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Research Article

The Use of Freeze Framing and Prediction Technique in YouTube to Improve Students' Writing Skill

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KEYWORDS

Freeze framing and prediction technique;
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ABSTRACT

Learning English is quite difficult for students in Vocational School (SMK Patriot Nusantara) especially writing skill. The students found difficulties in expressing their ideas on the paper. There were some techniques can be used in teaching and learning process to break down students' barriers. One of the techniques was by applying YouTube with freeze framing and prediction. The aim of this study was to find the effect of the use of freeze framing and prediction technique in applying YouTube to improve students' writing skill on descriptive text. This study used quantitative methods using pre-experimental research with one class. The purposive sampling was used in this study with the total samples were 35 students. The data was collected by conducting pre-test and post-test. It analyzed by using t-test paired sample test. The result showed that the value of Asymp.Sig (2-tailed) was less than α (0.05). It meant that null hypothesis (Ho) was rejected and alternative hypothesis (Ha) was accepted. Studies on the use of English learning media in the form of video in YouTube application with freeze framing and prediction technique has found positive results in improving students' writing skill. So, it can be interpreted that there was significant improvement on students' writing skill by using freeze framing and prediction technique. The recommendation of this research is providing a new technique that can be used in the process of learning to write. This technique can help students in improving their writing skills.

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INTRODUCTION

In Indonesia, English is one of school subjects. It is taught and learned at all levels of education, including kindergarten, elementary school, junior high school, senior high school, and university. Speaking, writing, reading, and listening are the four skills required for learning English. Writing is one of the most significant language abilities in communication since it can create something that is an expression of an idea (Brown, 2001; Tarigan & Tambusai, 2023; Yulianty & Al Farhan, 2023).

Someone can understand other's ideas if they express or write their ideas in writing. Therefore, writing is another medium via which people can express their thoughts and share them with others.

Writing has several types, they are narrative, procedure, descriptive, and recount text (Herman et al, 2022). According to Richards (2002), writing is the most difficult skills for second language learner to master of putting together strings of grammatically correct sentence. Media can be used in teaching writing. Media is an instrument for communication. If it can deliver messages to fulfill

learning objectives, it is referred to be a learning media. According to Gagne & Briggs (1979), media is physical tool to deliver the subject material through book, movie, video recording, etc. Media is a tool that makes students understand something easier and they can remember it longer. It is different from subject material with lecturing or speech method without any tool or learning media.

One of the media that can be used to teach is video. Video is one of technology's products which presents constant movement of sophisticated images, moving pictures, and animated pictures, or moving texts accompanied by audio or sound effects. Video is often used in teaching because video provides something that people can watch and listen. The previous study conducted by [Click or tap here to enter text.](#) also claims that using video is more effective in improving students' ability in learning writing descriptively and it has a good influence on the students.

In learning English, there are many mobile applications that can be used in classroom activities such as Duolingo, Cake, Hello English, Audiobooks, Grammarly, U-Dictionary, and others (Nuraini et al., 2020). One of the learning media that is used to teach in this research is YouTube Application. YouTube was founded in 2005 as a free platform for people to record and share their videos. Keryova, (2020) states that YouTube was one of several competing services that aim to remove the technical barriers to the widespread sharing of video online. The website provided a very simple, integrated interface within which users could publish, upload, and view streaming videos without high levels of technical knowledge.

YouTube is a website that shares different kinds of videos i.e., video clips, TV clips, music videos, movie trailers and other content such as video blogging, short original videos, and educational videos (Basri, n.d.). Furthermore, Burke et al., (2019) YouTube is a public access Web-based platform that allows people to easily view, upload and share video clips across the internet through www.youtube.com, mobile devices, blogs, and e-mail. YouTube is very easy to access and many things can be obtained, one of them is in the field of education.

Nowadays YouTube is used in teaching because YouTube is an audio-visual media which makes the learning process more interesting. The use of YouTube video can improve students' writing skills and class situation of English class (Anggraeni et al., 2012). In teaching by using video there are some techniques that the teacher could use in implementing this technique. Harmer (2007) mentions 12 techniques that can be used by the teachers in the classroom when they use video as their media in teaching. Harmer (2007) believes that those techniques can make the students engaged more in the discussion. It can also trigger the students to talk more in the classroom as well as to make the students interested more in learning. One of the

techniques that the researcher used is Freeze Framing Technique.

