

DEVELOPING ENGLISH VOCABULARY LIST AT PELITA II PRIMARY SCHOOL BY USING RANGE

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Abstract

This community service project aims at introducing the use of Range in materials development to the English teachers at SD Pelita II. It, moreover, gave assistance to the teachers. Range is software which categorizes the vocabulary based on how frequent they are used in daily life. The teachers need to develop vocabulary lists from authentic materials and students' texts. The lists would be used for developing learning materials. To know this, vocabulary measurement should be done. Measuring vocabulary can be done easier by using Range. Having the data provided by this program gave consideration for the teachers what vocabulary should be included. The teachers were given tutorial on how to use Range. In this phase, they practiced with the help of the tutor. Then, they worked independently to build their own vocabulary lists and made conclusions about the texts being analyzed based on the information provided by Range. Finally, the teachers decided which vocabulary needs to get more attention on learning materials because they are necessary to be acquired by the students. In addition, the teachers also chose which authentic texts are more appropriate by considering students' level of fluency. To sum up, Range is helpful for developing materials especially vocabulary of the texts.

Keywords: *vocabulary, learning materials, Range*

Abstrak

Program pengabdian masyarakat ini bertujuan untuk memperkenalkan penggunaan program Range dalam pengembangan materi ajar kepada guru Bahasa Inggris di SD Pelita II. Program ini juga membimbing guru untuk dapat menggunakan Range. Range adalah perangkat lunak yang dapat mengategorikan kosakata berdasarkan seberapa sering kosakata tersebut digunakan dalam kehidupan sehari-hari. Untuk mengembangkan materi ajar, guru di SD Pelita II perlu mengembangkan daftar kosakata dari materi autentik dan teks buatan siswa. Untuk melakukan hal tersebut, pengukuran kosakata perlu dilakukan. Pengukuran kosakata dapat dilakukan dengan lebih mudah dengan menggunakan Range. Data yang dihasilkan dari program ini memberikan pertimbangan bagi guru mengenai kosakata yang perlu dimasukkan ke dalam materi ajar. Guru mengikuti tutorial mengenai penggunaan Range. Dalam tahap ini, guru berlatih dengan bantuan tutor. Selanjutnya, mereka bekerja secara independen untuk menciptakan daftar kosakata dan membuat kesimpulan tentang kosakata dalam teks yang diteliti berdasarkan informasi yang diberikan oleh Range. Guru memutuskan kosakata mana yang perlu untuk menjadi fokus pembelajaran karena penting bagi siswa untuk menguasai kosakata tersebut. Selain itu, guru juga memilih teks autentik mana yang lebih tepat untuk digunakan dalam pengembangan materi ajar dengan mempertimbangkan kemahiran siswa berbahasa Inggris. Range berguna untuk mengembangkan materi ajar khususnya kosakata dalam teks.

Kata kunci: kosakata, materi ajar, Range

Introduction

This project is an attempt to maximize the role of information and technology (IT) in the school context particularly English language learning. It shows how IT gives contribution in language instruction. It helps the English teachers to analyze texts. Therefore, they might make more accurate decisions.

It focuses on introducing software named Range at SD Pelita II. The school is a national plus primary school located in Macan Street No.23-29, Duri Kepa, Kebon. Jeruk, West Jakarta. School-based curriculum (*Kurikulum Tingkat Satuan Pendidikan*) is applied in this

school. For some subjects, i.e. English, mathematics, and science, the school gives enrichment based on Singapore curriculum. Mathematics and science are taught in Indonesian and English. The proportion of the use of English as a medium of instruction is 75 percent.

English subject itself is given to all students since they are in the first grade. The English subject includes conversation, reading, telling stories, chanting, singing, learning grammar and spelling, and writing. The teachers used materials from the textbooks. Audio materials are stored in CDs. The CD players are available

in all classes. There are no language laboratories.

The school has a project named silent reading. Monday to Thursday, the students get the opportunities for reading the passages in English for fifteen minutes each day. On Friday, the students are tested based on what they read. The other facility that supports students' English development is the library. There are some books written in English. Therefore, out of the English class, the students still have access to use and learn English.

