

THE USE OF FREEZE FRAMING TO TEACH THE SIMPLE PRESENT TENSE IN PRE-WRITING OF DESCRIPTIVE TEXT TO JUNIOR HIGH SCHOOL STUDENTS

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Abstrak

Dalam makalah penulis menggunakan teknik *freeze framing* pada pengajaran *the simple present tense* di *pre-writing descriptive text*. *Freeze framing* merupakan sebuah teknik pengajaran yang menggunakan *video* sebagai media pembelajaran. Dari *video* tersebutlah siswa akan dikenalkan dengan *the simple present tense* dan penggunaannya didalam *descriptive text*. Dasar pengajaran menggunakan *freeze framing* adalah ketika *video* diputar, guru menghentikan *video* tersebut sejenak dan disaat *video* tersebut dihentikan guru menerangkan kepada siswa mengenai dasar dasar dari *the simple present tense*.

Dalam hubungannya dengan *descriptive text*, *the simple present tense* hanya dijelaskan sebagai bahagian dari *pre-writing descriptive text*. Hal ini dapat dilakukan dengan cara melakukan *freeze framing* pada bagian *orientation* dan juga *description* pada *descriptive text*. Tujuan penulisan makalah ini adalah untuk: (1) memperkenalkan penggunaan *freeze framing* sebagai sebuah teknik dalam pengajaran *the simple present tense*; (2) untuk menerangkan pentingnya penggunaan media untuk menarik perhatian siswa didalam proses pembelajaran; (3) menerangkan keuntungan yang didapat dari penggunaan *freeze framing* dalam pengajaran *the simple present tense*.

Kata kunci: *Freeze framing technique*, *the simple present tense*, *descriptive text*, *junior high school students*.

A. Introduction

As an international language, English is one of the most important things in human daily life lately. In order to face this problem in every level of education in Indonesia uses English as one of the important subject to be learned. In learning English there are four skills: listening, speaking, reading and writing.

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Students have to be able to listen and speak in order to communicate with other people for example their friends: they are able to deliver their message and make the listener understand what they speak and they also understand what other people say. They have to read to understand the written messages. They also have to write to deliver their messages in the written form.

Students also have to understand English grammar as well as the four skills in English language to support all of those skills. Without a good grammar, a sentence might not have any meaning and the interlocutors cannot catch the point of a sentence. In learning English language there are some rules that have to be mastered by the students. Based on Thornbury (1999:1) grammar is partly study of what forms (or structure) are possible in a language. Klammer (2000:3) adds that there are some rules in English grammar in order to create a sentence with meaning. In order to create a good sentence the students have to know about the grammar of the target language. It means that the students can only acquiring the language by learning about it. Based on this case the students have to be learning about the rules and use it correctly.

There are five basic technique of teaching grammar that recommended by Penny (2009:5):

a. Task-based instruction + focus on form

The basis of the lesson is a communicative task. When a teacher may teach bits of grammar / vocabulary / spelling before, during or after: but the focus is always on the communicative task.

b. Presentation + practice-based instruction

A grammatical rule, presented inductively or deductively.

c. Communication only

The communication only is used in order to help students to communicate effectively because teacher brings an authentic media to the class.

Examples (receptive)

Listening to recorded or improvised speech; extensive reading; watching movies, TV ...

Examples (productive)

Talking, communication games; exchanging information; creative or transactional writing

d. Form-focus only

By using form-focus only teacher only focus in explaining the grammar rules with the comparison about the target language.

Examples:

‘Tip of the day’ – isolated language points; grammar rule explanations; contrast between

Similar features; analysis of formulaic sequences; discussion of ‘word grammar’ of specific lexical items; comparison with L1

e. Exemplar-based

The exemplar-based can use some text or other written media in teaching and learning grammar in English language.

Examples:

Familiarization or learning by heart of chants, poems, tongue-twisters, proverbs, dialogues, songs, sketches or plays etc.

From what penny explained before, the writer chooses the communication only. It is because the communication only can catch student’s attention. Canning-Wilson (2000) in Cakir (2006:69) states that there are some techniques to get success in language teaching using video:

- a. *Active viewing*: increasing the students’ enjoyment and satisfaction and focusing their attention to the main idea of the video presentation.
- b. *Freeze framing and prediction*: by freezing the scene the students can be asked what is going to be happening next.
- c. *Silent viewing*: separating the sound and the vision of the video.
- d. *Sound and vision off the activity*: the students predict what have happen visually by hearing the audio.
- e. *Repetition and role play*: repeating at the point which is difficult by the students and role play involves the students as an active participant.
- f. *Reproduction activity*: after students have seen a section, they are asked to reproduce what is being said.
- g. *Dubbing activity*: students are asked to fill in the missing dialogues after watching sound off video episode.
- h. *Follow-up activity*: with this activity the students have an opportunity to develop sharing and co-operative skills.

