



VOCABULARY AS PART OF LINGUISTIC COMPETENCE IN SMA ENGLISH TEXTBOOKS IN INDONESIA

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Abstract

This research investigates to what extent English textbooks for senior high school students in Indonesia provided the students with vocabularies that support the attainment of communicative competence. This research, conducted by using the content analysis research method, was carried out in Yogyakarta Special Territory from 2018 to 2019. The research data were collected and managed with the help of NVivo 12 Plus Software. The data were gathered from three English textbooks for Senior High School Students: *Bahasa Inggris X*, *Bahasa Inggris XI*, and *Bahasa Inggris XII*, all of which were specifically developed by the Indonesian Government to be used by all SMA (Senior High School) students all over Indonesia. To achieve reliability agreement level of data, the Kappa Statistics reliability test was used; the result of which was > 0.75 (excellent). The research result shows that the contents of the three textbooks selected for this research in terms of vocabulary-related materials are not consistent; not all textbooks and not all chapters presented the materials for the students to learn and improve their vocabulary. It is advisable that the English textbooks prepared for all SMA students in Indonesia develop materials or topics particularly the vocabulary consistently.

Keywords: textbook, linguistic competence, vocabulary development

INTRODUCTION

Textbooks that were developed for Senior High School (SMA) students for English subject in Indonesia were replaced along with the change of national curriculum for all levels of education. The implementation of 2013 Curriculum in Indonesia, for instance, caused the development of new English textbooks for each level of education including for SMA students. One of the goals of the above-mentioned curriculum in English learning-teaching is promoting the communicative competence with the hope that the students are able to communicate in English in their real life. Vocabulary as an integral component in linguistic competence to achieve communicative competence is then paramount. This implies that vocabulary needs to be consistently developed in the textbooks.

To achieve communicative competence needs English textbooks which are expected to provide good content including vocabulary as part of linguistic competence. Being competent in this case means that the students can use English in communicating with other people in the real social context (Celce-Murcia, 1995, p. 1; Richards & Schmidt, 2010: 99;

Strazny, 2005: 1083, and Richards & Rodgers, 2001). Therefore, English textbooks are expected to have provided the vocabulary and vocabulary exercises for the students to learn and practice during the learning-teaching process and after they have finished classes at school. It is hoped that their vocabulary mastery improves which in the end helps them improve their English communicative competence. On the basis of the interview with the SMA English teachers in the preliminary study in Yogyakarta Special Territory, it was found out that they needed more sources because the existing textbooks did not meet their needs and their students' needs. Therefore, it is necessary to investigate whether or not the weakness of the textbooks included the less-provided vocabulary-related materials. Some researchers have previously conducted some researches to evaluate the English textbooks for SMA students, but their studies did not specifically focus on analyzing the vocabulary.

To accommodate 2013 Curriculum, Indonesian government has provided the SMA students all around Indonesia with electronic English textbooks to be used at school. The textbooks are *Bahasa Inggris SMA/MA/SMK/MAK X* by Utami Widiati, Zuliati Rohmah, and Furaidah (2017), *Bahasa Inggris SMA/MA/SMK/MAK XI* by Mahrukh Bashir (2017), and *Bahasa Inggris SMA/MA/SMK/MAK XII* by Utami Widiati, Zuliati Rohmah, and Furaidah (2018). These books are supposed to have contained all components of textbook contents needed by both teachers and students. To reveal this problem and to uncover the textbooks content which according to the interview results in the preliminary part of this research could not meet the teachers need during the learning-teaching process, this research was crucial to be conducted to find out to what extent they have been well-written in terms of vocabulary-related content.

In connection with the above-mentioned problem and preliminary research result, this research aims at investigating and analyzing the content of the SMA English textbooks provided for all SMA students in Indonesia. The weaknesses and strengths of the above-mentioned textbooks resulted from the data analysis could be used by the writers of the textbooks as the basis for further revision. Besides, the result of this research benefited teachers, students, policy makers in the field of curriculum and textbooks development, and any English textbook writers. Textbooks contents then needed to be analyzed in order to reveal their strengths and weaknesses, particularly the provision of vocabulary-related material (Cunningsworth, 1995, p. 3; Bahar & Zaman, 2013, p. 70; Celce-Murcia, 2001).

