can be implemented.

After running for more than a decade, the 1994 definition was decided to be revised and reviewed to determine the sharpening of the study of learning technology. Therefore, AECT issued the latest definition in 2008 through a book entitled *Educational Technology: A Definition with Commentary* edited by Alan Januszewski and Michael Molenda (2008: 1). The definition referred to is "*Educational technology is a study and ethical practice of facilitating learning and improving performance by creating, using, and managing appropriate technological process and resources.*"

This definition states that educational technology emphasizes the study and ethical practices to facilitate learning and improve performance by creating, using and managing appropriate technology processes and sources. If the 1994 definition laid a solid foundation in the construction of the area of learning technology, then in the second definition emphasizes the importance of facilitating learning and improving performance by maximizing the creation, use, and management of appropriate technological resources. In the 2008 definition also contained several key words including study, ethics practice, facilitating, learning, improvement, performance, technology, process, source.

To support research, research results that are relevant to the theme and title will be needed. Some of the relevant research results were carried out by previous researchers, namely: 1. Research conducted by Atfalul Anam and Pujiati Suyata (2014) with the research title "Evaluation of Textbooks in Indonesian Curriculum Based Indonesian Language and High School 2013 Curriculum". Data analysis of the research was carried out with descriptive techniques. The results of the study show; (1) there is a lack of content aspects related to material that is less contextual with vocational learning, concepts about the type of text that

is English, and its description; (2) deficiencies in aspects of presentation related to systematics that are less *scientific* and summarized, and mismatches between material and syllabus; (3) linguistic aspects have shortcomings in complex and long sentences, and unusual words used; (4) the readability of BTPBSI SMA / SMK text based on 2013 Curriculum shows that the book can be read by students.

2. Research by Darwanti (2010) with the research title "Utilization of Textbooks by Teachers in Historical Learning". The results of the study indicate that textbooks have important meanings for teachers. (1) Textbooks can function as learning resources and historical learning media because they contain material, illustrations, and various evaluations, so that the learning objectives of history can be achieved optimally. (2) The first criteria for selecting a textbook are based on the relevance of the material contained in a textbook with the structure of the curriculum. The next criteria are seen from the completeness of the material, the number of illustrations, and the variety of exercises and evaluations. (3) In history learning, there are two types of use of textbooks, namely the use of textbooks that students already have books and the use of textbooks for students who have books. In schools where students do not have textbooks, textbooks are used by way of loans to students. (4) Constraints in the use of textbooks are relatively expensive prices, not yet accommodated the latest historical discourse, the limited number of textbooks, the lack of optimal use of the library, and the limited use of information technology from the internet. These constraints are factors that hinder the use of textbooks to the fullest.

## RESEARCH METHODOLOGY

In general, this study aims to describe the use of textbooks for class X Japanese language lessons at SMAN 33 West Jakarta. In particular, this study aims to find out more deeply about the use of Japanese textbooks and student learning outcomes. This research was conducted at SMAN 33 West Jakarta. This research was conducted in March 2018 until November 2018. Based on the focus of the research and the subjects studied about the use of textbooks in SMAN 33 West Jakarta, the research method used qualitative methods (seeing social phenomena through *case studies*) with primary and data data. secondary. Case studies are approaches that focus on a case in detail. While Bogdan and Bikllen (2003: 4-7) indicate that case studies are *detailed examination of one sting or one single subject, or one single depository of document, or one particular event*.

## RESULTS AND DISCUSSION

### RESULTS

#### **Utilization of Textbooks in the Process of Learning Japanese in SMAN 33 West Jakarta**

Based on the results of observations (observations) in the field shows that textbooks are used by teachers and students in every Japanese language learning. As long as the researcher made seven observations it was very clear that Japanese textbooks were very intensely used during learning. This is also reinforced by the results of the questionnaire, according to students the intensity of the use of textbooks is in the always category (average 3.87 scale 4), as well as according to teachers who are also in the always category (average 3.50 scale 4) which meaning that the intensity of Japanese textbooks is very high because it is always used during learning. These data are also in accordance with the results of interviews with teachers of SMAN 33 Jakarta as expressed by Mrs. Reny Ika Suzanty that "every student has a textbook on Japanese language lessons, and is used during learning".

