



AN IDEA OF TEACHING PAST TENSE INTERACTIVELY BY USING THREE P (PRESENTATION, PRACTICE AND PRODUCTION)

Firmansyah Diyata
Institut Teknologi Nasional Bandung
firmansyah@itenas.ac.id

ABSTRACT

The process of language learning is normally conducted in three stages. Those stages are presentation, practice and production. To create interactive atmosphere, teacher can provide some spaces of interaction in each stage. The spaces of interaction in every stage can be in the forms of lead in questions, inviting students opinions and questions, and discussing the solvation of the problems on the provided tasks. Through those forms of interactions, teacher can give opportunities for his students to practice their ability in speaking English. The opportunity for the students to speak English when they are learning English is considered as the main requirement for a learning meeting to be called an interactive learning process. Besides that, the article also reveals how teacher's choice of handouts and innovation of the tasks of the handouts play very important role to create interactive learning approach. To prove how the idea of providing some spaces of the interaction in every stage can be conducted and how other supporting elements play significant role in assisting it, the discussion takes past tense material as an example. By reviewing the idea in this article, it is hoped that the teacher who needs a reference in teaching tense material interactively though three P can consider it as one of them.

Keywords: stages, presentation, practice, production, interactive

INTRODUCTION

There are many ways that the teachers can conduct when they deliver a lesson. Teachers who believe that teaching English classically can easily help their students understand the lesson they deliver, usually try to explain the material as simple as possible and apply the way of their explanation deductively (Gass, S. M., & Mackey, 2000). The teachers who use this kind of explanation always come directly to an explanation related to the material they teach, and they explain the lesson in classic way. The classic way means that the teachers deliver the lesson by dominantly explaining it without much interaction with their students. The students only have the opportunity to give questions about everything that they do not understand at the end of their presentation. After the explanation, the teachers ask the students to do the tasks related to



the material that the students just acquire, and finally discuss them in classic way. Discussion the tasks in classic way means that the teachers just give the opportunity for students to know what the correct answers are and usually rarely elaborate them in details.

Some teachers believe that classic way is the best way of delivering the lesson to make students comprehend their teaching materials. They consider that the students who have very little English background must be helped to comprehend the lesson in classic way, because their knowledge is still not possible to be encouraged to do more participation to use their English in the classroom. Besides that, there are teachers who also believe that students whose countries apply foreign language acquisition cannot be treated by using a way of teaching that presents much interaction between teacher and students or among students (Hawkins, 1999).

The classic way is often conducted when teachers teach tenses in our country. It happens because most teachers believe to help their students comprehend tenses they teach, they must dominantly apply deductive way, not inductive way. The deductive way is the way that the tenses is taught traditionally. In this case, the tense is explained by telling the students its form and its function without related it with real situation when it is normally used. Teachers only tell the students by writing or showing its forms and functions without elaborating it in much interaction with their students. They only explain how the sentences of the tense are created by using the forms and when the students can use the sentence related to the situation they are probably facing. After the explanation, students do the practices related to the tense they have already acquired. The practices in this case usually to order the students to find the answer of single sentences. Each sentence is separated and has no integration or connection with the other sentences in the practice. The types of the questions related to this case is usually to order the students to change the verb based on the forms and the functions of the grammar material that the students just learn (Larsen-Freeman, 1991). In final stage of the lesson, the teacher usually tells the students to make sentences or write a text using the material that they have learnt. Although this way of teaching fulfils the condition of 3 P (presentation, practice and production), the atmosphere of the teaching process often boring and not variative. Most students do not feel exciting and unenthusiastic before and during the lesson is conducted by the teacher (Dörnyei, Z., & Ushioda, 2013).

To help students not to get bored when they are learning tenses because of the classic way of teaching presented by the teacher, the writer promotes an idea of how the three P (presentation,



practice and production) can be developed into a teaching way that creates a comfortable and exciting learning atmosphere. In presenting the tense using this kind of three P method, the writer gives an example through Simple Past Tense material. The writer will describe to the teachers how to apply this teaching method by conducting three P with some spaces of interactions between teacher and students and among students so that the teaching atmosphere creates excitement for both teacher and students.