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, (Ningsih et al., 2020) describe that by using freeze framing technique the teacher can use video like a picture dictionary. Further, 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. When the teachers pause the video, the students will be curious to find out what will happen next. Further, Xin et al., (2020) also states that by using freeze framing technique the teachers can ask the students to describe the people or scene, introduce new vocabulary, make inferences about the characters' habits, livelihood, or economic status from their clothing or physical shape, and so on.

Teachers can also use freeze framing and prediction technique at the point when a character is about to respond to a question, at a crucial moment when the characters must make a statement or reaction, when they have an interesting expression on their face. So, the teachers can ask the students to guess what they will say or do. Then release the pause button on the video, and let the students compare their answers with what actually happens in the video. 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.

There are some advantages of freeze framing and prediction technique (Ningsih, et al., 2020). First, freeze framing and prediction technique helps the teacher in making the students more focus during the teaching and learning process. Second, this technique also helps the teacher to make the students involved in the discussion. Third, freeze Framing and prediction technique is useful for the teacher to make the teaching and learning process more fun. While the disadvantages are the teacher has to have a good time management because this technique takes much time. Then, the teacher must know the material will be given well because the teacher should pause the video in the right time. Besides that, the teacher needs preparation before start studying which takes time and the teacher also need supporting equipment such as smartphone, projector, loud speaker and so on.

The result of this research is also line with the previous studies that conducted by Auriana et al (2021), Felanie (2021), Sitorus (2018), Prihatini et al (2018), Mulyanti et al (2016), and Ningsih, et al., (2020) shows that YouTube as a teaching media have significant effect in improving students' writing skill and motivation. In this research, the statement is also proven that the use of the YouTube application in conjunction with the freeze framing and prediction techniques could improve students' writing skills. The previous study states that teaching learning process by using video in YouTube gave better effect and motivation to the students. They are more active in learning writing. Meanwhile, the result of this research has similarities with previous study, but in this research, there is different in the technique used. In the previous study was conducted by Ningsih, et al., (2020), she only used freeze framing technique for teaching English for young learners (preschool students). The novelty in this research is the researcher tried to apply freeze framing and prediction technique in YouTube application to improve students' writing skill on descriptive text. So, the researchers formulate their research question focus on is there any improvement of students' writing skill by using freeze framing and prediction technique in YouTube. This objective is to find out whether there is any significant effect of the use freeze framing and prediction technique in YouTube to improve students' writing skill.

METHOD

In this research, the researcher used quantitative method with pre- experimental research design. According to Sugiyono, (2013), quantitative research methods can be interpreted as research methods based on the philosophy of positivism, used to examine certain populations or samples, data collection using research instruments, data analysis is quantitative/statistical, with the aim of testing hypotheses has been established. The pre-experimental design is a research approach in a traditional way of doing quantitative research (Creswell & Creswell, 2018).

The researcher used pre- experimental design because there is one class who has problem in writing as a sample in this research. So, the researcher gave pre-test, treatment and post- test to students in order that the researcher knows whether the independent variable affects the dependent variable or not. The research used 10 grade students of Vocational School (SMK Patriot Nusantara) at Jakarta Barat in academic year 2022/2023 as an experimental class. The aims of this research are to compare the situation before and after treatment. According to Fraenkel et al (2009) population is a group that is expected to apply the research result. The population in this study is the 10 TKJ H students of SMKS Patriot Nusantara Jakarta Barat in Academic Year 2022/2023. The population is selected

based on observations made by the researcher. There are 417 tenth grade students, which is divided into 11 classes. There are 2 classes of 10 AKL, 1 class of 10 BDP and 8 classes of 10 TKJ.

Fraenkel et al (2009) defines a sample as a small group selected from the population. The sample in this study is 10 TKJ H students in Academic Year 2022/2023, consisting of 35 students. The researcher used purposive sampling in this research. Purposive sampling, as defined as Etikan et al (2016), is a method in which the researcher selects individuals based on their preferences rather than their demographics. It is because the classes cannot be changed and based on the recommendation of the English teacher at the school. The class also had the lowest average English writing score because of lack of motivation.

