

ANALYSIS OF MARUGOTO TEACHING MATERIALS IN JAPANESE LANGUAGE AND CULTURE: A1 ACTIVITIES FOR BEGINNERS

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Marugoto Japanese Language and Culture teaching materials: Beginner A1 Activities can be used by Japanese language instructors and Japanese language learners as material resources to improve Japanese language skills. The purpose of this study is to describe the content components contained in the Marugoto Japanese Language and Culture teaching material: Beginner A1 Activity. This study uses a qualitative research method. This research is included in the type of content analysis used to examine teaching materials for Marugoto Japanese Language and Culture: Beginner A1 Activity. The data source is teaching material for Marugoto Japanese Language and Culture: Beginner A1 The activity. The results of this study indicate that the material and language components presented have been in accordance with the main objectives of language teaching. The advantage of this teaching material is that there are photographs and illustrative images that are colorful and interesting so that language learners are more interested in reading them. Then the textbook, also available in an online version (web). Meanwhile, the disadvantage is that the material in the teaching book is arranged randomly, making it difficult for teachers to deliver it. In addition, the learner has difficulty applying the material in it because the explanation books are arranged separately so that it is less optimal to use to learn independently.

Keywords: teaching materials, marugoto, Japanese

INTRODUCTION

Ngudi Waluyo University is one of the Private Universities that has a collaboration to send health workers to Japan. One of the requirements to be able to work in Japan by mastering Japanese language and culture. Therefore, Ngudi Waluyo University organizes general Japanese courses for all existing study programs so that graduates can continue their studies and work in Japan. The Japanese general course at Ngudi Waluyo University uses Marugoto Japa-

nese Language *and* Culture teaching materials: Beginner A1 Activity as a handbook for the teaching and learning process. The learning process through the textbook is expected to make students more interested and easy in mastering Japanese beginner level delivered.

The definition of teaching books according to the Directorate General of Higher Education or Higher Education is a book that is used as a handle for courses compiled and written by experts in the

field. Appropriate and interesting teaching materials affect the success of foreign speakers in achieving learning goals (Kurniasih & Isnaniah, 2019; Prasetyo, 2015). Teaching books are everything that helps the implementation of the learning process (O'Toole & Kannass, 2018). Teaching books are teaching materials used by students in utilizing resources efficiently to facilitate self-development (Tomlinson, 2011, p.12). Teaching books that meet the characteristics are expected to be a bridge of communication between teachers and learners (Jarvis & Baloyi, 2020).

According to Prastowo (2014: 138) reveals that teaching materials are all materials (both information, tools, and text) that are systematically subordinated, which display a whole socosk of competencies that will be mastered by students and used in the learning process with the purpose of planning and reviewing the implementation of learning. Meanwhile, according to Sutedi (2019: 2) teaching materials are a set of scientific knowledge that must be understood and mastered by students contained in the curriculum to achieve teaching objectives. According to Arsyad (2012 : 91), teaching books must have several criteria as follows : teaching materials must be relevant to learning objectives. In addition, teaching materials should be useful for students and good for their development. The teaching materials must be interesting, and stimulate student activities so that they must be arranged systematically, gradually, and in stages. In teaching materials, exercises should be prepared that are appropriate for the needs of students. Teaching materials delivered to students must be comprehensive, complete and intact. Students are given the opportunity to learn according to their abilities. Teaching materials are materials used to support the teaching and learning process compiled by experts who are

adjusted to the learning objectives.

Similar research has been conducted by Wulandari (2018) in the Journal of Education and Teaching Japanese Language Japanedu with the title Marugoto Teaching Material Analysis: Japanese Language and Culture A1 Reviewed from Bloom's Taxonomic Cognitive Domain with the result that Marugoto A1 book achieved excellent results in C1, C2, C3, C4 qualifications; the results of the analysis were good in C5, and the results of the analysis were very poor in C6. This research has similarities in the object studied, namely Marugoto's *teaching* book: Japanese Language and Culture Beginner A1 Activities and Understanding. The study was reviewed from the cognitive domain of Bloom's Taxonomy. Unlike this research which is only focused on teaching materials *Marugoto* Language and Culture Japan : Beginner A1 Activities only using content analysis.

