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## THE USE OF FREEZE FRAMING TECHNIQUE FOR TEACHING ENGLISH TO YOUNG LEARNERS AT TOWN FOR KIDS PRESCHOOL JAMBI

Oleh

Pretty Elisa Ayu Ningsih

Program Studi Pendidikan Bahasa Inggris, STKIP Muhammadiyah Sungai Penuh

Email: [prettyelisaayuningsih@gmail.com](mailto:prettyelisaayuningsih@gmail.com)

### Abstract

This research attempted to describe how the teacher used freeze framing technique engaged the students during the teaching and learning process. It also attempted to describe how the students responded toward the use of this technique. The participants of this research were Kindergarten 1 Pink students. Observation checklists, field note, video recorder and interview protocol were used as the instruments. This research was done as a classroom action research consisted of three cycles. Each cycles conducted in three meetings. In each meeting the researcher implemented the technique while she used video as the media. First, the researcher froze the video and then she asked several questions to the students. The questions were related to the video. She let the students answered freely without judging their answers. After that, she played the video again and let them watched the video to know whether their answers were correct or not. The result of this research showed that the students were engaged actively during the discussion. They were able to answer the teacher's questions as well as share their ideas. Consequently, Freeze Framing Technique improved the teaching and learning process. The students became more active and involved during the classroom discussion. In conclusion, Freeze Framing Technique was helpful for the teacher in teaching English to young learners.

**Keywords:** Freeze Framing Technique, Young Learner & Students' engagement

### INTRODUCTION

Teaching young learners is quite challenging. It is not easy to teach young learners. As a teacher of young learners, the teachers need to be creative. According to Harmer (2007) in teaching young learners the teachers need to use an interesting media in teaching, a media that could grab the students' attention during the teaching and learning process and the media that could make the students interested in the topic to be discussed.

In town for kids' preschool Jambi curriculum the teachers were asked to integrate ICT during their teaching and learning process. Most of the teachers in this school used video as their media to teach the students. It used most of the time to teach LEA. The teachers believed that video can help them to make the student more focus, and also helped them to explain the lesson. However, based on the researcher observation, the teachers in this school just

letting the students to watch the video until it finished while sitting down on the carpet. It made the students became passive in the classroom. It also made the students bored to watch the video. They only interested to watch it for a few minutes. They tended to talk and played instead of watching the video.

Furthermore, the researcher found that using videos without implementing any viewing techniques could not really help the students in the learning process. The students were still not able to absorb the lesson they learn. It was proven in their assessment, report book and portfolio. In addition, it was also not helping the teachers to make the students engaged in the classroom discussion. The students would be quiet if the teacher asked them to share their ideas or questions. In other word, the use of video in this school was not yet helping the teacher to make the students participated in the discussions.

In order to avoid those problems mentions above the teacher could use a video viewing technique that might help them during the teaching and learning process. Instead of letting the students watching the video until it finished the teacher could use freeze framing technique. The teacher could freeze the video and asked the students some questions to predict what would happen next or ask the students opinion about the scene. Since young learners especially Kindergarten 1 Pink class students had very short attention and concentration span, it might help the teachers to make them paid more attention to the teachers' explanation. Further, this technique might also help the teachers to make the students talked more in the classroom. So, the teacher could minimize the students' passivity in the classroom. If the students were no longer passive in the classroom it might affect both of their comprehension and understanding about the subject they learnt as well as their willingness to use English to communicate with others.

## **REVIEW OF RELATED LITERATURE**

### **1. Young Learners and Their Characteristics**

Young learners refer to any student who has not yet reached their majority. It includes the whole range of ages and developmental stages of children from infants, young children and older children. It also explains the enormous physical, emotional, psychological, social and cognitive differences. According to McKay (2006) young learners are children age five to twelve years old. Moreover, McKay (2006) states that young language learners are children who learn a language before or during their six years of formal schooling. In relation to the educational systems young learners refer to preschool, kindergarten, primary school, and middle school students. Students with different age will have different need, interest, competence and cognitive skills (Lightbown and Spada in Cameron (2001)). Furthermore, Harmer (2007) describes that the students' age

is a major factor for the teacher to decide what to teach and how to teach them.