Importance of Vocabulary

Vocabulary is one of the fundamental aspects in English communication. The importance of providing vocabulary-related materials which include lexical, phonological, morphological, and some other related aspects in the English textbooks is supported by the notions of several researchers. Madya (2013, pp. 64-65) categorizes the vocabulary-related content of the textbooks into structural activities. The objective is to equip the students with pronunciation and vocabulary including the vocabulary exercises and pronunciation drills (Madya, 2013, pp. 64-65; Littlewood, 1981; Littlewood, 2007). Masykur (2017, p. 29) also explains the significance of vocabulary in learning a new language. In Masykur's notion vocabulary is so important in learning a new language, because learners' new language learning process requires their new vocabulary acquisition, that vocabulary mastery is crucial.

Xiao et al. (2017) say that vocabulary becomes the foundation for any language. Communication cannot run well without good proficiency of vocabulary. People can communicate a little without grammar, but nothing can be communicated without vocabulary. In this context, if students do not have lexical knowledge that they get from a textbook or from other learning sources, they will find it difficult to communicate effectively

in English. This implies that vocabulary plays a vital role in communication because the students' good vocabulary mastery helps them be competent in English. The new vocabulary they need can be acquired from their textbooks as one of their learning-teaching sources.

The importance of vocabulary in communication is also seen by Olinghouse & Wilson (2013) who say that vocabulary facilitates the students in expressing their ideas orally or in writing. Without vocabulary such a process cannot be done. In line with this, Reed, Petscher, & Foorman (2016) argue that the vocabulary proficiency influences a student's reading ability: students' reading skill will improve if they master vocabulary well. The importance of vocabulary in improving students' reading skill is also stated by Fazio & Gallagher (2014) that there is a significant impact of vocabulary on comprehending a text. When the students' vocabulary mastery is good, they can understand a scientific text and vice versa.

In regard with the vocabulary-related content in this study, Celce-Murcia *et al.* (1995, 7) state that learners need to acquire linguistic competence which is seen as being able to understand the lexical, morphological, and phonological components of English. Littlewood (2011) also proposes a similar notion that *linguistic competence* comprises the knowledge of vocabulary. Celce-Murcia (1995) highlights *pragmatic knowledge* and *lexical knowledge*. Pragmatic knowledge makes the students be able to understand the meaning of words and their practical use contextually. *Lexical knowledge* enables the learners to understand word meaning. Closely connected with lexical knowledge are fixed and prefabricated expressions in the form of fixed phrases (Celce-Murcia, 2008). Vocabulary-related content also deals with collocation which is meant by Celce-Murcia (2008), Lea (2003), and McCarthy (2005) as a word or a phrase that is used with another word or phrase.

Referring to the ideas in connection with the importance of vocabulary above, it can be said that the provision of quality vocabulary-related materials determines the students' ability in English communication orally and in writing. This implies that to help SMA students be able to use English for both written and oral communication, they need to be provided with vocabulary-related materials in the textbooks they use at school. In the context of this research, English textbooks for SMA in Indonesia should have contained the materials for the students to improve their vocabulary mastery. Thus, the SMA students can master related vocabulary, prefabricated phrases and collocations, which finally enables them to contextually use the vocabulary in their daily English communication.

METHOD

This research is a qualitative content analysis which aims at elaborating inductively whether 2013 Curriculum-based SMA English textbooks in Indonesia have met the criteria of English textbooks especially in terms of the provision of material for students' vocabulary improvement. In regard with this research type, Bazeley and Jackson (2013) argue that NVivo is very effective in managing and analyzing the data of qualitative content analysis research. Therefore, for this research, *NVivo 12 Plus* is used for data management and analysis which includes the process of: (1) coding the data; (2) verifying and cleaning the data; (3) aggregating data, (4) querying the data; and (5) analyzing data (Bazeley, 2013).

It is necessary to highlight what content analysis and qualitative content analysis. Content analysis can be defined as a research method, a research technique, a set of systematic procedures for gathering, organizing, and analyzing information obtained from a text, which can be in the form of words or phrases, meanings, or other types of text content (Chelmsky, 1989, p. 6; Weber, 1990, p. 9; Krippendorff, 2004, p. 18; Rose *et al.*, 2015, p. 1; and Neuman, 2014, p. 371). In regard with qualitative content analysis, Drisko & Maschi (2016, pp. 82-

84), Zhang & Wildemuth (2005, pp. 1-2), and Mayring (2014, p. 39) argue that qualitative content analysis means a technique used to analyze the content of a variety of texts and aims at explaining the patterns, regularities, or content of the texts. Thus, this research used qualitative content analysis because this technique was appropriate in analyzing the content of SMA English textbooks in Indonesia.