As a national plus school, this school tried to provide plus points in many aspects of the school to increase the quality of learning including learning materials. The school used ready-made learning materials such as textbooks, CDs, and cassettes from well known publishers. Those materials were created for teaching and learning purposes. The teachers found that those materials did not fulfill all students' needs. The school would provide more appropriate materials for their students by developing materials. The English teachers would be responsible for this task. The teachers themselves hardly developed their own materials.

Learning material plays a pivotal role in the instructional process. Tomlinson (2011, p.2) gave explanation about material in learning English as "*anything which is used by teachers or learners to facilitate the learning of a language.*" Based on the definition, text is one of the elements of the materials. To have texts which are relevant to students' needs and mastery levels, vocabulary of the texts need to be considered.

In developing materials, the texts can be obtained from real life texts. It means the texts are not intentionally created for learning and teaching activities in the class. Using such type of texts gives benefits for the students to get exposure to the real use of language. Therefore, the students are equipped for communication in the real life.

However, some language aspects of the texts, for instance, vocabulary, can be too hard for the students. It can be an obstacle for learning. Such kind of materials might demotivate the students. Therefore, selecting materials whose vocabulary is not too high from students' proficiency level is necessary.

In the case of vocabulary of the texts, vocabulary measurement needs to be conducted in the initial step of the materials development. Vocabulary measurement means measuring how big the vocabulary of the texts. It is important to measure the vocabulary in the texts used in learning (Kurnia, 2004). In this project, it involves measuring the vocabulary that the students possessed. The vocabulary was produced by the students in their writings. It also measures the vocabulary that occurs in the textbooks that the school used. Last, it measured the vocabulary of the texts that would be used in developing learning materials. In this case, the texts are authentic materials to be adapted in materials development. Measuring vocabulary in those different resources is essential in learning because it can give insight what should be included in the learning materials. If the materials need to be adapted, the teachers get information what part of the texts should be adapted to make it possible for the students to learn it. The result of analysis can be consideration for the teachers to develop syllabus and materials (Flowerdew, 2009).

Range can be applied to measure vocabulary. It is software developed by Paul Nation. It is available on the website of the University of Wellington and can be downloaded freely. Using the program provides richer information about the texts (Nation, 2001). Range gives information about the frequency of the words and the categorization of the words. The words are categorized into three categories namely bsewords 1, 2, and 3. Bseword 1 consists of the first 1,000 words in English. Therefore, the words are the most common words. Bseword 2 consists of the next 1,000 words in English. The words in this category is less common than the words in bseword 1. Bseword 3 covers significant academic words in English. If the words do not appear in bsewords 1-3, the category of "not in the list" will appear (Nation, 2002).

Before processing the texts through Range, the teachers need to compile the texts. This compilation was saved electronically. It was called as a corpus (Conrad, 2005). The teachers may build several types of corpora. Each corpus has different types of the texts. In this project, there are three corpora. The first one is a corpus that was built by the texts

created by the students. The texts in another corpus was taken from the texts in the textbooks. The other corpus was created by the texts taken from real life materials such as story books. Range can be applied to describe vocabulary in one corpus or in several corpora at one time.

Based on the analysis of situation, the problems that the teachers had are as follows:

1. Using technology to develop instructional materials

Nowadays, there are several computer programs available on the internet that can be used freely to analyze the texts. The results of the analysis give contribution to syllabuses and materials development.

2. Adapting texts for materials development

The school used to use the textbooks. Some materials in the textbooks might not be relevant to students' needs. Therefore, it is necessary to develop materials that suit to students' needs. Texts to be used in developing materials can be taken from different sources. The vocabulary in the texts should be adapted to make it more appropriate for the students. The first step to do this is measuring the vocabulary in the texts. The texts are those that appear in the textbooks and students' writing. Although it is important, the teachers never did it because they did not know the ways to do it. It can be done easier by applying a computer program such as Range. Using computer program saves time and reduces the mistakes.

Based on the discussion above, it can be seen that there is a need for the teachers to learn how to use Range to analyze vocabulary of the texts. It helps the process of materials development. Range gives information related to the vocabulary of the texts. The information is used by the teachers to make decisions about the vocabulary that should be included in the texts.