In addition, McKay (2006) explains the characteristics of young learner age 5 to 6 years old are the young learner attention span is short. They can only have full attention for about 10 to 15 minutes. They are easily distracted by others. They are gaining understanding from direct experience, through objects and visual aids. Meanwhile, Scoot and Ytreberg divide the young learners into two groups, those are, the five to seven years old and the eight to ten years old. They mention the characteristics of five and seven years old are, they can talk about what they are doing, they can tell you about what they have done or heard, they can plan activities, they can argue for something and tell you why they think and what they think, they can use logical reasoning, they are very logical, they have a very short attention and concentration span, they love to play, they learn more when they enjoy themselves, and they are enthusiastic and positive about learning

As language learners Cameron (2001) describe young learners have some characteristics such as they are more enthusiastic and lively as learners than adult learners, they want to please the teachers and they love to be involved in an activity even though they do not know what and how to do it. Further she states that young learners are less embarrassed to talk in foreign language. It helps them to acquire the language faster than adult learners do. However, Cameron states that young learners are usually easy to get bored and lose interest. It will be hard for the teacher to motivate them in learning and to do task that they think too difficult for them.

### **Teaching English to young learners**

Teaching English to young learners has been increasingly established at the primary even preschool levels. Sukarno (2008) states that teaching and learning of English in preschool provides the students English language competencies in the golden age. Further he explains golden age is the age that children can learn anything easily. Age has

often been considered as a major, determining success in learning a second or foreign language. Similarly, Harmer (2007) describes young learners learn faster and more effectively than any other age group. Like Sukarno and Harmer, Cameron (2001) also explains about the golden age of children, but Cameron named it the critical period hypothesis. It is the idea that young children can learn second or foreign language more effectively than adults. It means that young learners can acquire the language easier. They are generally considered to be capable of acquiring a new language easily and with little effort.

Teachers have to consider their students' characteristics and need in teaching the language (Cameron, 2001). The mood of young children tends to change every other minute, and they find it extremely difficult to sit still. Because they are easy to get bored Brumfit et al (2003) suggest the teachers to let the students move from one activity to another activity during the lesson every 10-15 minutes.

In order to be effective in teaching English, the teacher has to be smart in selecting interesting materials, activities, media and must provide a great variety of them. According to Brumfit et al (2003) since young learner love repetition and are very active, teaching them by using some expressive and purposeful media and activities can catch their attention and increase their motivation. Young learners are both curious and willing to learn new things, and learn faster than adult learners. Since fun is the key aspect to attract young learners' attention, in teaching English the teacher should be supported by songs, videos, realia, games, cartoons, ICT etc.

Using these kinds of media in language teaching can be very helpful for very young learners. Therefore, teachers should be patient while teaching English to young learners. Also, when new items are thought to very young learners, enjoyable and practical methods, media and activities should be used. Sukarno (2008) describes that in teaching English to young learners the teachers have to consider children have short attention spans. It means the

teachers need to make lessons become interesting, lively, and fun. Moreover Sukarno (2008) states the media and activities should be designed to capture children's interest and curiosity. In similar way Cameron (2001) also explains that the activities, media and materials that the teachers provide for teaching young learners have to meet the students' need rather than the teachers' interest. If the teachers consider these factors in teaching especially English to young learners, it will help the students to acquire the language. As well as helping the teachers to get the students attention and motivate the learners.

### **Freeze Framing Technique**

The use of video in teaching English has been proven to be useful. There are a lot of advantages in using video for teaching and learning process. According to Harmer (2007) there are many good reasons in using video as teaching media in the classroom. First, the students can see language in use. It means, videos give the students opportunity to know the native speakers way in using English. Second, videos make the students relax during learning. It can catch the students' attention easily.

In teaching by using video there are some techniques that the teacher could use in implementing this technique. Harmer (2007) and Jenkins & Johnson (2010) mention 12 techniques that can be used by the teachers in the classroom when they use video as their media in teaching. Freeze Framing Technique is one of the techniques that the teacher can use in teaching by using videos. Freeze framing means stopping the picture on the screen by pressing the still or pause button (Cakir (2006), Harmer (2007), Jenkins & Johnson (2010)). Harmer (2007) explains that freeze framing technique is extremely useful for asking the students opinion about what will the characters say or do in the video. In other words, it gives the students opportunity to speak up in the classroom.

Moreover, Jenkins and Johnson (2010) describe that by using freeze framing technique the teacher can use video like a picture

dictionary. Further they explain that the teacher can pause and ask questions about what students see, ask students to make vocabulary lists, ask questions about how people might be feeling in the video based on what they see in the frame. This technique will help the teachers to engage their students in teaching and learning process. It can also help the teachers to increase the students' motivation and interest. Further, Jenkins & Johnson (2010) also states that this technique will trigger the students to talk more in the classroom. And further, it will help them to be involved during the classroom discussion.

