

DEVELOPING FRENCH LEARNING ACTIVITIES IN LANGUAGE MULTIMEDIA LABORATORY

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ABSTRACT

For obtaining the good result in language instruction, teacher should give attention in factors influencing the teaching-learning process such as media. One of media used in language instruction is a language multimedia laboratory. It is considered as the best type of instrument by means of which learners can listen to the material recorded, record their own voice, play back their recording to check for mistakes or to compare their own efforts with a model version already recorded on the tape, record movies, songs, or news programs, and also watch and listen them.

Key Words: French teaching-learning activities, language multimedia laboratory

A. Background of the Study

One of the language skills that should be learned by French learners is listening. Listening is considered as a necessary skill because of its essential role in facilitating learners to master French proficiency. Skill in listening, for example, can help learners participate well in oral communication. Communication cannot take place successfully if the message said is not understood. However, learners might find it difficult to follow what is spoken to them. Therefore, opportunities given to the students to listen to both non native and native speakers French offer opportunities for invaluable practice to train them to understand normal communication in unstructured situations.

For obtaining the good result in language instruction, teacher should give attention in factors influencing the teaching-learning process such as media. Examples of communication (media) that can be use for listening instruction vary from a tape recorder to a language multimedia laboratory. To explain specifically

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about the latter, language multimedia laboratory is considered as the best type of instrument by means of which learners can listen to the material recorded, record their own voice, play back their recording to check for mistakes or to compare their own efforts with a model version already recorded on the tape, record movies, songs, or news programs, and also watch and listen them. The effects of this equipment are that the learners can work all the time, at their own pace, and on their own materials. In addition, each learner is responsible for his own performance.

Besides for listening skills, others language skills can also be learned in language multimedia laboratory. Example in speaking class, after listening a song from a cassette, teacher asks students to explain the story happening in cassette. In learning French, it is hoped that at the end of the learning process, the students are able to use the four major skills of French; they are able to read, to listen, to speak, and to write in French through themes that are selected based on the level of student development and interest.

This paper discusses some important issues in developing learning activities in language multimedia laboratory.

B. Discussion

1. French Teaching-Learning

The word “learning” has some definitions. Bower and Hilgrad (1987: 12) state that learning is the process by which an activity originates or is changed through reacting to an encountered situation, provided that the characteristics of the change in activity cannot be explained on the basis of native response tendencies, maturation, or temporary states of the organism.

Meanwhile, Kimble and Garmezy (1963: 133) define learning as a relatively permanent change in a behavioral tendency that occurs as a result of reinforced practice. In line with the above statements, Gary and Kingsley (1970: 15) state that learning is a process by which behavior is originated or changed through practice or training.

More clearly, Brown (2001: 6) breaks down the definition of learning as follows:

- a. Learning is acquisition of or “getting”.
- b. Learning is retention of information or skill.
- c. Retention implies storage systems, memory, cognitive organization.
- d. Learning involves active, conscious focus on and active upon events outside or inside the organism.
- e. Learning is relatively permanent, but subject to forgetting.
- f. Learning involves some forms of practice, perhaps reinforced practice.
- g. Learning is a change in behavior.

From all definitions of learning above, it can be concluded that learning is a process which is experienced by an individual to get behavioral changes which are the results of training or experience from the interaction with environment. In fact, nearly all the definitions of learning include the concepts of change, behavioral, and experience.

Learning involves some sorts of change in an organism in which this change makes some changes in behavior. These changes are brought about by experience. As a result, learning can be defined as a relatively stable, unspecified change within an organism that a change in behavior. That is due to experience.

For more than six decades, research and practice in French language teaching has identified the “four skills” – listening, speaking, reading, and writing – as of paramount importance. French Language curricula and textbooks around the world tend to focus on one or two of the four skills, sometimes to the exclusion of the other. Because of the reason above, teacher in classroom arrange activities concerning the four skills.

2. Learning Activities

Nunan (1989: 59) says, “Activities specify what learners will actually do with the input which from the point of departure for the learning task”. He proposes that there are three general ways of characterizing activities (1989: 59-64); authenticity (rehearsal for the real world and skills use), skill getting and skill using, and fluency/accuracy.