The content or also termed as the unit of analysis that became the focus of analysis in this research was the vocabulary-related material contained in the selected textbooks. Zhang & Wildermuth (2005, pp. 3-5) define unit of analysis as the basic part of a text that is categorized and analyzed. Analysis unit needs to be differentiated from context unit. Chelimsky (1989, p. 10) considers context unit as “set limits on the part of written material that needs to be examined such as words”. Thus, context unit of this study is the SMA English textbooks and their entire contents or part of the textbooks.

This research then used the theories proposed by Chelimsky, Krippendorff, Neuman, and Mayring as stated above. The procedures of research were based on the ones proposed by Chelimsky (1989, p. 8), Neuman (2014, p. 377), and Neundorf (2002, pp. 49-50) who say that qualitative content analysis is conducted through some stages: identifying the research problem, determining the research type, preparing the initial data source, choosing the data source, determining the sampling, categorizing coding and developing the coding scheme, trying out the coding-scheme on data samples, coding the material, verifying and cleaning the data, and analyzing and interpreting the data.

The objects of this research are the vocabulary-related materials that had to be contained in the three selected SMA English textbooks as the data sources for this research. The above-mentioned English textbooks were the electronic English textbooks written on the basis of 2013 Curriculum for SMA students: *Bahasa Inggris SMA/MA/SMK/MAK X* by Utami Widiati, Zuliati Rohmah, and Furaidah (Ministry of Education and Culture of Indonesia, 2017), *Bahasa Inggris SMA/MA/SMK/MAK XI* by Mahrukh Bashir (Ministry of Education and Culture of Indonesia, 2017), and *Bahasa Inggris SMA/MA/SMK/MAK XII* by Utami Widiati, Zuliati Rohmah, and Furaidah (Ministry of Education and Culture of Indonesia, 2018). These electronic textbooks were provided both electronically and conventionally by the Indonesian National Education Department to be distributed and used by SMA students nationwide. These textbooks were selected for this research because they were developed and published by the Indonesian Ministry of Education to be used by SMA students in Indonesia compulsorily as stipulated in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 8 of 2016 concerning the Textbooks Used by Each Education Unit in Indonesia. These textbooks were distributed to all senior high schools in Indonesia for SMA students to use in their learning process.

Document analysis technique was used to collect the data. The documents as the data source were limited to the 2013 Curriculum-based English textbooks for SMA students in Indonesia as mentioned earlier. The main instrument to gather the research data was the researcher for a reason, as argued by Heigham & Croker (2009, p. 11), that it is beneficial for the researcher to be the research instrument because the researcher can respond to, anticipate, and adapt to the sources of data and the setting of the research. The other types of instruments of collecting the data that were used were direct-observation and *NVivo 12 Plus* which could be used to manage and analyze data and to write the final report.

The trustworthiness of this research which includes *credibility*, *confirmability*, *dependability*, and *transferability* was achieved by conducting *Kappa statistic test*, besides the other ways such as thick and rich data description and audit trail. Kappa statistic test was

used in *NVivo 12 Plus* to determine the reliability agreement level. For this purpose, the data coding result of two independent coders was tested with Kappa statistic test in *NVivo 12 Plus*. The two coders' agreement and disagreement of coding were compared by referring to the standard of *Kappa reliability test* taken from Fleiss, Levin & Paik (2003), namely:

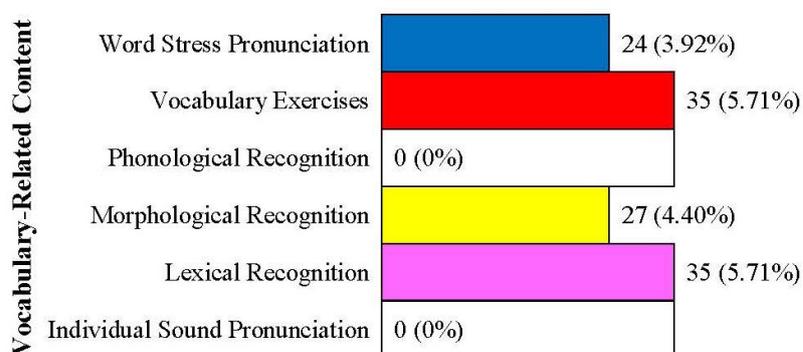
<i>Poor agreement</i>	= < 0.40
<i>Fair to good agreement</i>	= 0.40 – 0.75
<i>Excellent agreement</i>	= > 0.75