Based on the results of observations (observations) in the field when Japanese subjects take place, it appears that Japanese textbooks are used by teachers and students from the beginning to the end of learning. The following will describe one picture during observation.

When the teacher enters the classroom, the teacher displays a PPT in the form of photos, students open their Japanese textbooks, then the teacher is asked to observe photos of the situation in the photo, the teacher helps with questions that make students focus on things that need to be observed on the theme (For example: What, where, what, who, equality, difference, etc.). Next the teacher displays the next slide that contains the image by playing audio. The first stage of the students is only heard (listening) without writing, then the students are heard (listening) again by displaying the writing (Japanese letters). Then the teacher randomly mentions students are asked to designate a picture on the book or mention the number of images.

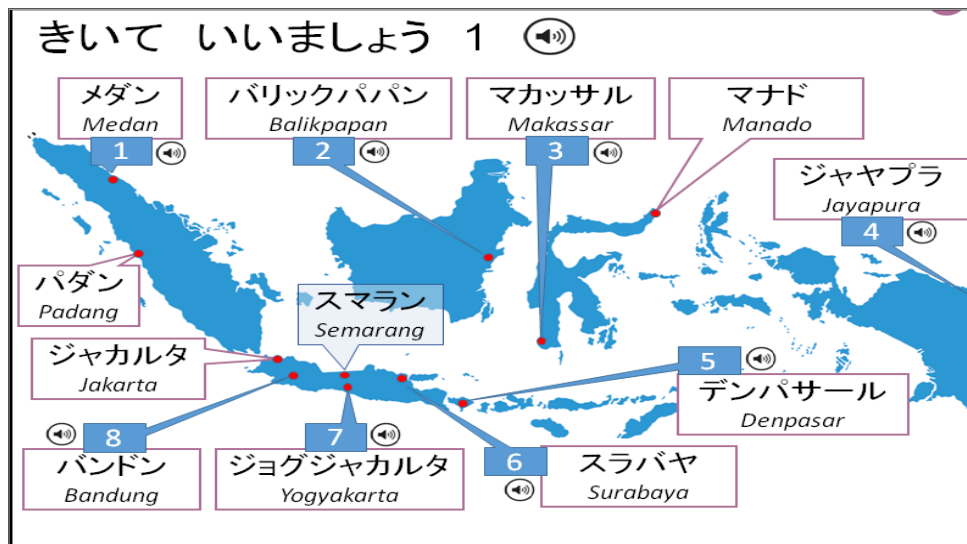


Figure 1. picture by playing audio

The next stage students hear and say again, then Shiva mentions the Japanese language from the picture designated by the teacher, then the shift of the student who mentioned that points to the picture of another student who mentions Japanese. The next step is to confirm the writing, the students pair the writing with the picture in the textbook by writing the answers to the textbook, then check together with the audio. During the learning the students open their books while looking at the *powerpoint* (PPT) displayed by the teacher, and immediately do the exercises / activities in their respective textbooks.

Student questionnaire data states that the use of textbooks in terms of time and form of use are in the frequent category (average 2.82 scale 4) which means even though not always, but according to students various forms of use of textbooks in Japanese subjects are often done in the learning process, such as being a source of learning, a source of information doing assignments while in class, studying at home or outside of school hours. The data from the teacher questionnaire are in the always category (average 3.38 scale 4) which means that various forms of utilization of Japanese textbooks are always carried out in the learning process, such as learning resources, information sources doing assignments while in class, learning at home or outside school hours.

Japanese textbooks are also not only used when learning in the classroom, but are also used for various learning activities when outside the classroom. This was revealed by Mrs. Renny as follows:

Learning outside the classroom, for example Hiragana material they use outside the classroom in the form of games, food materials also use outside the classroom because of

cooking too, order our food and drinks directly in the canteen, or gakkou material (school) kids roaming schools, this is this room - this room is like that.

Examples of forms of assignments given by teachers to students are using books as a guide in giving assignments to students, this was revealed by Mrs. Reny "For example, *jikanwari* (list of lessons) I usually am not in class, taken home, because I use children's creativity - the child is the first, the second is the material making making in Japanese, *sakubun* (making up) is also like that".