LITERATURE REVIEW

Steps of teaching normally consists of three stages. The stages are presentation, practice and production (Brown, Douglas, 1994). Teacher uses all the stages to help students to achieve the aim of the lesson. Through the three stages, teacher provides everything that he thinks is needed by the students (Anthony, 1963). The three stages facilitate the teacher all packages of teaching process he needs, such as: delivering explanation of the material that the students must comprehend, providing the students the time that they can use to measure their comprehension through some practices, and giving the time for the students to produce what they have learnt (Rivers, 1987). Every learning process ideally must consist of these three stages. They can be conducted in order or out of order.

In a standard learning process, teacher usually starts it with presentation. Presentation is the stage where teacher presents the topic of the lesson. In delivering the presentation, teacher can conduct the method that he thinks suitable to help their students to understand the material presented in the meeting (Dick, Walter & Carey, Lou & Carey, 2009) . The best approach related to this case, teacher can wisely decide whether he wants to apply a method that provides much interaction with his students or a conventional method that provides teacher to do the only speaking in order to explain the material to his students. Most teachers who choose an interactive model of teaching that provides much information usually have a consideration that their students who join their class have already good English background to be able to speak during the lesson. For the teachers who teach the students that have low skills of English usually choose conventional method of teaching that provides lack interaction since their students do not have enough capability to speak in English (Ornstein, A & Collins, 1990).

Stage two of the lesson is practice session. In this stage, teacher facilitates his students with some tasks that they must do after they have comprehended the lesson material presented by the teacher before. The idea of giving the tasks in the practice is to measure how good the



students have comprehended the material and to help the students who have not acquired clear understanding during the presentation stage (Van den Branden, K., Verhelst, M., & Gorp, 2007). By doing the tasks in this stage, the students can get reflection related to their comprehension level. The students can measure this comprehension level through the percentage of the score they have after doing the tasks. They can know this score after the teacher checks and discusses the tasks that he has given. Through the discussion, the students can also get better understanding about some details in the lesson material that they have not understood clearly before. To optimize teacher's knowledge about his students' achievement related to the material they have learnt, the questions that students should solve in the practice tasks must be in the form of short answer or essay. These kinds of questions only can be answered correctly by students with the help of their pure understanding and without any clues that can lead them to find the correct answers of the questions. Teacher can provide his students with the tasks that are related to grammar knowledge, reading comprehension, and listening comprehension in this stage (Nunan, 1988).

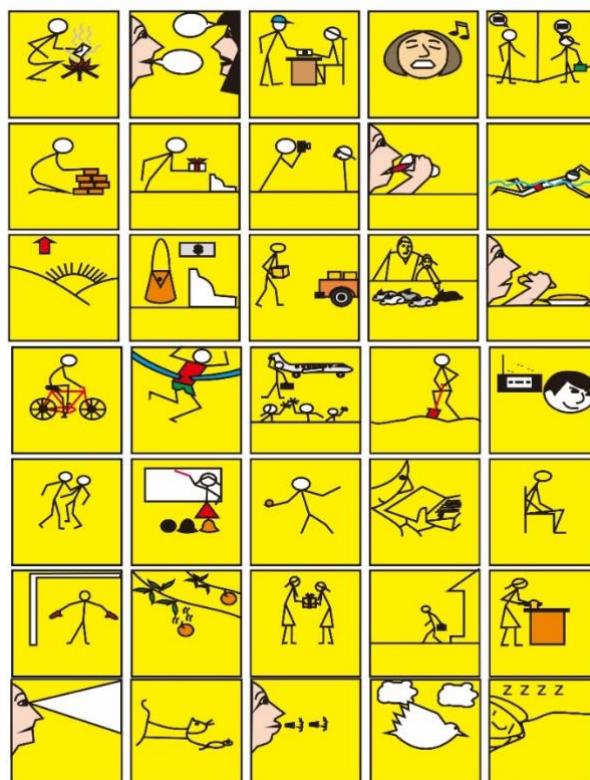
The last stage of the lesson that the teacher should deliver is production stage. In this stage, teacher facilitates his students to produce what they have acquired in presentation stage and the previous materials they have learnt (McKay, 1987). The activities that the teacher usually delivers in this stage are speaking and writing. Both activities are considered to have requirements to facilitate students to apply their understanding of the target languages they have acquired previously in the products of oral and written languages. Through speaking activity, students can produce the target languages they have learnt by saying them. To assist students to say the target languages they have learnt, teacher can facilitate them by conducting pair work or mingling tasks that help students to interact each other to use their oral English (Mart, 2012). In writing activity, students can produce the target languages they have learnt in the form of written products. (Sawaki, 2016) Teacher can facilitate his students through the activities that can assist them to use the target languages they have learnt in the form of written tasks.