- a. Authenticity

Clarke and Silberstein (1977), as quoted by Nunan (1989: 59) say, “Classroom activities should parallel the ‘real world’ as closely as possible”. While there is general acknowledgement that authentic materials have a place in the classroom, the issue of activity authentic is less widely recognized. Candlin and Edelhoff (1982) in Nunan (1989: 60) point out that the authenticity issue involve a much more than simply selecting texts from outside the arena of language teaching, and that the processes to which the learner submits aural and written texts and the things he or she is required to do with the data should also be authentic. Porter and Roberts (1981) in Nunan (1989: 60) also point out that while it is possible to use authentic text in non authentic ways, this severely limits the potential of the materials as resources for language learning.

Certain activities might only remotely resemble the sort of things learners are required to do in the real world. However, they would probably be justified on the grounds that, in carrying out the activities, learners are required to practice skills which will be useful in the real world.

b. Skill Getting and Skill Using

A second way of characterizing activities is according to whether they are basically concerned with skill getting and skill using. These relate to the traditional distinction between controlled practice activities, in which learners manipulate phonological and grammatical forms, and transfer activities, in which learners are meant to apply their newly acquired mastery of linguistic forms to the comprehension and production of communicative language.

c. Accuracy and Fluency

A third way of analyzing learning activities is into those which focus the learner on developing accuracy, and those which focus on the development of fluency. Brumfit (1984) in Nunan (1989: 63) deals with the fluency/accuracy polarity in detail. He suggests that:

“...the demand to produce work for display to the teacher in order that evaluation and feedback could be supplied conflicted directly with the demand to perform adequately in the kind of natural circumstances for which teaching was presumably a preparation. Language display for evaluation tended to lead to a concern for accuracy, monitoring, reference rules, possibly explicit knowledge, problem solving and evidence of skill-

getting. In contrast, language use requires fluency, expression rules, a reliance on implicit knowledge and automatic performance. It will on occasion also require monitoring and problem-solving strategies, but these will not be the most prominent features, as they tend to be in the conventional model where the student produces, the teacher corrects, and the student tries again”.

The fluency/accuracy distinction is related to another dimension which can be used to analyze activities. This is the degree of teacher/learner control inherent in any activity. In classroom drills and other form focused activities, control is usually very much with the teacher, while in simulations, role plays and the like, the learner has much more control. As power and control are aspects of teacher/ learner.

3. Language Multimedia Laboratory as Teaching Media

Sugeng (1997: 110) states the definition as media as follows: A medium in the teaching learning process is a tool to match the learning objective and the learning product. A medium is never an end by itself. Rossi and Biddle (1966: 3) define a medium as any form of device or equipment which is normally used to transmit information between persons. Thus radio, television, newspaper, billboard, letters, hand bills, and all such devices are media by definition.

Locatist and Atkinson (1984: 3) define media as the means for transmitting or delivering messages. Hamalik (2005: 23) defines media as any tools, methods, and techniques used to make the communication and interaction between the teacher and student more effective in the teaching learning activities.

From the explanation state above, it can be concluded that educational media are more those used to support the processes of education, whereby the teacher attempts to help the students in the teaching learning activities.

Medium is one of the important component in the teaching learning activities. There are many function or benefits of the use of media. Rowtree as quoted by Supadi (1983: 12) states the function of media : to arouse motivation, to give learning stimulus, to review given lessons, to give feedback soon.

Sudjana (2008: 2) states that the benefits as using instructional media are as follows, “the learning activities will attract students attention more so that they will arouse motivation to learn, the subject will be clearly understood, the learning method will be more varied so that student will not get bore, and, student will to more activities in learning.

From the benefits stated above, it can be concluded that the language multimedia laboratory as media give many benefits by making the teaching learning activities more interesting arousing student’s motivation to learn, and reducing verbalism.

Language multimedia laboratories have had an important place in language teaching programs of a large number of high schools and colleges in entire the world. Although many such language multimedia laboratories are restricted to use by students learning languages, their essential components are readily adaptable as “electronic classroom” or library complexes of study carrels which may be used for many other independent learning activities.

If defined, as by Hayes in Brown et al (1972: 326), as “a classroom or other area containing electronic and mechanical equipment to make foreign language learning more effective than is usually possible without it,”.

The language laboratory ordinarily fits one of the following type descriptions (Brown et al., 1972: 326-327),:

- a. *Audiopassive*. Student stations are provided merely with headphones for listening to source materials recorded on tape or disc.
- b. *Audioactive*. Each student station provides a set of headphones and a microphone. The student listen to a master tape and responds at spaced intervals by speaking into his microphone. He hears his own voice through the headphones.
- c. *Audioactive comparative*. The addition of recording facilities makes it possible for the student not only to listen and respond but also to record and play back his own responses. The student listens to a master recording and then responds during pauses in the recording. After each response is

recorded, the tape can be backed up and played back so that the student can compare his response with the master.