## METHODS

This research was done as classroom action research. It was conducted in the researcher's classroom to solve the problems of students' lack in the teaching and learning process. Burns (2010) states that action research is part of the way that could be useful for the teacher to improve their teaching process to be better. The researcher observed, interviewed, recorded, criticized, evaluated and self reflected related to the problems and tried to solve the problems by using freeze framing technique. This research was conducted in cyclonic which consists of four stages; plan, action, observation, and reflection. Moreover, the researcher did this research collaboratively with her assistant teacher in Kindergarten 1 class.

### Instruments

Instruments used by the researcher in this research were observation checklist, field notes, interview protocol and video recorder. Observation checklist was used to get the data about what really happened in the classroom during the implementation of the technique, and to observe how this technique could engage the students also to know how the teacher implemented this technique. In using this instrument the researcher was helped by a collaborator. There were two kinds of observation checklist used in this research; observation checklist for teacher and

observation checklist for students. Field note was used to write some notes about whatever happened during the teaching and learning process which could not be covered in observation checklist. In this research the interview protocol used as a guideline in interviewing the students. It consisted of 10 open ended questions. The interview was used to get the data about the students' opinion and think about the implementation of freeze framing technique. Next instrument used is video recorder, the researcher used Yi action camera to record the whole activity during the teaching and learning process. It helped the researcher to see the whole information. So, by using this instrument the researcher could make sure there was no data left behind.

### Data Analysis Procedures

In analyzing the data, the researcher followed Creswell (2009) which describe that there were 5 steps to analyze qualitative research data which are; organize and prepare the data for analysis, read through all the data, description, represented the data, and Interpretation. First, the researcher collected all the data from the observation checklist, field notes, interview protocol and video recorder. Next, the data was sorted, organized and prepared by the researcher in order to make it easier to analyze the data. All of the data was organized and prepared immediately for each action. After that, the researcher read all the data thoroughly. She read the entire data and information from the instruments to know and understand the data and information clearly. Next the researcher analyzed the data. Then she described all the information from the data in detailed. In describing the data she started from a general explanation to the specific one. And then in representing the data, the data that had been analyzed were presented in narrative discussion. It meant the researcher explained in detail the findings from the data analysis. So, she would represent the data from all the instruments qualitatively. Finally the researcher interpreted the data into the conclusion which could answer the research questions. In the

interpretation the researcher summarized the findings, did personal reflection and interpretation about the meaning of the data, made comparison to the literature review and previous studies, and the last offered limitations and suggestion for future research.

## **FINDINGS**

### **Cycle 1**

#### **Planning**

In this stage, the researcher prepared all of the instruments to conduct this study. Next the researcher prepared the action and lesson plan as a guide in teaching and learning process. Then, the researcher prepared the video to be used during the research. There are two videos used in cycle 1, those were Force work and Energy Relationship from [www.MakeMeGenius.com](http://www.MakeMeGenius.com) and How do cars move from Channel 5 broadcasting ltd. In the first cycle the researcher taught the students about the energy that used to move vehicles. There were 4 kinds of energy discussed in cycle 1: petrol, electricity, human energy and animal power.

#### **Action**

This stage consisted of three meetings. In each meetings there were pre, while and post teaching. In this cycle the students learnt about energy that moves vehicles. For the pre teaching the researcher started by opening song video related to the topic to be learnt. In doing the brainstorming the researcher already used the freeze framing technique. She froze the video, and then she asked her students some questions. From the students answered the teacher started to explain about energy. In while teaching the researcher let the students to watch the video then she froze the video in the important scenes. The teacher also related the explanation with the students' experiences. The teachers kept freezing the video in the scenes that she thought were important. After freezing the video she asked several questions related to the scenes, and then she explained about the energy. The students were focus to the teachers. They listened to the teacher explanation, but only one student could answer the teacher

question. The students still answered the question by using Bahasa. In post teaching, the teacher reviewed the lesson again by opening videos song about transportation.

At the beginning of second meeting the researcher started with opening a video song about transportation. After the song finished, the teacher started to do brainstorming to the students by asking questions. After doing the brainstorming in pre teaching, the teacher started to open the video about energy that moved vehicles. She started to freeze the video in the scene where a car stops in a gas station. She asked several questions to the students, but only one student answered her questions. She also praised them to make their motivation higher and also to make the students wanted to talk more during the classroom discussion. In post teaching, she asked the students some questions related to the topic they learnt. She let the students share their ideas and opinions. The students are able to mention types of vehicles that moved by each kind of energy correctly.