During the several times the researcher made observations it was clear that during the teacher and student learning intensive use of Japanese textbook components such as starch lists, mandatory vocabulary and vocabulary lists in the textbook attachments. For example, when the material in chapter 14 page 24 of the textbook, a family image is reappeared which was previously studied in class X, because it is forgotten that there are students who open their books to see the vocabulary list to find meaning in the attachments in the textbook.

The description of the research data above is in line with the results of the questionnaire which shows that according to students the utilization of Japanese textbook components is in the frequent category (an average of 2.86 on a scale of 4) as well as the opinions of teachers in this category (3.38 scale 4) which means the use of textbook components such as vocabulary, sentence patterns, activities, training, starch lists, mandatory vocabulary and vocabulary lists in attachments often used in learning. Likewise for the preparation of practice questions, assignments and exam questions which are also often sourced from textbooks on Japanese subjects. In addition, the interview with Ms. Siti Fatchia Roesida emphasized the above description that "Examples of practice questions, assignments and exam questions are usually from the previous textbooks, instead the term is broader than the textbook".

In addition to finding the data above, the researchers also looked at several documents such as questions about evaluating Japanese subjects both midterm and final semester examinations as well as assignments given to students. Observations of researchers on these documents indicate that in general the contents are in accordance with the material contained in Japanese textbooks. It's just that the questions in the book are not exactly the same as those documents, but more developed with the terms developed as well. This is done to measure students' abilities after learning Japanese.

## DISCUSSION

In the concept of educational technology, utilization is an activity that uses processes and sources for learning (Seels & Richey, 2000: 50). The utilization function is very important because it talks about the links between students and learning materials or learning systems. Those involved in utilization have a responsibility to match students with learning materials and selected activities, provide guidance during learning activities, provide an assessment of the results achieved by students, and incorporate into ongoing organizational procedures. In this case the Japanese textbook as the main learning resource has been used as a joint guide by both teachers and students in achieving the competencies to be achieved in learning Japanese at SMAN 33 West Jakarta. This is in line with the concept of utilization according to AECT 1997 quoted by Dewi Salma, et al (1997), namely the process of using learning resources appropriately, in order to achieve the learning goals themselves. Utilization in learning requires an adjustment between learning resources and students so that effective learning processes can be implemented. The following is an analysis of the research findings on the use of Japanese textbooks used in Japanese language learning at SMAN 33 West Jakarta.

Observations in the learning process carried out during the study have provided an illustration that the process of learning Japanese is very intense in utilizing textbooks, this occurs both from the teacher's side and from the students' side. As long as the researcher observes. According to students the intensity of the use of textbooks is in the always category

(average 3.87 scale 4), as well as according to the teacher who is also in the always category (average 3.50 scale 4) which means that the intensity of Japanese textbooks very high because it is always used during learning. Referring to the meaning of the word intensity which is also interpreted sincerely, diligently and actively (Murniasih, 2016), it can be concluded that the textbooks of Japanese language subjects are seriously utilized during the process of learning Japanese at SMAN 33 Jakarta. The results of the observations also showed that the students were diligently and actively guided by subject teacher using every component in the Japanese textbook in each lesson.

The conditions described above are in accordance with Minister of National Education Regulation Number 2 of 2008 concerning Textbooks Article 1 paragraph 3 stated that "" Textbooks for primary, secondary and tertiary education, hereinafter referred to as textbooks, are mandatory reference books for used in primary and secondary education units or colleges that contain learning material. This emphasizes that textbooks are compulsory reference books used by schools that contain the subject matter to be provided by the teacher in the learning process so that students can add knowledge. The results of interviews with one of the teachers of SMAN 33 Jakarta, namely Ms. Reny Ika Suzanty revealed that "every student has a textbook on Japanese language lessons, and is used during learning". This encourages the use of maximum textbooks in Japanese subjects at SMAN 33 West Jakarta.

