

CHAPTER IV

THE DESCRIPTION OF TEACHING TENSES USING DIALOGUES

This chapter presents the result of the research. It consists two section; the first section is the description of the teacher's pre class preparation in teaching tenses. The second section is about a step by step procedure in presentation of tense.

4.1. The Teacher's Pre - Class Preparation

The aim of teaching tenses is to get students to internalise dozens of useful phrase, but with sensitivity to the generative power of each one. (Cross,1992:16).So the teacher must done some preparation before the class even started.

4.1.1 Selection

Once the teacher has selected a dialogue suitable for his particular class. It is necessary for the teacher what class work will have to be done prior to the dialogues. The dialogue must be relevance with the students' experience and consist the simple present and the present continuous tense .

4.1.2 Choose the Students' interests

The teacher must choose a topic that interesting for the students, the up date topics that give meaningful for the students, maybe about their new hobby or their daily activities

4.1.3 Lesson Plan

Before class activity started, the teacher must have lesson plan, so the goal of English learning can be reached that is the pupils can apply tense into daily communication through dialogues correctly. The lesson plan indicates the spoken building for the students.

4.2 The Steps of Teaching Tenses Using Dialogues

Based on literature review above, it can formulate the language teaching learning in the class are:

Step One: Presentation of the form and meaning

It shows form, uses, spelling of simple present tense and present continuous tense.

The Simple Present Tense:

Form: in the affirmative the simple present has the same form as the infinitive but adds an s for the third person singular.

Uses: To express general statements of fact, to express habitual or everyday activity, indicate a situation that exists right now, at the moment of speaking.

Spelling : Verbs ending in **ss, sh, ch, x** and **o** add **es**, instead of **s** alone, to form the third person singular; when **y** follows a consonant we change the **y** into **i** and add **es** (I carry; he carries)

The Present Continuous

Form: The present continuous tense is formed with the present tense of the auxiliary verb **be** + the present participle

Uses: For an action happening now. For an action happening about this time but not necessarily at the moment of the speaking

Spelling: when a verb ends in single e, this e is dropped before ing:

Argue, arguing hate, hating love, loving

.When a verb of one syllable has one vowel and ends in single consonant, this consonant is doubled before ing:

hit, hitting run, running stop, stopping

.Let us suppose in the text; "*I am an English teacher, I am teaching English Now.*" repetition of the tenses will follow, enough to familiarise the students with the sound but not enough to bore them by ask them some question .The teacher could show how the basic simple present and present continuous tense generates other utterance in dialogues. So the students can understand about the basic rule of this tenses in using.

The main function of this activity is providing learners with native model to imitate, because such a contrastive analysis tell us in advance about the linguistics problem that a native speaker of the language is going to face in the learning the target language. The structure taught must be placed in their right linguistics and cultural contexts.

The main characteristics of this step are it believe that language is basically a system of structure and these structure apply mainly in the grammar. To make this step affectively the teacher must show the building on the model above. The teacher might say about the general truth around them, something that they are doing at moment. If possible be truthful, but above all be interesting and even amusing.

Step two: Blackboard example

Now the teacher can write the structure of the simple present and present continuous tense on the board, underlining the key features in following way

Marry is a singer. She is singing beautifully now

Even better the teacher can show only the bones of the structure. We might call this sort representation a skelaton tense.

The aim of this activity is to give understanding to the students how to use Simple present tense and Present continuous tense in sentences correctly. By doing this activity the teacher hopes that the students understand the differences both Simple present and Present continuous tense in using.

Step three: Guided practice

A subtitlional drill is usual follow up to this step. The teacher guided practice the tense in a simple interview with the students.

Teacher:” How do you go to school?”

Student:”I go to school on foot.”

By practice the dialogue above, the teacher inform to the students if the once use of the simple present is express habitual or everyday activity.

”I go to school on foot.”,means that I go to school on foot everyday.

Teacher:” How does your friend go to school?”

Student:”He goes to school by motorcycle.”

The dialogue shows that in simple present tense if the subject is the third person singular, the verb of the sentence must add an **s**, so the teacher ask, “ How *does* your friend go to school?”, not “ How *do* your friend go to school?”. And the student must says *he goes*, not *he gos*, because Verbs ending in **ss, sh, ch, x** and **o** add **es**, instead of **s** alone, to form the third person singular

Teacher:” What are you doing?”

Student:”I am reading a newspaper”

This interview indicate the present continuous tense, because it is formed with the present tense of the auxiliary verb **be** + the present participle. The students can use this tense in this dialogue, because the action happening about this time

Teacher:” Where is your friends?”

Student:”They are drinking tea in the canteen.”

Here, the dialogue function is to accustmed the students if the subject *I*, they must use *am* as auxiliary verb, and if the subject *they*, they must use *are* as auxiliary verb. If the subject *the third singular person*(*he, she, it*), they must use *is* as auxiliary verb.

This activity is useful to make the students accustomed to apply simple present and present continuous tense in a simple interview or a dialogues.

So they can practice it in their daily conversation and they will understand when they must using Simple present and when they must using present continuous tense. The teacher can make student talk more meaningful, too, by involving the learners in the contents of what they say, leading them to use the tenses in a more natural way. The element of unpredictability adds interest and excitement, to do this the teacher can capitalize on their own conditional and their own activities, in the following way :

Teacher : “Are you a student?”

Student : “Yes, I am a student.”

Teacher : “What are you doing at moment?”

Student : “I am learning English.”

Teacher : “What time do you start to study English?”

Student : “I start to study English at 7.00 A.M.”

Some error occur as the teacher allow an element of free expression, but it would be wrong to correct everything formally at this stage of less control practice.

Step Four: **Identifying tenses**

Of course , the first essential of in activity is that the students learn to identify useful structures especially tense, which have communicative value and which can generate many useful utterances by a process of

substitution. Therefore, the end of this activity is give the students a task to identify the simple tense and present continuous in a dialogues.

Jean : "Where is Sally Jack?"

Jack : "She is in the garden, Jean."

Jean : "What is she doing?"

Jack : "She is sitting under the tree."

Jean : "Is Tim in the garden too?"

Jack : "Yes, he is. He is climbing the tree."

Jean : "I beg your pardon?"

"Who is climbing the tree?"

Jack : "Tim is."

Jean : "What about the dog?"

Jack : "The dog is in the garden too. It is running across
the grass .it running after a cat."

The students identify the simple present and the present continuous tense in that dialogues by underline them. Therefore the teacher can detect if the students can identify The simple present and the present continuous tense in a dialogues and the teacher can know the goal of learning from result of the students' work.