This research used *document analysis* technique to analyze data. For this purpose, the researcher used the *queries* program in *NVivo 12 Plus*. The data were analyzed by referring to the data that have been coded in the Nodes of *NVivo 12 Plus*. Coding process was done based on the data findings from the data sources. The *queries* in *NVivo 12 Plus* helped to explore the data and the coding results. The *queries* program also helped to compare categories during the coding process. This research also used *cross-case analysis technique* to analyze the data by comparing the vocabulary-related materials contained in each selected textbook.

RESULTS AND DISCUSSIONS

The materials that are categorized as the vocabulary-related content as part of the *linguistic competence* include morphological recognition, phonological recognition, individual sound pronunciation, word stress pronunciation, lexical recognition, and vocabulary exercises. The analysis result demonstrated that not all components that belong to the vocabulary-related materials are prepared in the SMA English textbooks. Graph 1 below demonstrates the vocabulary-related material provision.

Graph 1. Vocabulary-Related Content Coverage in Books X, XI, and XII



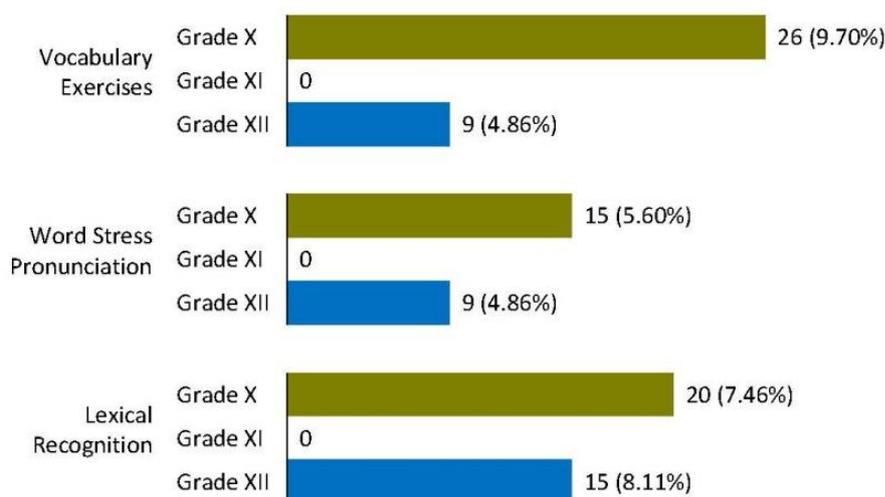
As seen from Graph 1 above, the vocabulary-related components in the three English textbooks cover imbalanced number or percentage of vocabulary-related content. The content for vocabulary exercises and lexical recognition provides 5.71% of the materials, while morphological recognition and word stress pronunciation are 4.40% and 3.92% respectively. The three books lack materials for the students to learn and practice the phonological recognition and individual sound pronunciation. This implies that the writers of the textbooks did not carefully consider the balance of material coverage for vocabulary-related materials.

The three SMA selected textbooks evaluated in this research should have contained the materials regarding with phonological recognition and individual sound pronunciation. In connection with the phonological recognition material, Lin, Cheng, & Wang (2018) suggest

that students need to be exposed to the phonological awareness in order for them to be able to understand the sound units of English in their daily communication. A similar notion related to phonological awareness is argued by Yeung, Siegel, & Chan (2013) that an English textbook needs to provide the material related to phonological awareness because such material enables the students to identify speech sound of English in their communication. It can also help the students to improve their spelling skills and pronunciation. Based on this notion, the three selected SMA textbooks are advisable to have contained the material related to phonological recognition and individual sound pronunciation. By learning the materials related to the phonological recognition, the students will understand the words they use in their speaking or writing because they can know how to divide the words into smaller units of sound (Luo, Koh, Deacon, & Chen, 2018).

Another finding of this research is, surprisingly enough, that not all of the three selected textbooks provided materials for vocabulary learning. Two textbooks provided or contained the materials connected with vocabulary, but one of the textbooks excluded this content. Grade X and Grade XII textbooks developed the lexical-related topics, but these points were not prepared in Grade XI Book. The findings related to materials for lexical-content of the three books are presented in Graph 2 below.