Other research related to teaching materials of Marugoto Bahasa and Japanese Culture: Beginner A1 Activities were conducted by (Nurjaleka, 2019) which was published in the *Journal of Japanese Language Education & Linguistics* with the title of Comparative Study of Teaching Books "Marugoto Bahasa and Japanese Culture A1" and "J Bridge for Beginner Vol. 1. As a result of this study, the two subjects of the textbook have similarities in the syllabus approach on the same level. This syllabus is a syllabus that is generally used for learners from the basic to intermediate levels. However, because the learning objectives of these two textbooks are actual communication, it is possible that they use syllabus topics in the early stages of the basic level. Although using the same study object, the difference between this research and the study lies in the analysis point of view, namely comparative study.

Marugoto's *teaching* book: Japanese

Language and Culture is a teaching book published by The Japan Foundation in 2016. The textbook has six levels, namely Japanese for *Starter (A1)*, *Elementary 1 (A2)*, *Elementary 2 (A2)*, *Pre-Intermediate (A2/B1)*, *Intermediate 1 (B1)*, *Intermediate 2 (B1)*. At the *Starter level (A1)* up to the *Elementary level 2 (A2)*, each has two types of books, namely understanding (*rikai*) and activity (*katsudoo*). While at the *Pre-Intermediate level (A2/B1)* up to *Intermediate 2 (B1)*, each only has one type of book. Marugoto's teaching book: Japanese Language and Culture Beginner A1 Activity (*Starter A1 Katsudoo*) is designed for Japanese learners who want to immediately try using Japanese. The target is to teach practical communication skills in everyday situations. It contains a lot of listening and practicing Japanese.

In reviewing the textbook, there are certainly several components that are used as tools or analysis tools. The textbook assessment component (Puskurbuk Agency for Research and Development, Ministry of Education and Culture, 2018) includes content, presentation, language, graphic design and graphics, and literacy components. This study describes the components contained in Marugoto's teaching book: Japanese Language and Culture Beginner A1 Activity (*Starter A1 Katsudoo*). The teaching material to be examined focuses on the content component and the language of the teaching material. The content component will be used to study Marugoto's teaching materials: Japanese Language and Culture Beginner A1 Activity (*Starter A1 Katsudoo*).

Content Analysis

Max Weber (in Eriyanto, 2013: 15) explains that content analysis is a research method that uses a set of procedures to make valid inferences from text. Content analysis is often used in the research of

communication disciplines. Content analysis is used to analyze the contents of printed and electronic media. In addition, content analysis is also used to study the content of all communication contexts, both personal, group or organizational communication. (Eriyanto, 2011, p. 10. In Weber's study, there are several steps in content analysis to collect data, namely:

1. Establishing recorded units, this is very important in the process of categorizing data. In this method it can be done in several levels:

Words, i.e. classifying each word

- Paragraph, if the available human or computer resources are limited, the researcher can reduce them by coding based on the paragraph. But this is difficult to get reliable results because the coverage is too wide.
- Whole text, this is done in exceptions when the text is not too much, such as short stories, news headlines, and newspaper news.

2. Setting categories, there are two levels in setting categories. First we need to find out if the relationship is exclusive. Second, how close is the relationship between units in the category.

3. Perform a coding test in the sample text. This is attempted so that there is no ambiguity in the category. These stages are also used to revise improper matters in the classification scheme.

4. Assess accuracy or readability.

5. Revising coding rules

Content analysis according to Berelson and Kerlinger, is a method to systematically, objectively, and quantitatively study and analyze communication on visible messages (Wimmer and Dominick, 2000 : 135). Further according to Wimmer and Dominick (2000:135) in Subiaktio (2006:174) the principles of content analysis are as follows.

1) The systematic principle, which is the use of the same procedure on all the messages analyzed. So, it is not permissible to only analyze messages according to the interest and attention of the researcher, but it must be based on all messages that have been determined in the population and sample selection. So, content analysis is not the same as regular observation of content/message.

2) Objective principle, the intention is that the results depend on the research procedure, not on the researcher. One is with instrument sharpness and categorical designation so that others can use it, with relatively similar inferences, with the same message/content, means, and procedures despite different research.

3) The quantitative principle is carried out by recording the value of the number or frequency describing the contents of the defined messages. However, this principle also means the application of hypothetico deductive method. The research begins with the existence of problems, the study of theories, the formulation of hypotheses, and ends with proof/empirical tests.

4) The factual principle, namely that the study and discussion are limited to the content of the message that appears/is expressed, not the researcher's perceptions and feelings. The problem of the conclusion of the analysis shows that there is something implied behind what is stated that is not a problem throughout all analytical activities and the discussion is based on the contents that are stated.