In the pre teaching of the third meeting, she started by opening a video song entitled Row Row your boat. She did some movement together with her students while the song was playing. It made the students enjoyed the learning process. They smiled and laughed during the songs. After the song finished she started to do brainstorming to the students. After doing the brainstorming the teacher started to play the video about energy. As in the previous meetings, the teacher froze the video in the important scenes and asked the students some questions. After they answered the questions, she played the video again to let them knew whether their answers were correct or not. If the student's answers were correct the teacher complimented them to make them more motivated to speak and answer the questions. In post teaching she asked several questions to the students, to know their understanding about the topic they learnt.

#### **Observation**

In this research, the researcher as the teacher was helped by her assistant teacher of Kindergarten 1 pink class as the collaborator

doing observation during the teaching and learning process in the classroom. The collaborator observed both the teacher and the students based on the checklist had been designed. Furthermore, the interview data that had been transcribed and the audio visual data from the camera were observed and analyzed by both of the researcher and the collaborator.

First, according to the teacher's observation checklist there were some things in the observation checklist that the teacher did not do. While, for the video itself, one of the video duration was too long for the students. Second, from 6 statements in the students' observations checklist, there was only one statement that the students really did. That was students answer the questions correctly however they answered the questions in Bahasa. The students were not pay attention fully to the teacher, they were not able to listen attentively, they were not involved in the classroom discussion and activity, and they also were not able to share their ideas, opinions and thinks.

Third, in the field note the collaborator noted some problems. First, she stated that the teacher spent too much time in finding the video. As suggestion she said that it would be better if the teacher prepared it first in a folder inside the computer. She also noted that the students were not able to focus to the teacher. Next, she noted that the teacher should control the class, and pay attention to the students. She suggests the teacher to praise the students more. Praising the students could increase their motivation and confidence level. The teacher should pay attention more to the quiet and super active students. The quiet students were not involved in the classroom discussion and the super active students kept disturbing her friends during the teaching and learning process. And, the collaborator also suggested her to pay attention to the students' incorrect pronunciation. If the teacher did not correct them, they would pronounce the words wrongly all the time.

Next, the audio visual data showed that in those three meetings the students were still not able to pay full attention to teacher explanation. The first meeting video showed that in minute 11 they started to move around the carpet. They did not listen to their teacher anymore. While in second and third they start to play in minute 11:47 and 12:45.

Finally, during the interview when the teacher asked questions to the students, some of them did not answer the questions, they only nodded their head. Moreover, when the teacher asked their opinion about the use of freeze framing technique in teaching, most of the students said that they like it because it was fun for them. In addition, when the teacher asked them about the video quality, the students said that they could see and hear the video clearly. It meant the video used in cycle 1 were good qualities videos.

### **Reflection**

Based on the result of the first cycle, the students were not yet able to acquire longer attention and concentration span, most of them were still quiet during the classroom discussion. They loved to play more than listen to the teacher explanation. They rarely asked question during the discussion. It meant that the indicators of students' engagement were not yet achieved. When it came to the teacher, she did not follow some steps in the teacher's observation checklist. The collaborator also suggested her to respond to all students' answers and statements. To make them more motivated to talk in the classroom. Nevertheless, even though the video that she used for teaching was good, she should check the duration of the video. When the video spent too much time, the students became bored and they started to play. Considering to those reflections that showed the teaching and learning process was still insufficient, the researcher decided to continue to the next cycle by making some improvements.

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**Cycle 2****Planning**

Like in cycle 1, in this cycle the researcher also prepared the action and lesson plan to guide her in teaching process. The main topic of this cycle was the effect vehicles have on the environment. It was divided into two sub topics which were air and water pollution. There were 4 videos the teacher used in cycle 2 entitled pollution, air pollution for kids, what is air pollution, and water pollution for kids. Those videos were downloaded by using internet download manager (IDM) application from <http://youtube.com/>.

Based on the reflection had been done, the researcher did some revision for cycle 2 in order to achieve the goals of this research. The researcher would praise the students more to make them more motivated to talk and do their best in learning process. In this cycle, she would be careful with her pronunciation and grammar. For the video, she rechecked the duration as well as the quality of the video. Hopefully, those revisions that the teacher did could help her in achieving the indicators of students' engagement.