Observing the environment and interacting with the constructed instruments are two approaches to acquire data, according to Mujis (2004). In this research, tests were used as the instrument. There were two tests that researcher used in this research. Those were pre-test and post-test. Researcher used an essay test to know students' writing skill in making a descriptive text. The tests were done twice, exactly in the beginning and in the end of the research. Before the post-test given, the researcher did a treatment to know whether teaching using YouTube Application as a learning media affects students' writing skill or not.

After the researchers got the normality and homogeneity test result, the researchers conducted a hypothesis test by using T-test formula. Sugiyono, (2013) explains that the t-test is one of the statistical tests to test the truth of a hypothesis. The t-test to be carried out in this study is the dependent sample t-test by using the IBM SPSS version 23. If sig. value higher than α (0.05), then the null hypothesis is accepted but if the sig. value less than α (0.05), then the null hypothesis is rejected.

RESULTS AND DISCUSSION

In this research, the researchers used two types of tests (pre-test and post-test). This was done to answer the research question of whether or not there is an effect of using the freeze framing and prediction technique to improve students' writing skill. The description of data can be seen on the table 1 below:

Table 1 Descriptive Statistics

	N	Min	Max	Mean	Std. Deviation
PreTest	35	25	71	47.07	11.540
PostTest	35	55	96	78.57	10.402
Valid N (listwise)	35				

Based on the data description, it shows that the mean score of post-test result is higher than pre-test (78.57 > 47.07). This shows an increase in students' scores in learning to write descriptive text by using YouTube application with freeze framing and prediction technique. The percentages of posttest can be seen on the figure below:

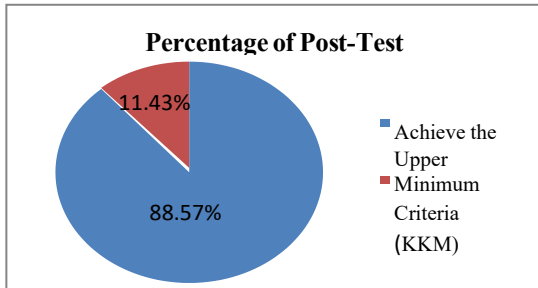


Figure 1. Percentage of Post-Test

As shown in the figure 1, after using the YouTube application with freeze framing and prediction technique, students' writing skill scores was increased. Based on the figure 1 shows that 88.57% or 31 of students achieved the minimum completeness criteria (*Kriteria Ketuntasan Minimum*) while 11.43% or 4 of students failed to reach it.

After calculating the data description, the researchers did normality test to know the distribution of data is normal or not. The complete data can be seen on the table 2 below:

Table 2 Normality Test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk	
	Statistic	Df	Sig.	Statistic	Df
PreTest	.143	35	.069	.947	35
PostTest	.148	35	.051	.952	35

According to the given table, the Shapiro-Wilk normality test revealed a significant value for the class pre-test of 0.090, indicating that the Sig. value was higher than α (0.090 > 0.05) and that the data distribution was normal. The post-test score was 0.132, it means the distribution data was normal and the value was higher than α (0.132 > 0.05). It was determined that the class's data in both the pre-test and post- test tests had a normally distributed distribution. The following figure 1 also explained the normality curve of pre-test and post-test:

Based on the table 2 and figure 2, it showed that the data was normally distribution. It seems using a YouTube application with freeze framing and prediction techniques can improve their skill in learning English. By choosing the good method, technique, and strategy can give positive impact in their study (Boström & Bostedt, 2020).

The homogeneity test aims to demonstrate that two or more groups of data samples originate from a population with the same variations. Hanief & Himawanto (2018) say that the homogeneity test is a statistical procedure that attempts to

show that two or more groups of sample data are derived from the same variations. Based on the theory above, the researcher did not do the homogeneity test. It was because there was only one group of data sample which was less than two group of data sample.

