

The Making of Handbook for Special Training Senior High School, Pasundan, Subang

Juju Juangsih

1. Background

Recently, with the development of information, people could be so easy to receive information from worldwide. Nowadays, Japan as well known as one of developed country especially in Science and Economy, so many people have interest to more learn about Japanese Language.

As research from The Japan Foundation Jakarta at 2003, there were 85.221 persons who learned Japanese language in Indonesia (6 rank over the world). Among them, there were 61.273 persons who were Senior High School Students. The quantity of Senior High School that teach Japanese language at that time were 432 schools with the teacher were 532 teachers. From Japanese Language Young Reseacher opinion for Indonesia, on April 2006, there were 569 Senior High School and Islamic Senior High School in 6 Area in Indonesia that teach Japanese Language, with 605 Japanese teachers also (http://www.jpf.go.jp/j/japan_j/publish/bulletin/03/pdf/04.pdf) So it means that Japanese Language is the second Foreign Language which is teached on Senior High School.

2. Education of Japanese Language in Special Training Senior High School

Special Training Senior High School is a Senior High School which is focus to teach the students for special training purposes. In Indonesia, Special Training Senior High School could be classified to several groups which are Agriculture Special Training Senior High School, Economy and Acuntancy Special Training Senior High School, Technical Special Training Senior High School, Tourism Special Training Senior High School, Pharmaceuticals Special Training Senior High School, and Chemical Analysis Special Training Senior High School. As described before, in Pharmaceuticals Special Training Senior High School, and Chemical Analysis Special Training Senior High School haven't teach Japanese language yet. But in

Senior High School, Agriculture Special Training Senior High School, Economic and Accountancy Special Training Senior High School, Technical Special Training Senior High School, Tourism Special Training Senior High School, they have already taught Japanese language. Japanese Language teaching condition in Senior High School based on Japanese Language Handbook that is already legalized by Standardization of Education Team. But for others Special Training Senior High School, beside Tourism Special Training Senior High School commonly use Japanese Language Handbook for Senior High School as main handbook. There are several Japanese language handbooks that commonly are used for Special Training Senior High School handbooks, like “Minna no Nihongo”, “Bahasa Jepang untuk SLTA” “Nihongo Kiso”, and others. Recently, The Japan Foundation Jakarta and MGMP Team made newest Japanese language handbook which was “Buku Pelajaran Bahasa Jepang 2”. Beside that Japanese language teachers who teach in Special Training Senior High School try to compile from several handbook and make short module that will be used for a source for teaching base from the teaching syllabus also.

From those several points that described before, as one of in charge person for Japanese language program in Economy Special Training Senior High School, author has used several source of Japanese language handbook, but so far not quite satisfied for the material that are described from several source handbooks. In Economy Special Training Senior High School, there are 3 special training programs that are Business Economy, Information Technology, and Computer Management. For those 3 special training programs, author teaches the same material, but in fact the programs are different each others. After the students graduated also they will work in different field. So, author thinks that there are necessities to adjust the vocabulary for each special training program. But in this opportunity, author thinks to more specify on Accountancy Business.

3. Experience while the Making Process of Handbook

Recently, students who are working in Japanese Company after graduated from Special Training Senior High School are increasing. This became a background for author to more teach students especially with Japanese language that could be applied in work environment. So, around 1.5 years author joined Teacher Training Program, there were so many experience that

the author could gain and receive.

At the end for achieving the best result, we have to determine the purpose first. Author thinks that it is so important to determine the purpose to make one handbook. After the purpose has already determined, then each theme will be determined also. The theme will be determined based on story direction. Based on the data that the author received from several friends who are working in several Japanese Company, author decided this theme: 「就職して、同じ会社の人たちに挨拶（自己紹介）をする」, as introduction theme that introduce student to introduce themselves and also introduce another persons. And then several theme that relate to work as receptionist which is 「取引先の木村さんが会社にやって来て、受付で話しかける」、「電話を応対」、「同じ会社内での電話応対」、「取り次ぐ相手を確認する」「電話を取り次ぐ」. For each theme, the students could learn to several common vocabularies which are used in Japanese Company. In the other hand to anticipate the possibility special excuse when somebody couldn't go to work, there is special theme 許可 1-3. In this part there are explanations to use special vocabulary.

The contents for each theme are: conversation material, conversation practice 1, conversation practice 2, new vocabulary, new expression, and grammar practice. Next author will describe concrete example from Conversation Practice 1 with Self Introduction theme. Conversation Practice 1 is vocabulary and underline words practice. Basically, students just have to change vocabulary in (a,b) choice on underline word.

Example:

松岡：みなさん、こちらは本日からカルベファルマの社員になったジュジュさんです。ジュジュさん、自己紹介をしてください。

- a. ナチオナル・ウイタ
- b. ソニー・スバルナ

On conversation Practice 2, author thinks that it's a little bit hard rather than conversation Practice 1, because the students have to practice by themselves to looking for the name of the company.

Example:

松岡: みなさん、こちらは本日からカルベファルマの社員になったジュジュさんです。

ジュジュさん、自己紹介をしてください。

a. _____

b. _____

New vocabulary and new expression that are written in Japanese language, all were written in hiragana and then will be written also the meaning for each vocabulary and expression in Indonesia Language. Its mean that the reader will know straightly the meaning for each vocabulary and words without has to find the meaning on Dictionary.

New vocabulary:

No	言葉	読み方	意味
1	医療会社	いりょうがいしゃ	Pharmaceutical Company
2	受付	うけつけ	Receptionist

New expression:

No	表現	読み方	意味
1	お会いしたい	おあいしたい	会いたい= want to meet is used for polite expression

The contents of grammar practice are practice for some expressions that are described in reading content. The contents of handbook commonly focus on conversation practice but the grammar points are not too become a focus. But the author thinks that it will be good enough if the students are helped with several expressions so they will become familiar for those several expressions.

This handbook is made for 2 versions which are Teacher handbook and Student handbook. Teacher handbook contents commonly are written in kanji and also there are grammar practices

also. In the other hand, student handbook contents commonly are written in hiragana and also there are conversation practice I, conversation practice II, new vocabulary and new expression without grammar practice. This handbook is using Company environment as a background, so the vocabulary and expression are not similar with daily or common words, in the other hand the polite form commonly are used in this handbook. For the students this will become something that really new for them. So, author thinks how to make students understand easily for learning from this handbook. But in the other hand, author thinks that if students successfully could learn all the contents from the handbook, they capability will increase and the important of thing that what they learned before could give positive impact after they graduated from the school.

4. Closing

Author thinks the making of handbook for Economy Special Training Senior High School need further completion, but if there will be some addition of themes and sentences example, students will have more opportunity to learn about vocabulary and expressions that are used in Japan Company. Next, author will try to continue to make this teacher handbook. As further planning, author will try to apply this handbook and then wait how the further responses for this handbook.