In some language laboratories, the teacher or operator records at a console; in other, the student works independently with a master tape, either in remote operations or at his own station. Although many of the early language laboratory installations provided earphones only, most now provide audioactive or audioactive comparative facilities, or a combination of the two.

Elsewhere, Hocking, Nostrand, Barrutia, and other in Brown (1972: 327-328) suggest that the movement toward a truly modern technology of language teaching has scarcely begun. Developments that seem likely to assume larger proportions in the technology of language teaching as well as in other applications of electronic learning facilities include the following:

- a. Increasing and more systematic used of programmed instruction, including the use of computer aided instruction.
- b. Increasing decentralization of language teaching facilities into both campus and home-based study carrels linked to dial access information retrieval systems, making use of direct wire, telephone, microwave, or other two-way communication linkages.
- c. Increasing use of 8mm film, television, videotape, and other sources of video information which can be used in conjunction with audio systems.
- d. A sweeping trend toward more flexible and versatile electronic and mechanical facilities which can duplicate all present audio functions of the language laboratory and at the same time supply video information, computer control (when indicated), and greater freedom with respect to the location of student stations.

4. Learning Activities in Language Multimedia Laboratory

a. Procedure

This section will be devoted to the discussion of the procedure of presenting French learning activities in language multimedia laboratory. The most important thing before presenting the material in language multimedia laboratory

is that teacher has to design how to learn French in language multimedia laboratory. The students listen carefully, think logically about the problem and the rules, so that the exercises can be comprehended well, and they may do individually, in pairs or in group.

Based on the writer's experience the students are very enthusiastic to study French in language multimedia laboratory so that the procedure of presenting them runs well and they will not stop studying it.

b. Consideration

When using the language multimedia laboratory in French teaching-learning, the teacher should consider the objective of the activity, the level of the student's knowledge, and the students' needs and interest. In selecting the material for the task, the teacher should choose the topic and the vocabulary learned which are relevant to the students' needs and interest. In this case, the teacher should always consult with the content curriculum.

As we discussed above, in teaching French, teacher should teach the four skills, such as listening, reading, speaking, and writing integrated. Based on the suggestion, the writer concludes that the four skills should be taught in an integrated way, so that they can contribute to each other.

In order to achieve the goal of the French teaching, teachers must be careful enough in allocating their available time. In relation with this, teacher personality thinks that vocabulary exercises should only be given to students if teachers are sure that they have comprehended the materials, so that, the students can do the exercises well.

c. Activities

1) Activity One

Students listen and complete the lyrics of a song.

L'alphabet en chantant

Apprend l'alphabet en _____ (1)

Apprends l'alphabet en _____ (2)
Apprends l'alphabet en _____ (3)
Pour qu'un jour tu _____ (4) le plus grand

AB-CD-EFGH-IJ-KL-MNOP-QR-ST-UVW,
Les trois dernières lettres sont X, Y et Z
Avec moi !
AB-CD-EFGH-IJ-KL-MNOP-QR-ST-UVW,
Les trois dernières lettres sont X, Y et Z

Vous avez bien appris votre leçon
Un jour quand vous serez grands
Vous pourrez lire de belles histoires
Et les raconter à toute votre _____ (5)
À votre _____ (6)
À votre _____ (7)
Et à vos petits _____ (8) et _____ (9)
Et aussi à vos _____ (10)

AB-CD-EFGH-IJ-KL-MNOP-QR-ST-UVW,
Les trois dernières lettres sont X, Y et Z
AB-CD-EFGH-IJ-KL-MNOP-QR-ST-UVW,
Les trois dernières lettres sont X, Y et Z

Apprends l'alphabet en _____ (11)
Apprends l'alphabet en _____ (12)
Apprends l'alphabet en _____ (13)
Pour qu'un jour tu _____ (14) le plus grand

AB-CD-EFGH-IJ-KL-MNOP-QR-ST-UVW
Les trois dernières lettres sont X, Y et Z
AB-CD-EFGH-IJ-KL-MNOP-QR-ST-UVW
Les trois dernières lettres sont X, Y et Z.