Good intensity in utilizing textbooks on Japanese subjects at SMAN 33 West Jakarta has also been in accordance with Permendiknas Number 2 of 2008 concerning Textbooks Article 4 paragraph 1 states that "... Textbooks are the main learning resource for achieving Basic Competence and Core Competence. This was reaffirmed through Permendikbud Number 8 of 2016 concerning the book used by the education unit article 9 paragraph 1 stated that "The Education Unit is obliged to choose and provide Textbooks that are declared appropriate by the Ministry to be used in the learning process. The role of various parties, both Japanese language teachers, the school and students and their parents in providing Japanese learning facilities has been going well, where each student is facilitated to have a Japanese textbook which is then maximally utilized in the learning process.

Based on the results of observations (observations) in the field when Japanese subjects take place, it appears that Japanese textbooks are used by teachers and students from the beginning to the end of learning. Student questionnaire data states that the use of textbooks in terms of time and form of use are in the frequent category (an average of 2.82 on a scale of 4) and according to the teacher is in the category always (average 3.38 scale 4) which means good according students and teachers of various forms of using textbooks in Japanese subjects are often carried out in the learning process, such as being a source of learning, sources of information on assignments while in class, studying at home or outside class hours. Japanese textbooks are also not only used when learning in the classroom, but are also used for various learning activities when outside the classroom. This was revealed by Mrs. Renny as follows: Learning outside the classroom, for example Hiragana material they use outside the classroom in the form of games, food materials also use outside the classroom because of cooking too, order our food and drinks directly in the canteen, or gakkou material (school) kids roaming schools, this is this room - this room is like that.

Examples of forms of assignments given by teachers to students are using books as a guide in giving assignments to students, this was revealed by Mrs. Reny "For example, *jikanwari* (list of lessons) I usually am not in class, taken home, because I use children's creativity - the child is the first, the second is the material making making in Japanese, *sakubun* (making up) is also like that".

As long as the classroom observations did not show the use of LKS (Student Worksheet), this was also confirmed by Mrs. Reny who revealed that "If our LKS does not use

LKS, only training sometimes the exercises in the book are sometimes a combination with the question sheets. like that or verbally "

The description of the time and forms of use described above shows the use of good Japanese textbooks. Mansur Muslich in Darwati explained that the use of textbooks in learning has a meaningful role in achieving learning achievement. In addition, textbooks have a role in the learning process, especially in achieving the competencies to be achieved in learning. This is because students need to experience and practice and look for certain information. One effective tool to achieve these competencies is through the use of textbooks with various forms of utilization (Darwati, 2010). These various forms of utilization then encourage each student to follow and experience various learning experiences. Good learning experience done classically or together with the teacher in the classroom as well as individual or independent learning experiences outside of class hours.

Textbooks on Japanese subjects used at SMAN 33 Jakarta have accommodated various forms of good learning activities that can be used to study classics and study independently outside of class hours. In the book there are worksheets, gradual exercises, presentations, and exercises from one chapter. The forms of training are also in accordance with the material given. The exercises in the Nihongo book given consist of four skills, namely listening, reading, writing and speaking. And there is a reflection section of the material from learning, so students like to be reminded of the material that has been learned and know the function of the material they have learned. In addition, based on the observations of researchers, quantitatively the forms of training are quite adequate. Examples of forms of training in Japanese textbooks are as follows.

ききましょう 2 008-011

Seorang sedang bercakap-cakap dengan orang yang ditemuinya mengenai kota asalnya di tempat wisata. Isi kolom sesuai percakapan!

Lembar Kerja 4

	1	2	3	4
Nama Kota	b			
Provinsi (Pulau)	f			

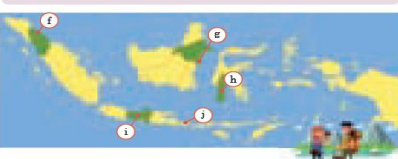
a. マカッサル  
Makassar

d. デンパサール  
Denpasar

b. メダン  
Medan

e. バリックババン  
Balikpapan


c. スマラン  
Semarang





よみましょう 1


Pilih nama kota berdasarkan lambang kota yang ada di bawah ini!


Lembar Kerja 1


  
 1. ( a )

  
 2. ( )

  
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a. バリックババン

d. バダン

b. バンドン

e. ジャカルタ

c. スラバヤ

f. マカッサル

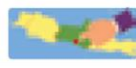
はなしましょう 1 Kota Tempat Tinggal 007

Sebutkan kota tempat tinggalmu sambil menunjukkan peta!