At the end of the projects, the teachers know the frequency of the words and the bsewords of the words in the texts. Furthermore, the teachers decided what words should be included in the materials based on the analysis of texts. The product of this project is a vocabulary list based on the result of analysis. The list will be used for developing materials.

Methods

The first visit to the school was in the second week of January 2017. Identifying school's situation by conducting interview with the principal was done. After that, the project was designed and introduced to the principal. The next step is giving tutorial to five English teachers. The tutorials on using Range and developing vocabulary list were conducted from the third week of January to the third week of February at Pelita II primary school. The teachers have English language as their educational background. During the program, there are various activities that require the teachers to participate. In the beginning of the program, the teachers watched presentation to know basic information about vocabulary in language learning and Range. They also saw demonstration of how to use Range and how to analyze information provided by Range to make decisions related to learning materials. The teachers had laptops with Range on them over the course of the tutorial. Range was downloaded freely from <http://www.victoria.ac.nz/lals/resources/range>. Then, the teachers practiced how to run Range.

The tutor guided and gave feedback. The teacher got independent learning opportunities in which they prepared and investigated their own texts. The texts are those that would be used for developing materials namely students' texts, texts from the textbooks, and authentic texts. They created the vocabulary list by running the texts into Range. Then, they also gave a simple analysis of the vocabulary list. Each of them presented their works and the others gave responses. The first text that the teachers studied is students' texts. Then, it was continued with the analysis of the texts in the textbooks. In the last stage, the teachers contrasted all aspects related to the vocabulary from those two types of texts such as frequency and bsewords. Doing this gives information about the level of students' vocabulary and the texts to be adapted. The materials must consist of vocabulary that is not yet produced by the students. However, they must not too hard for the students. As the teachers are the decision makers, they decide what should be given.

In analyzing the authentic texts, it is possible for the teachers to get two sources for one topic of the lesson. For example, the topic is

animal. The teachers got the texts about animals from two different websites. They might run the texts separately. Range will give information about vocabulary of the texts. Based on the result of analysis, the level of difficulty of the words in the texts was shown. It gave consideration for the teachers to know which text suits to the students.

Findings and Discussion

The tutorial was conducted in the school. It was attended by five teachers. In the first meeting the following topics were discussed.

1. Vocabulary in the English language learning
 - a. the role of vocabulary
 - b. the acquisition of vocabulary by primary school students
 - c. vocabulary in learning materials
 - d. vocabulary measurement
2. English vocabulary of the students at SD Pelita II
 - a. students' level of fluency in English
 - b. the way the students learn vocabulary
3. Range
 - a. functions
 - b. bseword
 - c. word frequency
 - d. how to operate Range
 - e. interpret the results of the analysis

When discussing the topic of English vocabulary of the students at SD Pelita II, each teacher was given the opportunity to tell what they observed about students' vocabulary. They also shared the way the students learnt vocabulary in the English class and what obstacles they faced.

Demonstration on how to operate Range was given to the teachers. They, then, had simulation on how to use the program. In the first simulation, the teachers used the texts that had been prepared for this purpose. In the next simulation, they selected their own texts. The texts must be saved into notepad or in the txt file. After the teachers did not have any obstacles to run the program, the teachers learnt to analyze the information provided by Range. First, they observed the frequency of the texts. The teachers could make conclusion that high frequency words usually are function words. They also analyzed the words that belong to each bseword (bsewords 1, 2, and 3). They also

gave reasons why some words belong to the category of not in the list. Up to this stage, the teachers only focused on running and interpreting one text at one time. In the next stage, the teachers ran two texts at the same time. In the process of interpreting the result of analysis, the teacher contrasted two texts. Based on the information on each bseword, they observed and contrasted the frequency of the words. They scrutinized the words which are not in the list. Then, they mentioned which text had more difficult words. Overall, the teachers had positive attitude towards Range and were willing to use it.

In the following stage, the teachers did independent works. They analyzed three types of the texts. The first type is the texts produced by the students. Then, it was followed by running and observing the texts in the textbooks. The last is the study of the authentic texts. The authentic texts would be used for adapting materials in the process of materials development.