Graph 2. Vocabulary-Related Content in Grade X, XI, and XII Books

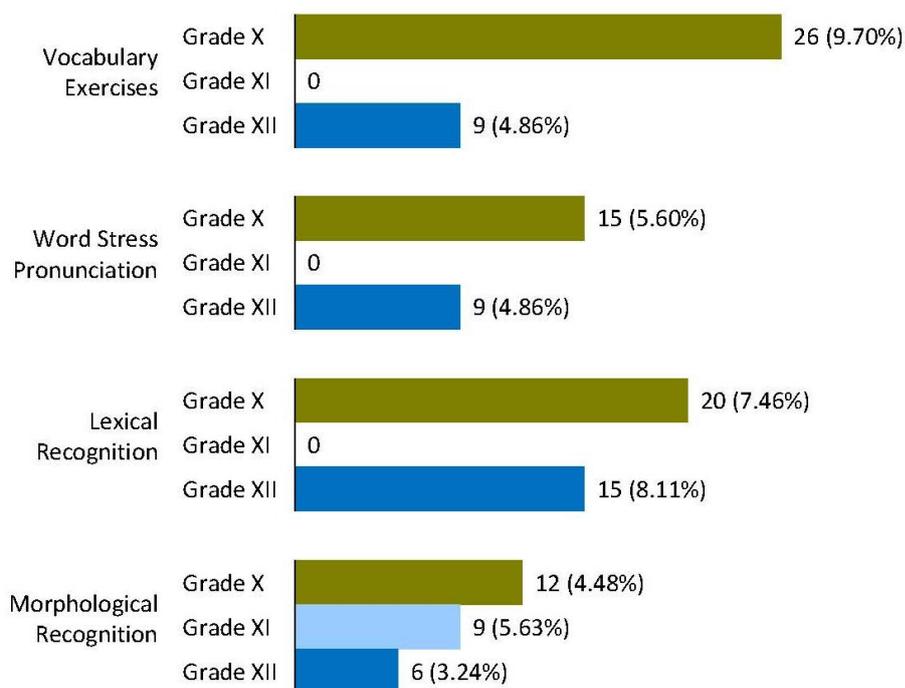


Two facts need to be highlighted from Graph 2 above: inconsistency and imbalance of material provision. Surprisingly enough, Grade X and Grade XII Books were written by the same writers. If seen from the writers, the two textbooks, Grade X and Grade XII Books, should have been developed with the same development template. This implies that the number of the materials in each chapter and their template should be the same. They should have determined from the beginning before they began writing their textbooks: what should be covered, how big is the percentage of each material in each chapter of the two textbooks. It seems that the writers did not consider this point before they wrote their textbooks. The impact was as seen in Graph 2 above. The lexical recognition materials should have been provided in all of the textbooks because it helps the students comprehend a text and communicate in English (Zhang, 2020).

The development and provision of the materials related to vocabulary and its connected components, tasks, or classroom activities differ from a textbook to another one. This

implies that certain topics were contained in the textbooks, but similar topics that had to be contained in other books were neglected. When the vocabulary-related materials were provided, the three SMA English textbooks contained imbalanced material provision. The difference of the research findings for the concerned topics just described above can be seen in the following Graph 3.

Graph 3. The Difference of Vocabulary Content in Grade X, XI, and XII Books



Graph 3 shows that the material coverage for vocabulary-related content demonstrates different number of materials. The findings as seen in Graph 3 present a big gap among the three textbooks. If Book X and Book XII are compared to Book XI, there was a big gap in terms of material development particularly in providing the related-content materials. As seen from Graph 3 above, Grade XI Textbook has no materials regarding with any component of vocabulary. Ideally, the three textbooks should have been developed with the same material development template. This means that the materials related to vocabulary should have the same portion in terms of number of materials and the same template for all contents from Book X to Book XII. The fact was that Book XI does not have any materials related to vocabulary development.