The aim of the exercises is to help the students to understand the words saying
and make students more enthusiast in learning French.

2) Activity Two

Finding People Talking From Gestures

Competence	Speaking
Objective	Making a linguistic hypothesis from non verbal elements.
Document Type	Film

Material Video or DVD.

Duration 30 minutes

Activities:

- a) Students watch scene without the voice.
- b) They characterize situations: the place, people, important action. In this step, they make hypothesis about the theme.
- c) Second watching without the voice, teacher distributes an incomplete transcription. Students work in pairs about their first observation.
- d) Third watching without the voice, making pauses about an actor/actress who does not exist in transcription. Students characterize his/her non verbal gestures and make hypothesis about his/her parole. They make note in white board.
- e) The last watching with voice, students verify their hypothesis. It is correct or not.

3) Activity Three

Description Pictures of People

Competency Listening, Speaking, and Writing

Objectives Characterizing people and their activities: physical description, activities description, and reporting.

Document Type Television news program

Material Video or DVD

Duration 45 minutes

Activities:

- a. In the first watching, students divide scene into some pictures. They work in pairs. Each group chooses one person interviewee. Then, they characterize that person choosing physically and their activities.
- b. In the second watching, the groups do not take note, they only concentrate on pictures that they choose.
- c. In the third watching, they make pause the scene and take note,
- d. Each group recapitulates information disposed.

- e. Each group shows their works. From the works, they make a discourse narratif.

4) Activity Four

Pictures/Text Matching

Competency	Reading, with listening and speaking
Objectives	Matching words (single words, sentences and paragraphs) to pictures; discussing
Document Type	Dialogues in Cassette
Material	Cassette, pictures
Duration	45 minutes

Activities:

- Teacher gives learners four or five separate picture cards and on separate cards the words which name the objects in the pictures.
- Student listen dialogues on cassette and match the appropriate dialogue to the pictures.
- Student describe pictures on details.

5) Activity Five

IS TV GOOD OR BAD?

Competency	Listening and speaking
Objectives	Discussion
Document Type	Television news program
Material	Video or DVD
Duration	90 minutes

Activities:

- Students watch the program without taking note about the television. The topic is “Is the television good or bad ?”
- Students watch the program with taking note.

- c) They answer the questions from teacher.
- d) In groups, they discuss and make their own opinion about the topic.

6) Activity Six

Writing an Article from a Reportage

- Competence** Listening, Writing
- Objective** Translating from the information by images to writing information, practicing to write an article.
- Document Type** News program or a short reportage magazine.
- Material** Video or magazine.
- Duration** 60 minutes

Activities:

- a) In the first watching, students watch news program.
- b) In the second watching, in groups students find the main information by filling the column. Students have to match the voice with pictures. It is important to give more time for making the differences for writing the redaction of the article. The information in the pictures is transferred into the linguistics one.
- c) In the third watching, students complete their notes related the number of person interviewee, their identity, etc.

	Voice Off	Images
Who ?		
Where ?		
When ?		
What ?		
How ?		
Why ?		

- d) Making redaction of the article.

- e) Changing articles with different groups for comparing the redaction.

7) Activity Seven

Characterizing A Product

Competence	Speaking
Objective	Giving the quality and the functions.
Document Type	Advertisement
Material	Video
Duration	60 minutes

Activities:

- a) In the first watching, students watch an advertisement.
- b) Students fill the questionnaire as follows.

The product:

- What is the ingredient of X ?

The use of the product:

- Why do people use X ?
- Where do people use X ?
- When do people use X ?

The effects:

- People use X for ...
- Because of X, ...
- With X ...
- X, it is ...

- c) Students say the characteristics of product (X).

C. Conclusion

The success of teaching French depends on many factors, such as the teacher, the students, the techniques, the method, and the media.

After having discussed the teaching French through using language multimedia laboratory, the writer can conclude that:

The aim of teaching French through using language laboratory is more interesting. There are lots of activities that can do in language laboratory and we can combine the four skills, e.g. after listening cassette, students can repeat the words saying, complete the dialogue, and write a paragraph.

H. Suggestion

1. In teaching French, the teacher should have good competence in using language multimedia laboratory, because the activities are better than in class. Besides, the teacher should also be creative and patient, and he/she should also be able to motivate the students well.
2. As the course develops, the teacher should various exercises in order to reduce the monotonous activities. These kinds of student activity will motivate the students in learning French.

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