The first type of the texts that were analyzed are those that were produced by the students. The teachers run the texts and the result is as follows:

Figure 1

Information about the texts produced by the students

| WORD LIST | TOKENS/% |
|------------------|------------|
| one | 3280/81.37 |
| two | 337/ 8.36 |
| three | 10/ 0.25 |
| not in the lists | 404/10.02 |
| Total | 4031 |

There are 81.37 percent belong to bseword 1. Those words belong to the category of the first 1,000 words in English. Pronouns such as *she* and *his* were found. Some verbs such as *have*, *had*, and *put* were seen in this category. Prepositions such as *with* and *of* also appeared. Some conjunctions such as *and* and *but* occur. And, articles such as *a* and *the* are in the top positions in this bseword. In the picture below, some words in this category can be seen. The word with the highest frequency in this category is *the*. Its frequency is 258

Figure 2

Some words produced by the students in the bseword 1

| Types Found In Base List One | | |
|------------------------------|-------|------|
| TYPE | RANGE | FREQ |
| THE | 1 | 258 |
| HE | 1 | 118 |
| SHE | 1 | 113 |
| A | 1 | 103 |
| AND | 1 | 103 |
| TO | 1 | 99 |
| HIS | 1 | 74 |
| IT | 1 | 71 |
| WAS | 1 | 70 |
| I | 1 | 63 |
| OF | 1 | 55 |
| SAID | 1 | 51 |
| ON | 1 | 47 |
| FOR | 1 | 38 |
| HER | 1 | 38 |
| YOU | 1 | 37 |

Around eight percent are in bseword 2. The words in this category are the words after the first 1,000 words in English such as nouns (*chicken*) and adjectives (*brown*). The word with the highest frequency has 19 occurrences. Some words can be seen in the figure below.

Figure 3

Some words produced by the students in the bseword 2

| Types Found In Base List Two | | |
|------------------------------|-------|------|
| TYPE | RANGE | FREQ |
| BROWN | 1 | 19 |
| CLERK | 1 | 11 |
| PLATE | 1 | 10 |
| BABY | 1 | 9 |
| BITES | 1 | 9 |
| CHICKENS | 1 | 9 |
| GRASS | 1 | 8 |
| YARD | 1 | 8 |
| HOLIDAY | 1 | 7 |
| TICKET | 1 | 7 |
| COWS | 1 | 6 |
| RAKE | 1 | 6 |
| CUP | 1 | 5 |
| HAT | 1 | 5 |
| NOSE | 1 | 5 |
| TEA | 1 | 5 |

Figure 4

Words produced by the students in the bseword 3

| Types Found In Base List Three | | |
|--------------------------------|-------|------|
| TYPE | RANGE | FREQ |
| CHANNELS | 1 | 6 |
| CHANNEL | 1 | 4 |

While the words that belong to not in the lists are words whose frequency does not belong to the bsewords 1-3. Some of them are names of persons such as *Jack* and *Joe*. Some are nouns such as *bike* and *trash*. Some are adjectives such as *tiny*.

Figure 5

Some words produced by the students which are not found in the bsewords 1-3

The teachers also analyzed the texts

| Types Not Found In Any List | | |
|-----------------------------|-------|------|
| TYPE | RANGE | FREQ |
| SNOWMAN | 1 | 24 |
| JACK | 1 | 23 |
| MARTY | 1 | 21 |
| NAOKO | 1 | 17 |
| BIKE | 1 | 16 |
| CARROT | 1 | 14 |
| DAISY | 1 | 9 |
| LEVI | 1 | 8 |
| CONCRETE | 1 | 7 |
| STRAUSS | 1 | 7 |
| HEADACHE | 1 | 6 |
| HEADACHES | 1 | 6 |
| PANTS | 1 | 6 |
| TIM | 1 | 6 |
| BAGEL | 1 | 5 |
| JOE | 1 | 5 |

produced in the textbooks. The teachers prepared the texts from the textbook to be run into Range. The following information gives an overview of the texts.

Figure 6

Information about the texts in the textbooks

| WORD LIST | TOKENS/% |
|------------------|------------|
| one | 3551/78.32 |
| two | 351/ 7.74 |
| three | 13/ 0.29 |
| not in the lists | 619/13.65 |
| Total | 4534 |

There are 78.32 percent words that belong to the bseword 1. The word which has the highest frequency in this category is an article *the*. The frequency is 181. Like the texts produced by the students, the highest position in this category are function words such as article (*a*, *the*), pronouns (*they*, *she*), conjunctions (*but*), and prepositions (*by* and *of*). Some words in this category can be seen in the following figure.