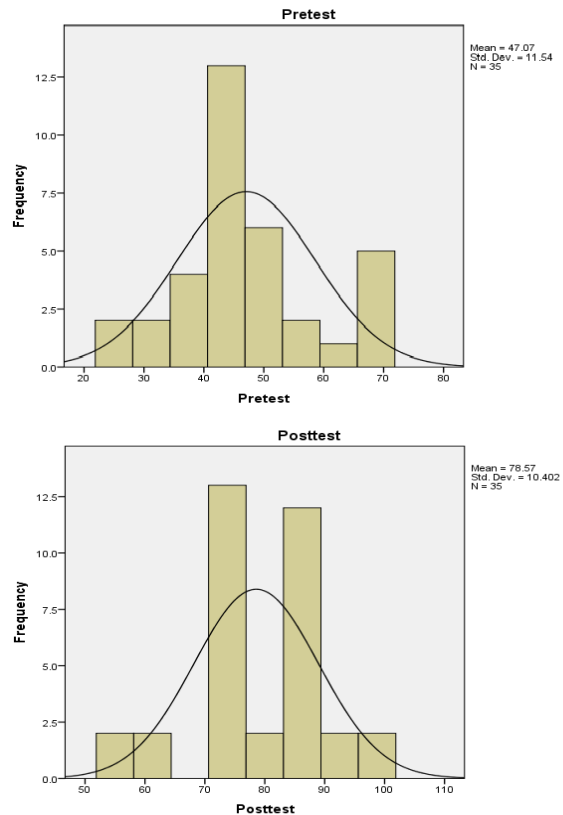


Figure 2. Normality Curve of Pre-test and Post-test

Table 3 Testing of the Research Hypothesis

Pair	PreTest - PostTest	Paired Differences				T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			
1		-31.500	10.413	1.760	-35.077 -27.923	-17.896	34	.000

Based on table 3, the data shows that the sig. value is less than α (0.000 < 0.05). It means that the null hypothesis is rejected and the alternative hypothesis is accepted. So, it can be concluded that there is improvement of students' writing skill by using YouTube application with freeze framing and prediction technique.

In learning English needs an interesting method, technique, strategy, and media to motivate students in mastering language skill (Kristiawan et al., 2022). The teacher must create an appropriate instructional design to achieve the learning goal based on the characteristics of learners and their environment (Baier et al., 2019).

The use of video in YouTube as a teaching media is not something new, but the technique used by the teachers in delivering material are not the same. This depends on the situations and conditions of the students and their learning

environment (Schott & Seel, 2015). In previous research, as researched by As et al., (2023); Dwifadrijin & Pamungkas, (2020), the use of YouTube can increase students' motivation. Putu, (2020) also found in her study that YouTube can improve students' writing skills. Based on previous research, it shows that there is no specific technique used in implementing YouTube as a learning resource. So, in this study the researchers applied one of technique namely freeze framing and prediction in delivering descriptive text material by using video in YouTube.

YouTube was founded in 2005 as a free platform for people to record and share their videos. Burges & Joshua (2009) state that YouTube was one of several competing services that aiming to remove the technical barriers to the widespread sharing of video online. YouTube was choosing in this study because this application is very popular for Gen-Z. This application also very easy to use and provide education contents for students and teachers (Burke et al., 2019; Muthmainnah & Umami, 2024; Sugara et al., 2023).

Freeze framing and prediction used in teaching and learning descriptive text, due to in the syllabus of this semester the students learn about descriptive text. The researchers used this technique because it gives a lot of benefits such as encourage students' motivation, self-confidence, and improve their English skill (Helza & Isyam, 2013; Shahani & Tahriri, 2015; Wahyuningsih & Ni'mah, 2023). The basic teaching by using freeze framing and prediction technique is play and pause the video and make prediction for the next story scene. When the video is playing, the teacher pauses the video for a moment and when the video is paused, the teacher explains the materials to the students (Helza & Isyam, 2013; Ningsih, 2020; Shalin et al., 2021).

CONCLUSION

The researchers limit this study focused on the use of freeze framing and prediction technique in YouTube to improve students' writing skill on descriptive text for tenth grade at Vocational School of Patriot Nusantara. YouTube application combined with the freeze framing and prediction technique makes learning English more interesting and enjoyable experience for students and can be a more effective teaching technique. This technique also gives positive effect in improving students' writing skill on descriptive text. It can be seen from their different score in pre-test and post-test. Students' score in post-test is significantly increased. It means that freeze framing and prediction technique in applying YouTube application can improve students' writing skill on descriptive text. This finding also gives the implication for English language skills. The teacher and students can use this technique in some subject lessons to help students in improving their English skill not only in writing but also in other English skills and their

motivation. Moreover, for further researchers, it is suggested that the following researchers to use another technique in applying YouTube as a teaching media for delivering material not only in writing but also in others English language skill with different method and instrument.

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