**Action**

In action stage, the researcher applied the action guiding by the action and lesson plan. In the first meeting the researcher started by opening a video song entitled The Wheels on The Bus. In the middle of the song she paused the video and asked her students. After the video finished, she started a video about pollution from [www.MakeMeGenius.com](http://www.MakeMeGenius.com).

First, she froze the video on a scene where a parrot holding a board written Pollution. She told her students that they were going to learn about pollution. Then she asked her students to watch the video again. After that she froze the video and asked the students. From the students answer the teachers explained about what were the effect if there was so much smoke in the air. She did it while pretending to be coughing. It made them listen to her seriously. They were really focused to the teacher explanation. Finished with the air pollution, she explained about the water

pollution. The teacher told the students what are the cause of air and water pollution, what we should and should not do to avoid those pollutions, and what are the effect of pollutions for human being, animals and plants. She kept froze the video, asked some questions to the students related to the freezing scene, then she released the pause button and next she explained the lesson. She did this in every scene that she thought important to be explained.

Different from previous meeting, in meeting 3 she focused on explaining about water pollution. Finish doing the brainstorming, she open Down by The Station video song. Like in meeting 2 and 1, the students sang and danced together while the song was playing. After the song finished, she opened a video about water pollution. Then, she froze the video in a scene where the boy swimming in a dirty water. She asked them "why do you think this water is dirty" one of the students shouted "because people throw the trash into the water". She explained to them that they should not throw trash into the water to avoid water pollution. Further, she told them others caused of water pollution. She froze the video again and asked more questions. She tried to trigger the students to speak more.

**Observation**

Based on the students' observation checklist, the students showed significant improvement than previous cycle. Unlike before, in cycle two the students were able to pay attention to the teacher explanation for almost 15 minutes. They were also able to answer questions in English. However, not all students were involved in the discussion. Next the teachers' observation checklist showed that the teachers did better than in cycle 1. In term of video materials, it also improved. Likewise, the field note data also showed some improvement made by both the teacher and students during the teaching and learning process. In all three meetings she sang and danced together with the students. Unlike in cycle 1, here the teacher responded to all the students' statements and answers.

The recording data showed that the teacher did some movements and sang together with her students. The students look happy when they sang. From the audio visual data the researcher could see that some of students were actively involved in the discussion. Unfortunately, she just responded “yes” when they said something. It was too hard to respond to their questions and answers when they talked at the same time. Further, some of them were not confidence enough. They tended to speak slowly. In meeting 2 The teacher kept changing her intonation in explaining the lesson. It made the students more focus. Next the recording of meeting 3 showed that the students were focus in listening the teachers’ explanation. However, some students were still not involved in the discussion. In minutes 3:00 two of the students talked to her but she was too focused to the video so she did not listen to them.

The interview data proved that the students liked the teachers’ way in explaining the lesson by using freeze framing technique. The students also said that the quality of the video were good. They could watch and hear the video clearly. In addition, in the interview the teacher also asked whether the students could understand her explanation or not. To make sure, she asked them about the lesson they learnt during cycle 2. Based on the interview they really understood about both of pollutions. They were able to answers her questions related to the lesson during the interview. But, there was one problem appeared in the interview, there were students who answered the teacher questions by nodding her head and just quiet when she asked them.

### **Reflection**

There were some important findings in this cycle. First in cycle 2, some students were focus on the teacher’s explanation. Some of the students involved actively in the discussion. They were able to ask and answer questions in English. In addition, the teacher also improved in this cycle. She followed all things in the observation checklist. The video materials used were better too. Different from cycle 1, here the

teacher responded the students answered in better way. However, the problems still appeared in this cycle. There were 4 students were not able to share their ideas yet. They just kept quiet during the lesson. Although, they listened to the teacher explanation, they were not able to answer or ask questions. Next, based on the interview data there were some students who only nodded their head to answer the questions. Based on the explanation above, it showed that the indicators of students’ engagement were not yet achieved. And the teaching and learning process was not insufficient. The researcher decided to continue to the next cycle by making some improvements.

### **Cycle 3**

#### **Planning**

Similar with cycle 1 and 2, in cycle 3 the researcher prepared instruments needed in this research. Those instruments used to get the data of cycle 3. Furthermore, the researcher also prepared action and lesson plan, and video materials. The action and lesson plan were used as a guide in doing the teaching and learning process. The video materials used as the media in teaching where the teacher would apply freeze framing technique. In order to achieve the goals of this research, the researcher did some revision for this cycle based on the reflection of cycle 2.