Figure. 7

Some textbook words in the bseword 1

| Types Found In Base List One | | |
|------------------------------|-------|------|
| TYPE | RANGE | FREQ |
| THE | 1 | 181 |
| AND | 1 | 142 |
| A | 1 | 135 |
| I | 1 | 128 |
| TO | 1 | 115 |
| ARE | 1 | 71 |
| THEY | 1 | 70 |
| MY | 1 | 66 |
| IS | 1 | 65 |
| HE | 1 | 58 |
| WAS | 1 | 56 |
| BY | 1 | 55 |
| SHE | 1 | 49 |
| IT | 1 | 48 |
| IN | 1 | 46 |
| OF | 1 | 42 |
| HAVE | 1 | 41 |

It was found that there are 7.74 percent that belong to bseword 2. The words can be nouns such as *cat* and *cage*. They also might be adjectives such as *grey* and *nice*. There are some verbs such as *jump*. Prepositions can be found in this category such as *inside*.

Figure 8
Some textbook words in the bseword 2

| Types Found In Base List Two | | |
|------------------------------|-------|------|
| TYPE | RANGE | FREQ |
| CAT | 1 | 37 |
| CATS | 1 | 17 |
| PET | 1 | 9 |
| LOT | 1 | 8 |
| FAT | 1 | 7 |
| GREY | 1 | 5 |
| JUMP | 1 | 5 |
| PIG | 1 | 5 |
| BABY | 1 | 4 |
| BLIND | 1 | 4 |
| BROWN | 1 | 4 |
| CAGE | 1 | 4 |
| CREATURES | 1 | 4 |
| INSIDE | 1 | 4 |
| MOUSE | 1 | 4 |
| NICE | 1 | 4 |

It shows that there are 0.29 percent that belong to bseword 3. It can be seen that some verbs exist such as *abandoned*, *convince*, and *created*. Some nouns exist such as *challenge* and *energy*.

Figure 9
Some textbook words in the bseword 3

| Types Found In Base List Three | | |
|--------------------------------|-------|------|
| TYPE | RANGE | FREQ |
| APPRECIATE | 1 | 2 |
| ATTITUDES | 1 | 2 |
| ABANDONED | 1 | 1 |
| BOND | 1 | 1 |
| CHALLENGE | 1 | 1 |
| CONVINCE | 1 | 1 |
| CREATED | 1 | 1 |
| ENERGY | 1 | 1 |
| POSES | 1 | 1 |
| SIMILAR | 1 | 1 |
| SUBSTITUTE | 1 | 1 |

There are 13.65 percent that do not occur in the bsewords 1-3. Some of them are nouns. Those nouns are animals such as *whales*, *hamster*, *kitten*. Those words occur because the topics of the texts are animals.

Figure 10
Some words in the students' texts which are not found in the bsewords 1-3

| Types Not Found In Any List | | |
|-----------------------------|-------|------|
| TYPE | RANGE | FREQ |
| A | 1 | 31 |
| USA | 1 | 24 |
| WHALES | 1 | 17 |
| HAMSTER | 1 | 10 |
| ZOO | 1 | 10 |
| CUTE | 1 | 9 |
| DRAGON | 1 | 9 |
| LEO | 1 | 9 |
| JACK | 1 | 8 |
| KITTEN | 1 | 8 |

After the teachers got two vocabulary lists, they observed what words occur in the textbooks but do not exist in the texts produced by the students. Then, they considers other factors such as relatedness to the topics that would be covered in the new materials and the frequency of the words. They decided the following lists to be included in the materials that would be developed.