According to Sumarno (2020) There are two procedures that may be performed in content analysis. Both procedures are as follows.

a. Determination of categories prior to analysis. The determination of this category is based on prior knowledge, theory and/or experience. For example, the use of

pre-set categories to describe and evaluate journal articles that address social studies education.

b. The researcher determines the category during the analysis, therefore the researcher becomes very familiar with the descriptive information collected, he lets the category appear as a subsequent analysis.

Marugoto Book: Japanese Language and Culture A1 Beginner's Activities

Marugoto Book : Japanese Language and Culture is a textbook compiled based on the Japanese Language Education Standard Japan Foundation (JF) with the following characteristics.

Japanese language level according to the Japan Foundation (JF) Standard for Japanese Language Education.

Marugoto's *teaching* books have six levels of proficiency such as the JF Standard for Japanese Language Education and this Marugoto book "Beginner" for A1 level as follows.

Able to understand and use expressions commonly used daily and basic expressions to meet basic needs.

Able to introduce themselves and others, ask and answer questions about personal information such as where to live, get to know who, talk about owned items, and so on.

Able to have moderate interactions when the interlocutor speaks slowly and clearly, and is willing to provide assistance.

Marugoto Has Two Packages of "Katsudoo" and "Rikai" Books

Marugoto offers two learning methods for *Katsudoo* and *Rikai* to communicate in Japanese. *Katsudoo book*: designed for those who want to immediately try using Japanese. The target is to teach practical communication skills in everyday situations. A lot of listening and practicing Japanese. Whereas the *book Rikai*: is designed

ned for those who want to know Japanese. The target is to learn the Japanese language mechanism needed in communicating. Systematically learn how Japanese is used in communication. Both Katsudoo and Rikai, are both major books.

Cross-Cultural Comprehension

Marugoto's book presents the combined learning between language and culture. In situations and the contents of conversations, photos, illustrative images, etc., there are various clues for the achievement of cross-cultural understanding. Starting with knowing Japanese culture, learners are expected to deepen cross-cultural understanding by reflecting on their own culture.

Self-Governance of Learning Outcomes

Learners conduct a self-assessment of their learning process, as well as archiving their learning outcomes so that language learning can take place continuously.

METHODS

The research method in this study uses qualitative descriptive method, which is the method used to carefully and carefully record data in the form of words, sentences, discourse, images, photos, diaries and so on (Edi Subroto, 2007 :7). Content/content analysis was also used in this study. Content analysis includes the analysis of the level of shape and depth of the content of the object studied (Moleong, 2000, p.220). Content/content analysis is used to examine documents in the form of books (teaching *materials*) Marugoto: Japanese Language and Culture published by The Japan Foundation. The data source in this study is teaching *material* Marugoto: Japanese Language and Culture Beginner A1 Activity.

Research Stages

The initial stage of this research is to prepare the Marugoto teaching book research object: Japanese Language and Culture Beginner A1 Activity. The stages in analyzing data in this study are reducing data, presenting data, and conclusions/verification. The data analysis technique in this study is using the recording technique, with the following steps:

Reducing data in Marugoto's *textbook*: Japanese Language and Culture Beginner A1 Activity.

Classify and present data from Marugoto's *textbook*: Japanese Language and Culture Beginner A1 Activity.

Concluding and verifying data

RESULTS AND DISCUSSION

This section will present a description of the findings and an analysis of the findings related to *Marugoto* teaching materials: Japanese Language and Culture Beginner A1 Activity (Starter A1 Katsudoo). The following topics are presented in Marugoto's teaching book: Language and Culture Beginner A1 Activities as research data to be studied. In Marugoto's teaching book: Language and Culture for Beginners A1 Activities there are 9 material topics which include, (1) Nihongo Japanese; (2) Myself Watashi; (3) Tabemono Food; (4) Rumah *Ie*; (5) Seikatsu Daily Life; (6) Holiday 1 Yasumi *no Hi 1*; (7) *Machi* City; (8) Kaimono Shopping; (9) Holiday 2 Yasumi *no Hi 2*. Marugoto's *teaching* book: Language and Culture Beginner A1 Activities to be studied using the component analysis of teaching materials. In the textbook there are pointer symbols including, ear and lips symbols as a sign to listen and say; two people talking as a sign to speak in pairs; book symbols that are opened as a sign to read; star symbols checked as a sign to carry out an assessment practice using the

Can-do target list; ear symbols as a sign to listen; pencil symbols as a sign to write; file symbols as a sign to input in the portfolio; speaker symbols as an audio sign.