#### **Action**

At the beginning of the first meeting the teacher started to do brainstorming by asking some questions to the students. After doing the brainstorming she opened a video about air transportation. At the end of the first meeting, the teacher opened a video song. Then she sang together with her students. They stood up and danced. In the second meeting of cycle 3, the teacher started the lesson by opening Choo Choo Train song. However, they were not interested in the video. They did not sing nor dance. Knowing her students did not look interested, the teacher opened another video entitled Down by the Station song. Unlike the first video, when it was playing the students



sang and danced without the teacher asked them to do. After the song finished, she open another video about land transportation. But, before she played it, she pause the video and do brainstorming based on the scene showed in the video. The teacher froze the video in a car scene then she asked the students "what is it?". She did the same thing for other vehicles too. In order to make sure that they were really able to recognize types of land transportations in the video, the teacher said "is it really a car?" "are you sure?" "really?". After listening to the students answers she played the video again and let them knew the correct answers by themselves. She always praised her students by saying "wow, that is right" "good job everyone" "very good" "well done" when their answers were correct.

In pre teaching of meeting 3, the teacher started the teaching by opening video songs. She sang together with her students to make them enjoyed the learning process more. The teacher did brainstorming right after the second video song finished. From the students answers she told them about the boat and ship in Sungai Batanghari. In while teaching, She froze the video when it showed vehicles that moved in the water. She asked them question related to it. She let her students responded to her statement and answered her questions freely. Then, she explained about it further. After that, she told them how this rowing boat could move. She related her explanation to the previous cycle about energy. At the end of meeting 3, she opened What Do You See? Video song. After the video finished she explained the lesson again. Next, she showed pictures of water transportations and asked them to mention it. Unlike the previous cycle and meeting, in this meeting one of the passive students could answer most of the question.

#### **bservation**

Based on the observation, it showed that the students being more active in the classroom discussion. They involved actively during the teaching and learning process. It meant they were engaged in the discussion. Based on the students' observation checklist, they showed

significant improvement. They were able to share their ideas and opinion during the classroom discussion. They could even argue about their opinion. So, the researcher concluded that, the indicators of students' engagement during the classroom discussion were achieved. The field note data showed more improvements that both the teacher and students did during the teaching and learning process. The teacher's way in freezing the video was great. She froze the video in the important part. She asked more questions than the previous meeting. It made the students more interested in sharing their ideas in the teaching and learning process.

In the recording none of the students spoke in Bahasa anymore. They were able to communicate in English even though sometimes they still made some mistakes in pronouncing and producing the sentences. Next, in minute 04:00 the students were arguing with the teacher about how plane could fly. It was interesting since it did not happen in the previous cycle. The students were very happy during the lesson. Since they were really excited in answering the question, the teacher gave them compliment when they answered it correctly. Another improvement showed in the recording data was the students were able to focus on the teacher explanation and listen attentively to her for more than 15 minutes. Furthermore, the students engaged in the classroom discussion. During teaching and learning process the students were involved actively. They shared their opinions and experiences.

According to the interview data, the researcher concluded that the students loved the teacher taught them by using video rather than without video. Furthermore, the students stated that when she used video in teaching, the teaching and learning process became more interesting and fun. In order to know their understanding toward the lesson, at the end of the interview she asked her students to mention types of water transportation they knew. Based on the interview, the students were able to mention it correctly without any help from the

teacher. She also praised her students when they answered the questions correctly.

### **Reflection**

Like in the previous cycles, the researcher did the reflection together with the collaborator. In this cycle, the students showed great improvements during cycle 3. First, the students were acquiring longer attention and concentration span. It was proven in the recording data. The students were able to pay full attention to the teacher for more than 15 minutes. They also listened attentively to the teacher explanation. As shown in students' observation checklist, field note and audio visual data, they were involved actively during the teaching and learning process. They shared their opinions and experiences during the discussion. Third, they were able to answer and ask question in English. They were able to speak spontaneously. The teacher did not need to ask them question first to trigger them to talk. On the other hand, the teacher also did better than before. Unlike the previous cycle, she praised her students more in this cycle. She realized by praising them, they became more motivated in learning. It also triggered them to speak more during classroom discussion. Next, the teacher's way in explaining the lesson by using freeze framing technique was great. She froze the video in important scenes then she asked her students several questions related to the video. The way she delivered the question was good. Not only explaining the lesson orally, she also used body movement and changed her intonation in explaining the lesson.

Considering to those reflections that showed the teaching and learning process was being better, and the students' were involved during the classroom discussion actively. The researcher decided to stop the action. The main consideration was the indicators of students' engagement in the classroom discussion were already achieved.