Table 1
Words that would be used for developing materials

| Table 1. Words that would be used for developing materials | | | | | | | |
|--|------------|----|--------------|----|---------|----|------------|
| 1 | blind | 11 | accidentally | 21 | praise | 31 | throat |
| 2 | cage | 12 | Arrest | 22 | prefer | 32 | tightly |
| 3 | creature | 13 | Balance | 23 | remind | 33 | upset |
| 4 | drawer | 14 | Bit | 24 | roar | 34 | appreciate |
| 5 | fur | 15 | Cup | 25 | rush | 35 | attitude |
| 6 | asleep | 16 | encourage | 26 | sadness | 36 | challenge |
| 7 | rub | 17 | especially | 27 | seed | 37 | clown |
| 8 | swing | 18 | extremely | 28 | sudden | 38 | kitten |
| 9 | wheel | 19 | Paw | 29 | supper | 39 | tease |
| 10 | absolutely | 20 | Perform | 30 | swallow | 40 | teenager |

Then, the teachers analyzed authentic materials to be adapted into new materials. The authentic materials are in the form of short stories for kids entitled Goldilocks and the three bears and Jack and the beanstalk. In each title, the teachers had

two texts. They needed to choose which text has more appropriate vocabulary for their students. The following is the information in detail about words in the texts of Goldilocks and the three bears 1 and 2.

Figure 11
A comparison of bsewords in the texts Goldilocks 1 and 2

| WORD LIST | Text 1 | Text 2 |
|------------------|----------|----------|
| | TOKENS/% | TOKENS/% |
| one | 525/86.8 | 541/84.3 |
| two | 38/ 6.3 | 58/ 9.0 |
| three | 0/ 0.0 | 0/ 0.0 |
| not in the lists | 42/ 6.9 | 43/ 6.7 |
| Total | 605 | 642 |

In this stage, the teachers run two types of texts at the same time and compared them. Around 80 percent of the words in each text belong to bseword 1. However, the percentage of the words that belong to bseword 1 in text 1 is higher than in text 2. In the bseword 2, the text 2 has higher percentage of words than the text 1.

Both texts did not have any words to be categorized into bseword 3. The percentage of the words that are not found in bsewords 1-3 is not really different. The teachers observed the words that do not occur in the bsewords 1-3 as can be seen in the following figure.

Figure 12
Words in the texts of Goldilocks 1 and 2 which are not found in the bsewords 1-3

| Types Not Found In Any List | | | | |
|-----------------------------|-------|------|----|----|
| TYPE | RANGE | FREQ | F1 | F2 |
| PORRIDGE | 2 | 18 | 6 | 12 |
| MIDDLE-SIZED | 2 | 17 | 10 | 7 |
| GOLDILOCKS | 1 | 6 | 0 | 6 |
| SILVER-HAIR | 1 | 6 | 6 | 0 |
| TINY | 1 | 4 | 0 | 4 |
| GROWLED | 1 | 3 | 3 | 0 |
| GROWLY | 1 | 3 | 0 | 3 |
| PIPED | 1 | 3 | 3 | 0 |
| SQUEAKY | 1 | 3 | 0 | 3 |
| TUMBLING | 1 | 3 | 3 | 0 |
| CHAMBER | 1 | 2 | 2 | 0 |
| PARLOUR | 1 | 2 | 2 | 0 |
| SNUG | 1 | 2 | 2 | 0 |
| AJAR | 1 | 1 | 1 | 0 |
| BEDCLOTHES | 1 | 1 | 0 | 1 |
| BUTTERFLIES | 1 | 1 | 1 | 0 |
| CHASE | 1 | 1 | 1 | 0 |
| COSY | 1 | 1 | 0 | 1 |
| DELICIOUS | 1 | 1 | 0 | 1 |
| FAR-OFF | 1 | 1 | 1 | 0 |
| NAS | 1 | 1 | 0 | 1 |
| ROMP | 1 | 1 | 1 | 0 |
| SQUEAKED | 1 | 1 | 0 | 1 |
| THEREWAS | 1 | 1 | 0 | 1 |
| TINE | 1 | 1 | 0 | 1 |
| UNTIDY | 1 | 1 | 0 | 1 |

Based on the percentage of the words in each bseword and the words which are not found in the bsewords 1-3, the teachers preferred to use text 1. The text has more words in bseword 1 than the text 2. It shows that the words in the text 1 are more frequently used in the real life.

The teachers also opted some words that would be emphasized in materials by presenting the words in detail such as using pictures or giving exercises in order to make the students acquire the words. Those words can be seen in the following table.