Data (1) Topics Japanese Nihongo

On topic 1 of Marugoto's teaching material: Japanese Language and Culture Beginner A1 Activity (Starter A1 *Katsudoo*), the material presented is Japanese *Nihongo*. The topic is divided into two chapters, namely Chapter 1 Hello *Konnichiwa* and Chapter 2 Please Repeat Again *Moo ichido onegaishimasu*. In Chapter 1 there are two parts covering the ability to speak and interact and read. In the ability to speak and interact section, presenting the target is able to say hello. There are questions and vocabulary and pictures that refer to the theme. There is also a sign that indicates a voice recording for each vocabulary learned. While the reading section expects the target to be able to recognize letters in Japanese. There is Japanese writing (Hiragana, Katakana, Kanji) and the learner is asked to look for Japanese letters in the picture presented.

In Chapter 2 there are two parts including the ability to speak and interact and write essays. In the ability to speak and interact section, the target is able to use basic expressions used in class. There are questions and vocabulary and pictures that refer to the theme. There are also symbols that indicate to listen and say for each vocabulary learned. While in the writing section, the target expects to be able to write the name and country using Japanese letters. There is also a list of Japanese letters (Hiragana, Katakana, Kanji) and learners are asked to match Japanese vocabulary letters with romaji letters. At the end, life and culture are presented with the theme "Name" and there are images that present the cul-

ture accompanied by its description. Here are some examples of the results of the discussion.

Data (2) Myself Watashi

On topic 2 of Marugoto's teaching materials: Japanese Language and Culture Beginner A1 Activity (Starter A1 *Katsudoo*), the material presented is *watashi* myself. The topic is divided into two chapters, namely Chapter 3 Happy to *Meet You Doozoyoroshiku* and Chapter 4 My Family Members *Three People Kazoku wa san-nin desu*. In Chapter 3, there are two parts covering the ability to speak and interact and read. In the ability to speak and interact section, presenting the target is able to introduce themselves simply. There are questions and vocabulary and pictures that refer to the theme. There is also a sign that indicates a voice recording for each vocabulary learned. While the reading section expects the target to be able to recognize the parts on the business card accompanied by pictures of business card examples.

In Chapter 4 there is a section on the ability to speak and interact. In this part, the ability to talk and interact presents the target able to briefly tell about the family and able to tell the family to someone by using family photos. This chapter presents questions and vocabulary as well as images that refer to the theme. There are also symbols that indicate to listen and say for each vocabulary learned. At the end of this topic, life and culture is presented with the theme "*Kazoku*" and there is an image of a family chart in Japanese.

Data (3) Tabemono Food Topics

On topic 3 of Marugoto's teaching materials: Japanese Language and Culture Beginner A1 Activity (Starter A1 *Katsudoo*), the

material presented is *Tabemono Food*. The topic is divided into two chapters, Chapter 5 What foods do you like? *Nani ga suki desuka* and Chapter 6 Where Will We Eat? *Doko de tabasuka*. In Chapter 5 there are three parts in the form of the ability to speak and interact. In the speaking and interacting section, the target is able to talk about favorite foods; offer drinks; and tell stories about morning eating habits. There are questions and vocabulary and pictures that refer to the theme. There is also a sign that indicates a voice recording for each vocabulary learned.

In Chapter 6 there are four sections covering the ability to speak and interact and read. In the section of speaking and interacting skills, the target is able to express favorite cuisine; converse with friends where they will have lunch together; order meals and drinks simply at a hamburger restaurant. There are questions and vocabulary and pictures that refer to the theme. There are also symbols that indicate to listen and say for each vocabulary learned. While in the reading section, the target expects to be able to read menus in Japanese writing. At the end of this topic, life and culture are presented with the theme “Fast Food Restaurant” and there are images that present the culture with its description.

Data (4) Home Topics Ie

On topic 4 of Marugoto’s *teaching* materials: Japanese Language and Culture Beginner A1 Activity (Starter A1 *Katsudoo*), the material presented is *Rumah Ie*. The topic is divided into two chapters, namely Chapter 7 There are Three Rooms in my House *Heya ga mitsu arimasu* and Chapter 8 The Space is Good yes *Ii heya desune*. In Chapter 7 there are three parts in the form of the ability to speak and interact and write essays. In the ability to speak and interact section, presenting the target is able to state how we live;

declaring that there are any objects in the house. There is also a symbol that shows a voice recording for each vocabulary learned. In the writing part of the essay, it is expected to be able to write an e-mail to invite friends to play at home. In this section there are examples of *e-mails* and pictures of places to play.