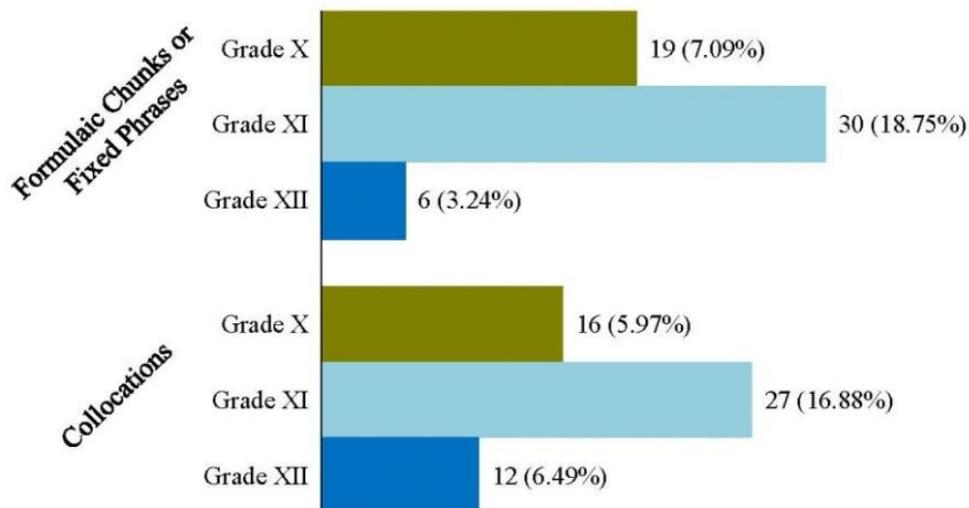
The morphological recognition materials were indeed presented in the three SMA English textbooks. However, the three books contain different portion of topic or content coverage. Presenting equal number of materials related to morphological recognition is vital because such materials help the students to understand the morphological structure or the morphemic structure of English words, which in the end enables the students to have good reading skill (H. Zhang & Koda, 2018; Fazio & Gallagher, 2014 ; and Lin, Cheng, & Wang, 2018).

Grade X Book and Grade XII Book indeed developed the materials for the students to improve their vocabulary mastery, but each textbook possesses different number or

percentage of the materials. The materials for vocabulary exercises, for instance, were developed more in Book X with the percentage of 9.70%, while Book XI only provided similar materials with the percentage of 4.86%. The same case happened to the materials for word stress pronunciation and lexical recognition. Book X provides 5.60% of the materials for word stress pronunciation, while Book XII only contained 4.86% for the same materials. The materials for lexical recognition were found more in Book X, namely 7.46%, while Book XII only covered 8.11%.

Other components still connected with vocabulary-related materials are chunks or phrases and collocations. The analysis result connected with this kind of materials are demonstrated in the following Graph 4.

Graph 4. Chunks and Collocations Coverage in Books X, XI, and XII



Graph 4 demonstrates imbalanced provision of materials related to fixed phrases and collocations. Unlike the other materials related to vocabulary, the materials for students to learn the formulaic chunks or fixed phrases and collocations are more provided in Grade XI Book than in Grade X and Grade XII Books. The Grade X one has more materials for this case than Book XII does. It is ideal if the portion of such materials are in balance for all the three selected textbooks. To achieve this, the writers should have had a kind of discussion before they began writing their books. The purpose is to make them have the same concept of producing the textbooks so that the template of the materials in their books is the same.

CONCLUSION

In reference to the findings that have been elaborated above some conclusions and suggestions are made. To a certain degree, some of the materials related to vocabulary development in the textbooks have been developed to promote students' mastery of vocabulary so that they can use English in their daily communication. However, the content of the textbooks for vocabulary-related materials was not developed coherently and consistently because (1) the presentation of the vocabulary-related materials in the textbooks is different from a book to another book and even one of the textbooks did not provide the abovementioned materials, (2) the textbooks did not consistently develop all aspects of materials for vocabulary development, (3) there is no equal number of vocabulary-related material provision from chapter to chapter, and (4) the different format of book content and

material provision reflects that the writers did not meet to have a discussion dealing with what they should develop in their textbooks.

On the basis of the analysis result and conclusions above, it is suggested that (1) the SMA English textbooks develop all aspects of vocabulary-connected content in order for the students to learn the vocabulary they need to improve their English communicative competence, (2) the textbooks are coherently and consistently developed by writing them in the same format from Book X to Book XII, and (3) develop the same content of materials for vocabulary development. In order to achieve this point, the writers are advised to have a kind of meeting for discussion so that they have the same perception and ideas about what to write and how to write their books. Teachers are also suggested that they look for related teaching materials from other sources such as from the Internet or from relevant English books to cover up the limited vocabulary-related content of the textbooks.

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