Table 2
The words to be emphasized in new learning materials (the text Goldilocks 1)

| | | | |
|---|---------|----|--------------|
| 1 | Asleep | 6 | jar |
| 2 | chamber | 7 | porridge |
| 3 | Chase | 8 | middle-sized |
| 4 | Fright | 9 | tasted |
| 5 | Growl | 10 | upset |

The other texts that were analyzed are Jack and the beanstalk. Two texts that tell about this story were analyzed by the teachers. The teachers

gave special attention to the words that are not found in the bsewords 1-3. The words can be seen in the following figure.

Figure 13
Words in the texts of Jack and the beanstalk 1 and 2 which are not found in the bsewords 1-3

| Types Not Found In Any List | | | | |
|-----------------------------|-------|------|----|----|
| TYPE | RANGE | FREQ | F1 | F2 |
| JACK | 2 | 91 | 43 | 48 |
| OGRE | 2 | 34 | 5 | 29 |
| GIANT | 2 | 23 | 22 | 1 |
| BEANSTALK | 1 | 16 | 0 | 16 |
| HEN | 2 | 14 | 8 | 6 |
| HARP | 2 | 13 | 6 | 7 |
| BEAN-STALK | 1 | 12 | 12 | 0 |
| THUMP | 1 | 8 | 0 | 8 |
| MILKY-WHITE | 1 | 7 | 0 | 7 |
| OVEN | 1 | 7 | 0 | 7 |
| ENGLISHMAN | 2 | 5 | 3 | 2 |
| FAIRY | 1 | 5 | 5 | 0 |
| BROILED | 1 | 4 | 0 | 4 |
| FEE-FI-FO-FUM | 1 | 4 | 0 | 4 |
| SNORE | 2 | 4 | 1 | 3 |
| BUTCHER | 1 | 3 | 3 | 0 |
| FA | 1 | 3 | 3 | 0 |
| FIE | 1 | 3 | 3 | 0 |
| FO | 1 | 3 | 3 | 0 |
| FUM | 1 | 3 | 3 | 0 |
| GIANTESS | 1 | 3 | 3 | 0 |
| OGRESS | 1 | 3 | 3 | 0 |
| AH | 1 | 2 | 0 | 2 |
| BY-AND-BY | 1 | 2 | 2 | 0 |
| CHOP | 1 | 2 | 0 | 2 |
| DOORSTEP | 1 | 2 | 0 | 2 |

Jack and Ogre have high frequency in the both texts because they are the names of the characters in the story. The teachers consider words in the text 1 are more difficult as shown by the words *snore*, *fum*, and *butcher*.

Therefore, text 2 was chosen to be adapted for developing materials. Some words were selected to be emphasized on the lesson as can be seen in the table below.

Table 3
The words to be emphasized in new learning materials (taken from the text Jack and the beanstalk 2)

| | | | |
|---|---------|----|-----------|
| 1 | Bush | 8 | beanstalk |
| 2 | Crept | 9 | broil |
| 3 | curious | 10 | ladder |
| 4 | Hunter | 11 | needle |
| 5 | Smell | 12 | precious |
| 6 | Yard | 13 | sworn |
| 7 | Couple | 14 | tremble |

At the end, the teachers gave their opinions about the use of Range in materials development. In their opinions, it is helpful to give information about vocabulary in the texts. As language teachers, they also become more aware about all elements of words such as word class and frequency. Developing vocabulary list makes the teachers themselves aware about what words they use in learning materials.

Those words would be language input for the students. Therefore, it is crucial to consider all aspects related on the application of learning materials in the class. They can anticipate which words that the students are not familiar with or have not been acquired by the students. Knowing this makes them prepare

more strategies for the students to acquire the words. The strategies can be using pictures or real objects and giving definitions. One thing that the teacher found difficult is compiling all the texts before running it into Range. It took times.

Conclusion

The use of Range gives valuable contribution to materials development especially vocabulary in the materials. It gives information to the teachers what words commonly used in daily life. Such information gives more consideration to the teachers in selecting the texts for learning materials. The teachers also consider students' needs and level

of fluency to decide which words become the focus of the lessons. It can be seen that the use of technology supports materials development which results in more relevant materials for the students.

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