In Chapter 8 there are four sections covering the ability to speak and interact and read. In the ability to speak and interact section, the target is able to ask where an object should be placed and answer the question; visit a friend’s house/welcome a friend visiting the house; guide the guest inside the house. There are questions and vocabulary and pictures that refer to the theme. There are also symbols that indicate to listen and say for each vocabulary learned. The reading section expects the target to be able to read the name and address on the street. At the end of this topic are presented the spaces and rooms.

Data (5) Topics of Seekatsu’s Daily Life

On topic 5 of Marugoto’s *teaching* materials: Japanese Language and Culture Beginner A1 Activity (Starter A1 *Katsudoo*), the material presented is *Seekatsu’s Daily Life*. The topic is divided into two chapters, namely Chapter 9 What Time Do You Wake Up? *Nan-ji this is okimasuka and* Chapter 10 How come when? *Itsu ga ii desuka*. In Chapter 9 there is a section in the form of the ability to speak and interact. In the ability to speak and interact section, the target is able to state the time to do something and talk about the daily routine. There is also a symbol that shows a voice recording for each vocabulary learned.

In Chapter 10 there are three sections covering the ability to speak and interact and write essays. In the section of

speaking and interacting skills, the target is able to talk about the schedule of the week and talk about when to have a party. There are questions and vocabulary and pictures that refer to the theme. There are also symbols that indicate to listen and say for each vocabulary learned. In the writing part of the essay it is expected to be able to write a birthday greeting card and there are examples of greeting cards, pictures and vocabulary that refer to the theme. At the end of this topic, life and culture are presented with the theme “Morning and Night Atmosphere and Activities” and there are images that present the culture with its description. After topics one to five have been studied there are tests and evaluations for the entire topic.

Data (6) Topic Holiday 1 Yasumi no Hi 1

On topic 6 of Marugoto’s teaching materials: Japanese Language and Culture Beginner A1 Activity (Starter A1 *Katsudoo*), the material presented is Holiday 1 *Yasumi no Hi 1*. The topic is divided into two chapters, namely Chapter 11 What is your Hobby? *Shumi wa nan desuka* and Chapter 12 want to go with me? *Issho is an ikimasenka*. In Chapter 11 there is a section in the form of the ability to speak and interact. In the speaking and interacting section, the target is able to talk about hobbies and tell stories about things done on holidays. There is also a symbol that shows a voice recording for each vocabulary learned.

In Chapter 12 there are three sections covering the ability to speak and interact and read. In the ability to speak and interact section, presenting the target is able to state whether you will attend an event or not and state whether you can go with people or not. There are questions and vocabulary and pictures that refer to the theme. There are also symbols that indicate to

listen and say for each vocabulary learned. In the reading section, it is expected to be able to understand information on posters and calendars about an event. At the end of this topic, life and culture is presented with the theme “National Holidays and Celebrations in Japan” and there are images presenting the culture with its description.

Data (7) Topics Machi City

On topic 7 of Marugoto’s teaching materials: Japanese Language and Culture Beginner A1 Activity (Starter A1 *Katsudoo*), the material presented was *Machi City*. The topic was divided into two chapters, namely Chapter 13 How to Get There? *Doo yatte ikimasuka* and Chapter 14 of the Famous Buddhist Temple *Yuumeena otera desu*. In Chapter 13 there are three parts in the form of the ability to speak and interact and read. In the ability to speak and interact section, presenting the target is able to show the taxi driver the address and state your destination; Stating how to reach a place in question. There is also a symbol that shows a voice recording for each vocabulary learned. In the reading section, it is expected to be able to recognize signs at stations and places to take taxis. There are questions and vocabulary and pictures that refer to the theme.

In Chapter 14 there are three sections covering the ability to speak and interact and read. In the ability to speak and interact section, presenting the target is able to tell how to reach a place by looking at a map and stating your current location over the phone. There are questions and vocabulary and pictures that refer to the theme. There are also symbols that indicate to listen and say for each vocabulary learned. In the reading section, it is expected to be able to read notice boards in the store regarding operating hours. There are pictures

of examples of information boards and vocabulary related to the theme. At the end of this topic, life and culture are presented with the theme “Cities in Japan” and there are images that present the culture with its description.