### **DISCUSSION**

#### **Teacher's way in implementing Freeze Framing Technique to engage the students in classroom discussion**

As Reyes (2005) states that video can do what the teacher could not do. It was also shown during the research. By using it in teaching, the teacher could explain more than the topic she should taught. As in Water Pollution video which showed two boys were fighting, the teacher did not just teach the topic to her students but also taught them the moral value in the video. Moreover, in this research, the researcher found that video gave the students opportunity to know the correct pronunciation of the words. So, the researcher did not have to teach them the pronunciation, because they could hear and pronounce it directly from the video. Similarly, Potosi, Loaiza and Garcia found that video was a good teaching and learning media to be implemented in English classes because it can provides clear pronunciation.

In this research, the researcher applied Freeze Framing Technique when she used the videos. She applied it in order to avoid the passivity that might be happened if she only let her students to watch the video from start till the end. The use of Freeze Framing Technique was proven in this research to be effective in making the students to be more focus during the teaching and learning process. As mentioned by Harmer (2007) even though young learners are easy to lose focus, if the activities are interesting for them, they may have longer attention and concentration span.

Freeze Framing meant stopping the picture on the screen by pressing the still or pause button (Cakir (2006), Harmer (2007), Jenkins & Johnson (2010)). As mentioned by those experts in applying this technique, the researcher froze the videos in certain times. She froze it in the scene that she thought were important to be explained. After she did that, she asked some questions to her students related to those scenes. Then, she replayed the video

and let them watched it again to know whether their answers were correct or not.

Further, she asked the students opinions about the freezing scene. She asked them to guess what would happen next in the video. She let them answered the questions freely. In order to not making them afraid to talk and lose confidence, she did not judge their answers by saying it were correct or not. Harmer (2007) explains that freeze framing technique is extremely useful for asking the students opinion about what will the characters say or do in the video. In similar way, Jenkins and Johnson (2010) describe that by using freeze framing technique the teacher can pause and ask questions about what students see, ask questions about what they think happened in the video based on what they see in the frame.

The findings also showed that by using Freeze Framing Technique, the teacher could make her students engaged in the discussion. It was proven from the students improvements in each cycle. From cycle 1 to cycle 3 they improved a lot. In cycle 3 the students shared their ideas without the teacher had to ask them. They were able to argue about their opinion. It meant Freeze Framing Technique helped the teacher to make her students involved in the discussion. Likewise, research done by Shahani and Tahriri (2015) and Helza and Isyam also showed that Freeze Framing Technique helped both the teacher and students in discussing the lesson. Further they stated that it had significant effect to the students understanding and comprehension as well.

In explaining the lesson during this research, the researcher kept changing her intonation. She also used body movement in teaching. Scoot and Ytreberg states that teacher of young learners need to play with their language in teaching so teaching and learning process will be interesting for students. Further he explained that a teacher of young learners should have a sense of humor.

Based on those findings, the researcher concluded that Freeze Framing Technique was effective to be used to engage the students during the teaching and learning process. It

helped the teacher to make her students involved actively in the discussion. Further, it also useful in making students interested in teaching and learning process. As the result, they could comprehend the lesson easily. It was proven to be advantageous to trigger the students to talk in the classroom discussion. In short, the use of video as media was more effective when the teacher implemented Freeze Framing Technique.

### **Students respond toward Freeze Framing Technique**

Sukarno (2008), Harmer (2007), and Cameron (2001) states that the golden age of young learners make them easier to learn anything. They could learn faster than adult do. It was shown in this research. Kindergarten 1 pink students were still in their golden age. It made them easier to get new knowledge delivered by the teacher. From the audio visual data we could see that they were able to absorb the new knowledge easily. In other words, their ability in learning was really good.

Based on this research finding, Kindergarten 1 Pink students were very active. They kept moving around the carpet during the teaching and learning process. They loved to play and were easy to get distracted. They got bored easily. Their attention and concentration span was short. Those characteristics the researcher found during the research were similar to the characteristics of young learners mentioned by Sukarno (2008), Cameron (2001), McKay (2006), Karea (2016 ) and Brumfit et al (2003). However, the use of Freeze Framing Technique in this research was able to make them interested in the teaching and learning process. Sukarno (2008) states the media and activities should be designed to capture children's interest and curiosity. Similarly, Brumfit et al (2003) describes that young learners love repetition and are very active, teaching them by using some expressive and purposeful media and activities can catch their attention and increase their motivation.