Just like the other grammar rules, the simple present is also important for students. In the simple present tense there are also some rules that help people to indicate that the case happen in present time. By using the simple present tense people can express something that exists in present time. As Biber (2005:105) says that they can refer to a habitual action, and they can describe something that happening at the present time. For junior high school students the simple present tense is used in many functional texts such as: brochure, advertisement, and also in monologue text such as descriptive, procedure, and report.

In the junior high school level descriptive is the first text that is introduced to the students. By considering this condition, there are some aspects in the descriptive text that have to be known by students. The aspects are the organization of the text, and the language features (The use of adjectives and compound adjectives, the use of Linking Verbs/ relating verbs, the use of the simple present tense, the use of degree of comparison). Kaspar (2008:4) adds that descriptive text helps the reader or listener see, hear, smell, feel, and or taste the things that are being described.

In teaching the simple present tense in pre-writing descriptive text, there are many cases that find in the field. The first one is most of students are lazy to learn English the result is they are afraid of making mistakes.

Then, students still do not realize the importance of learning English. They still ignore the teaching and learning process. Most of students do not understand the use of the simple present tense. When the students did not pay attention to the lesson, they will get stuck in using it. This situation makes students afraid to make mistake in speaking or even in writing and it will be hard for students in listening and reading.

Next problem comes from the teacher. The teacher's method in teaching grammar cannot catch the students' attention. It is because teacher does not use an interesting technique in teaching. Most of students are interested to the technique that teacher use.

From those problems writer tries to introduce *freeze framing* in teaching the simple present tense in pre-writing of descriptive text for junior high school, in this case is the simple present tense that is used in pre-writing of descriptive text. *Freeze framing* is one of technique which can be used to teach English in class. *Freeze framing* is a technique that using video as the media. It will help teacher in teaching the simple present tense as the pre-writing of descriptive text. This technique can catch student's attention because most of students enjoy watching and especially when the teacher gives them a latest video.

B. Discussion

In order to create a good teaching and learning process atmosphere, a teacher has to prepare everything that is related to activities in the classroom. The teacher who has a good preparation will be able to manage the class better than the teacher without preparation. There are several things that should be prepared by teachers to teach simple present tense in descriptive text by using *freeze framing*.

First, the teacher should understand *freeze framing*. It is important for the teacher to know about *freeze framing* well so they can explain to students about the materials and there will not misunderstand about how to do *freeze framing*. If the teacher uses *freeze framing* in the classroom correctly, students will get

positive effect from using it; students can be more understand about the simple present tense and use it in writing a descriptive text.

Next, the teacher should find appropriate video to be taught with *freeze framing*. Basically, there are some texts in teaching the simple present tense that can use *freeze framing*. In this paper, writer applies *freeze framing* in teaching the simple present tense from descriptive text. It is because descriptive text is the first text in the second grade of junior high school that uses the simple present tense.

Then, the teacher should create a lesson plan (see appendix I). Lesson plan is an important thing that should be prepared by teacher before delivering the lesson to students because lesson plan is guidance for teachers in teaching and learning process. In lesson plan, teacher will decide step of activities to be done while teaching process that divided into pre-teaching, whilst-teaching, and post teaching. The teacher also determines duration of time for each activity in which the time for one meeting of the class is 2 x 45 minute. At the pre-teaching is used to teach the simple present tense in descriptive text by using *freeze framing*. At whilst and post-teaching is used to explain about descriptive text. So it will help teacher for using time effectively.

After that, the teacher should have teaching material which is suitable with topic in introduction. The teacher should prepare only one video about descriptive text for students. The video is for teaching the simple present tense and descriptive text. The video can be taken from www.youtube.com. Next, the teacher also should prepare questions that will be given to students. The questions have to be related with the video.

Finally, the teacher should prepare media to support learning and also to make learning process interesting. The media are projector to display the video in front of class. Teacher also needs a loudspeaker to listen to the directions in the descriptive text or teacher might use language laboratory (if the school have language laboratory).

A. Teaching procedures

There are several activities that have to be done by teacher. Before the class starts teacher has to prepare the laptop and connect it with projector and loudspeaker. It will be easier if the school has a language laboratory that has a projector and head phone for every students.

At the beginning of the lesson the teacher greets students and checks their attendance list. For example, “*good morning students, who is absent today?*” or the teacher can call the student’s name one by one. Before coming to the lesson, the teacher has to check students to make sure that they are ready to study.

Then teacher build student’s background knowledge about simple present tense and descriptive text by asking them and teacher use a house picture:



Teacher : What picture is it?

Students : House

Teacher : Repeat after me please. It is a house

Students : It is a house

On the board teacher write “*It is a house*”. And then teacher tell students that the sentence on the board is the simple present tense.

Teacher : Can you describe this house?

Students 1 : The paint is pink

Teacher : Ok, what else?

Students 2 : Two floors

Teacher : Repeat after me please, “It has two floors”

Students : It has two floors.

Teacher tells students that they are going to learn about simple present tense in the descriptive text. The teacher also explains to the students that the simple present tense can be used in present time, express fact and also habitual activity.