Data (8) Kaimono Shopping Topics

On topic 8 of Marugoto’s *teaching materials: Japanese Language and Culture Beginner A1 Activity (Starter A1 Katsudoo)*, the material presented is *Kaimono Shopping*. The topic is divided into two chapters: Chapter 15 is funny! *Kawaii!* and Chapter 16 I Want This is the *Kore I’m in*. In Chapter 15 there is a section in the form of the ability to speak and interact. In the section on speaking and interacting, the target is able to state what objects you want to buy and talk about where to shop for something you want. There is also a symbol that shows a voice recording for each vocabulary learned.

In Chapter 16 there are three sections covering the ability to speak and interact and read. In the ability to speak and interact section, the target is able to make short comments about objects in a store and shop in the store. There are questions and vocabulary and pictures that refer to the theme. There are also symbols that indicate to listen and say for each vocabulary learned. In the reading section, it is expected to be able to read the price of goods. There is a picture of the items in the store along with the price. At the end of this topic, life and culture are presented with the theme “souvenirs” and there are images that present the culture accompanied by the description.

Data (9) Topic Holiday 2 Yasumi no Hi 2

On topic 6 of Marugoto’s *teaching materials: Japanese Language and Culture*

Beginner A1 Activity (Starter A1 Katsudoo), the material presented is *Holiday 2 Yasumi no Hi 2*. The topic was divided into two chapters, namely Chapter 17 It was very pleasant *Tanoshikatta* and Chapter 18 The Next Holiday I Want to go to *Kyoto Tsugi wa Kyoto ni ikitai desu*.

In Chapter 17 there are four parts in the form of speaking and interacting skills; reading; writing essays. In the ability to talk and interact section, presenting the target is able to tell what you are doing on the day off and briefly state how you think about your holiday. There is also a symbol that shows a voice recording for each vocabulary learned. In the reading section, you are expected to be able to read short posts on the blog. There are photos and examples of posts on the blog. In the writing section, an example of writing on a blog is presented as well as an exercise column for writing on a blog.

In Chapter 18 there are three sections covering the ability to speak and interact and read. In the ability to speak and interact section, presenting the target is able to tell the story of what you did during your vacation and state your next plan for where you want to go. There are questions and vocabulary and pictures that refer to the theme. There are also symbols that indicate to listen and say for each vocabulary learned. In the reading section, it is expected to be able to read simple *e-mails*. In this section also an example of an *e-mail* image is presented. At the end of this topic, life and culture are presented with the theme of “Attractions in Japan” and there are maps of Japan and images of tourist attractions in Japan. After topics six to nine have been studied there are tests and evaluations for the entire topic. In the next section there is a summary of the learning material; the script and audio answer keys as well as the vocabulary list.

Based on this analysis, the book *Marugoto: Japanese Language and Culture Beginner A1 Activities* has been compiled by experts in the field who have been equipped with photographs and illustrative images so that the material is easy to understand and looks more interesting. In terms of Language, this book is easier to use and more practical than other Japanese books. Presented in Latin writing also to reduce the burden of reading Japanese letters. In addition, instructions are also equipped with Indonesian translations and equipped with instruction symbols that make it easier for learners to understand them. The book has fulfilled four language skills, namely reading, writing, listening and speaking. While the material arrangement is lacking, so learners have difficulty learning independently. If you only use one book at one level of ability, the mastery of the material is not achieved optimally. The explanation for each topic is organized separately from the rest of the book, so its use is less efficient.

CONCLUSION

Marugoto's Teaching Book: Japanese Language and Culture Beginner A1 Activities has been compiled by experts in the field who have been equipped with photographs and illustrative images so that the material is easy to understand and looks more attractive. In terms of Language, this book is easier to use and more practical than other Japanese books. Presented in Latin writing also to reduce the burden of reading Japanese letters. In addition, instructions are also equipped with Indonesian translations and equipped with instruction symbols that make it easier for learners to understand them. The contents of the textbook have fulfilled four language skills, namely reading, writing, listening and speaking. While the material arrange-

ment is lacking, so learners have difficulty learning independently. If you only use one book at one level of ability, the mastery of the material is not achieved optimally. The explanation for each topic is organized separately from the rest of the book, so its use is less efficient.

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