Also, the result finding showed that the use of freeze framing technique in teaching English could help the teacher to grab the

students' attention. According to Brumfit et al (2003) since young learner love repetition and are very active, teaching them by using expressive and purposeful media and techniques can catch their attention and increase their motivation. This finding was similar to Helza and Isyam who found that freeze framing made students enjoy during the teaching and learning process. When the students enjoyed the teaching and learning process, it made them more enthusiastic in learning. Consequently, it made them learn faster (Brumfit et al: 2003).

Moreover, as Sukarno (2008) said that in teaching English to young the teachers need to make lessons become interesting, lively, and fun. According to the researcher interview with the students, most of them stated that the implementation of freeze framing technique was fun and interesting. They like when their teacher taught them by using this technique rather than not using it. In other word, the students loved the teacher taught them by using this technique rather than just explaining the lesson orally (Scoot and Ytreberg)

Freeze Framing Technique can also trigger the students to talk more in the classroom (Harmer:2007). It was proven in this research, the technique effectively made the students talk more during the teaching and learning process. Since in using this technique, the teacher asked the students a lot of questions about the freezing scene, it made them talked more during the discussion. And because the teacher froze the video in the important scene, they became curious about what will happen next, so they guessed it enthusiastically. It was supported by Jenkins and Johnson (2010) who described that when the teachers froze the video the students will be curious to find out what will happen next. This technique will trigger the students to talk more in the classroom. And further, it will help them to be involved during the classroom discussion.

In addition, as stated in the background one of the problems faced by teachers of Town for kids' preschool was the students tended to

use Bahasa more than English. In this school, English was the language of instruction and the students were obligated to speak in English inside the school (Wardani: 2017). However, they were not able to use it as a communication tool. They tended to use Bahasa most of the time. This problem was solved during this research. It showed from the instruments data that after the technique was implemented, they used English all the time in communicating with their teacher and friends. When the teacher asked questions to them, they were able to answer it in English. Not just proven to be effective in making the students to talk during the teaching and learning process, this researcher result also showed that freeze framing technique could influence students' ability in speaking English. Even though sometimes they produce grammatically incorrect sentences and pronounce the words wrongly, it still could be tolerated. The teacher corrected the students' mistakes indirectly to not make them lose their confidence in talking. She wanted her students to feel love and secure in the classroom, so they will be encouraged to learn more and become independent as well (Scoot and Ytreberg).

According to those findings, it can be concluded that the Kindergarten 1 Pink students responded the implementation of Freeze Framing Technique positively. During the interview most of the students stated it was fun and interesting for them when their teacher taught them by using Freeze Framing Technique. It was also shown on the recording data, the students answered the teacher question enthusiastically. Further, they focus more on the teacher explanation during the teaching and learning process

## CONCLUSION

Based on the findings it can be concluded that Freeze Framing Technique was effective to be used to engage the students during the teaching and learning process. It could help the teacher in making the students more focus during the teaching and learning

process. Furthermore, this technique also could help the teacher to make the students involved in the discussion. Moreover, Freeze Framing Technique was useful for the teacher to improve the teaching and learning process too. They acquired longer attention and concentration span. The indicators of students engagement during the classroom discussion was achieved in this research. As others young learners, Kindergarten 1 Pink students loved to play. They rarely listen to the teacher explanation. They became passive and quiet when the teacher let them watched the video till it finished. However, after Freeze Framing Technique was implemented they listened to the teacher explanation attentively. It meant that the use of video as media in teaching became more effective when the teacher implemented this technique. It helped the teachers in grabbing the students' attention. According to the interview data, the students said that they liked the teacher's explanation when she implemented the Freeze Framing Technique. In addition, they said that the teaching and learning process became more fun and enjoyable for them. It meant that they respond this technique positively.

#### **SUGGESTION**

Based on the conclusion above, the researcher suggested others English teachers, especially those who taught young learners to implement this technique while teaching. However, the teachers should know their students need and interest first, before implementing this technique. The teachers had to make sure that the videos were good quality. The view and sound of the video should be clear. Further, in implementing freeze framing technique, the teacher should know what scene she would freeze. She needed to freeze the videos in the important scenes, and then she could ask her students about the freezing scenes. The teacher way in asking questions would also had a significant effect to the students. Since this technique was rarely used by English teachers, it might be necessary to conduct another research about it but with different ages of participant. So, we could

compare how Freeze Framing Technique could be used in improving the teaching and learning process.

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