A. Pre-teaching

At this stage teacher asks to the students to watch a video about my bedroom. The duration of the video is about two minutes. It is consists of twenty four sentences. If the video is too fast, teacher can make it slowly by using *cool edit pro*. By using it, the video can be three times slower than the original ones. It can help junior high school students in learning English as a beginner.

At the pre-teaching stage teacher only use a half of the video. It is because twenty four sentences are too long and it will take longer time to explain about the simple present tense. Before watching the video teacher asks students to write

down the points from the video and later they will discuss it. If the students asks teacher to play the video once more, it is allowed.

The first half of the video:

Hello friends, welcome to esl.vanello.com. My name is Marcus and I am going to describe my room. Well, are you ready? Take your pencil and be ready to take notes. I have a pretty big room. This is good because I love my space. I have a nice bed that is always tidy and organized. Unluckily, my brother is not organized and we share this bedroom. There are two beds and

These are the freeze framing form of the video and the explanations about the first half of the video:

Hello friends, welcome to esl.vanello.com.

My name is Marcus

I am going to describe my room.

Well, are you ready?

Take your pencil

be ready to take notes.

I have a pretty big room.

This is good because I love my space.

I have a nice bed

that is always tidy and organized.

Unluckily, my brother is not organized and

we share this bedroom.

There are two beds

At the junction of *freeze framing* the teacher explains about the simple present tense to the students. The teacher is also explains about the simple present tense and write the correct sentences on the board.

Then teacher ask students to guess the simple present tense on the video by *freeze framing* the second half sentences. The second half sentences:

there is also a green rug.

There is a big window and

the window's got a curtain that is matches the rug.

*On my side of the room, I **have** a shelf to put my books and other stuff.
There **is** also a desk with a chair, a lamp, and the board
where I **stick** my notes and my schedule.
My brother **has** pretty much the same thing but
his side **is** always messy.
Yes, my brother and I **are** different but
we **are** also very similar.
Oh, there he **is**.
We **are** going to go out with some friends.
I **have** to go. Bye.*

B. Whilst-teaching

At this stage, teacher introduces the descriptive text to the students. Teacher explains about the generic structure, language features of the text and also the use of the simple present tense in descriptive text. the teacher uses the same video with the video that they used in pre-teaching

Hello friends, welcome to esl.vanello.com. My name is Marcus and I am going to describe my room. Well, are you ready? Take your pencil and be ready to take notes. I have a pretty big room. This is good because I love my space. I have a nice bed that is always tidy and organized. Unluckily, my brother is not organized and we share this bedroom. There are two beds and there is also a green rug there is a big window and the window's got a curtain that is matches the rug. On my side of the room, I have a shelf to put my books and other stuff. There is also a desk with a chair, a lamp, and the board where I stick my notes and my schedule. My brother has pretty much the same thing but his side is always messy. Yes, my brother and I are different but we are also very similar. Oh, there he is. We are going to go out with some friends. I have to go. Bye.

The explanations about the descriptive text:

<p><i>Hello friends, welcome to esl.vanello.com. My name is Marcus and I am going to describe my room. Well, are you ready? Take your pencil and be ready to take notes.</i></p>	<p>Orientation</p>
<p><i>I have a pretty big room. This is good because I love my space. I have a nice bed that is always tidy and organized. Unluckily, my brother is not organized and we share this bedroom. There are two beds and there is also a green rug there is a big window and the window's got a curtain that is</i></p>	

<i>matches the rug. On my side of the room, I have a shelf to put my books and other stuff. There is also a desk with a chair, a lamp, and the board where I stick my notes and my schedule. My brother has pretty much the same thing but his side is always messy. Yes, my brother and I are different but we are also very similar. Oh, there he is. We are going to go out with some friends. I have to go. Bye.</i>	Description
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After the explanation teacher ask students to create their own descriptive text. The theme is about “my school”. Students are divided into six group. The first group is describe about the teachers’ office, the second group is about the head masters’ room, then the canteen, language laboratory, science laboratory, and also the schools’ garden.

C. Post-teaching

If students finished their writing teacher asks one of the represented of each group to present their writing on the board and correct it together. If their writing is not complete yet, teacher asks them to make it as homework. Before the class over, the teacher concludes the teaching and learning process of the day. The teacher explain a little bit about the simple present tense and descriptive text. Teacher uses video and *freeze frame* it again to make sure that the students are understands the lesson.

SUGGESTIONS

Teaching process that is not supported by good technique will not run well. So choosing an appropriate technique is needed in teaching process. Using *freeze framing* in teaching the simple present tense in pre-writing of descriptive text will make class more enjoyable and lively so the students will understand about the materials. Regarding to apply what is the *freeze framing* in teaching the simple present tense in pre-writing of descriptive text; writer gives two suggestions as follow:

1. The *freeze framing* is better to apply in the language laboratory. It is really recommended in order to keep the comfortable of the other students at the other class. It is because the use of freeze framing needs a loudspeaker.
2. The *freeze framing* can be applied in many topics of English lesson and different level of education so teacher can develop this method to be used in different topics, not only about the simple present tense.

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