どこに すんでいますか。  
Doko ni sunde imasu ka.

(ジョグジャカルタ)に すんでいます。  
(Yogyakarta) ni sunde imasu.

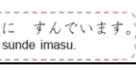
そうですか。  
Sou desu ka.



はなしましょう 2 Letak Kota 012

どこに すんでいますか。  
Doko ni sunde imasu ka.

(パダン)に すんでいます。  
(Padang) ni sunde imasu.



かきましょう

Tuliskan nama kota atau provinsi (pulau) tempat tinggalmu.

Lembar Kerja 2

Nama Kota	
Provinsi (Pulau)	

Figure 2. Draw exercises in Japanese language textbooks (Nihongo Kirakira)

As described in the previous section, the intensity of the use of textbooks on Japanese subjects at SMAN 33 West Jakarta is quite good. The utilization is also not only in certain parts, but all components are truly utilized from part 1 to another part in a structured manner. Several times the researcher made direct observations in the learning process from the beginning to the end of the learning process, it was clear that during the teacher and student learning intensive use of the components of the Japanese textbook.

The description is in line with the results of the questionnaire which shows that according to students the utilization of Japanese textbook components is in the frequent category (average 2.86 scale 4) as well as the teacher's opinion on this matter which is in the frequent category (3.38 scale 4) which means the use of textbook components such as vocabulary, sentence patterns, activities, exercises, starch lists, mandatory vocabulary and vocabulary lists in attachments often used in learning. Likewise for the preparation of practice questions, assignments and exam questions which are also often sourced from textbooks on Japanese subjects. In addition, the interview with Ms. Siti Fatchia Roesida emphasized the above description that "Examples of practice questions, assignments and exam questions are usually from the previous textbooks, instead the term is broader than the textbook".

The description of the utilization of each component of Nihongo Kirakira's Japanese textbook which is maximally above has shown that the functioning of the book has proceeded as it should. Each component of the textbook functions in directing and guiding students to achieve learning competencies that have been determined in the Japanese Language Curriculum at SMAN 33 West Jakarta. The components of the textbook provide varied, applicative, structured learning experiences with certain stages, there are supporting facilities that motivate students (such as *powerpoint* and audio media) and there are also components of practical training and evaluation. The functions of each component of the textbook have been utilized when learning Japanese at SMAN 33 West Jakarta using Japanese textbooks, both *Sakura* and *Nihongo Kirakira*. Thus Japanese textbooks *Sakura* and *Nihongo Kirakira* have functioned as described by Greene and Petty (1971: 540-2) that a textbook plays a role and functions as follows:

1. reflects a strong and modern perspective on teaching and demonstrating its application in the teaching material presented;
2. presents a subject matter, or *subject matter* that is rich, easy to read, and varies according to the interests and needs of students, as a basis for program activities suggested when expressional skills are obtained under conditions that resemble real life;
3. provide a source that is neatly and gradually arranged regarding expressional skills that carry the main problem in communication;
4. presents-together with a manual that accompanies methods and teaching facilities to motivate students;
5. presents the initial fixation (deep feeling) that is necessary and also as a support for training and practical tasks;
6. presents appropriate and appropriate evaluation materials and facilities.

## CONCLUSION

Based on the focus of the research problems, the results of the research and the discussion of research findings, it was concluded that the Japanese textbooks *Nihongo Kirakira* and *Sakura* were well utilized in Japanese subjects at SMAN 33 West Jakarta. Utilization is

carried out intensely both during class and outside lessons independently by students with various forms of activities such as being a source of learning, doing assignments, gradual training, project presentation and reflection of learning material. The components of the Japanese textbook *Sakura* are used in: 1) vocabulary, 2) sentence patterns, 3) activities, exercises, 4) starch lists, 5) mandatory vocabulary and 6) vocabulary lists in the appendix. Whereas for the textbook the *Nihongo Kirakira* components used in the learning process are: 1) skills, 2) knowledge, 3) Attitudes and 4) Culture. Thus structurally and systematically all components of Japanese textbooks at SMAN 33 West Jakarta have been fully utilized in each of their learning.

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