DISCUSSION

To start the activity related to this learning process, teacher needs to conduct an activity to build students' mood. Students' mood is considered to be vital since it helps students to enjoy the whole learning process that the teacher delivers in the meeting. As its aim is to build good



mood for the students, teacher needs to create an activity that is fun and exciting before he starts the presentation stage. One of the activities related to deliver past tense material that can give fun and excitement moment for the students is verb card game. This activity will give students excitement through its playing process and also helps students to remember or remind their knowledge of verb in past tense.



Picture 1 – Verb Cards

To play the verb card game, teacher can modify it by various ways. One of the exciting ways is by showing the card to the students, and asking them what past tense verb is being shown on each card. After a student can guess it correctly, teacher asks that student to say the spelling of the past tense verb. If that student can spell it correctly, he or she can keep the card. The winner of this game is the student who can collect more cards than other students. Through this activity, students can have fun and excitement. The fun and excitement will contribute the good mood. The good mood they acquire from the game activity usually makes them gain the knowledge from teacher's explanation during the meeting better than when the teacher directly invites the students to pay intention to what he is going to explain without warming up activity. Teacher can modify the card into various was of game. The most important thing, whatever types of game the teacher creates from the card, he must have an obligation to relate it with the content



of the material he will teach, the joy that the students possibly have, and how the game supports students' knowledge to understand the material going to face in the presentation stage.

PRESENTATION

In the presentation stage, teacher can deliver his presentation by presenting the target language deductively or inductively. Deductive presentation can be delivered for the students who have low skill of English speaking. In this case, teacher do the presentation without much interaction with the students. Teacher only explains the lesson and sometimes just asks the students in order to find out whether his students have understood or comprehended the material he has explained. In delivering past tense material by using the approach of deductive presentation, teacher starts the lesson by explaining the forms of the past tense material. Teacher explains positive, negative and interrogative forms of the past tense material to his students. In his explanation teacher tells his students that the verb in positive forms always in past tense verb, whatever the subject of the sentence they use. Teacher also tells the students that in negative and interrogative forms, the used verb is present verb with the help of helping verb 'did not' for negative and 'di' for interrogative. After explaining the forms of past tense, teacher then gives the opportunity for students to ask if they still need to get better understanding about them. If students ask questions, teacher needs to give further explanation. Teacher must make sure that the discussion related to the students' questions about the forms will give all students comprehensive understanding, so that they know how create sentences using those forms.

The next explanation is about the function of the past tense. Teacher tells the students that past tense has two functions. The first is to tell about a finished activity, and the second is to express the experiences that the speaker has. The functions that are discussed will refer the teacher to some examples that can help students understand how to create sentences related to the activities they have done or experienced. This traditional way of explaining the lesson material usually also more effective for the students who do not like to talk much, but they are good and fast in understanding grammar rules and functions.

Inductive way of explaining the lesson can be delivered by teacher when they are dealing with students who are talkative and love using their oral English to practice conversation. There are



many ways that the teacher can do to when he presents the lesson that refers to inductive way. The most important thing, the teacher must realize that to present the lesson material in inductive way, he needs to make sure that students must acquire the target language by themselves after being assisted by teacher through his teaching aids. The teaching aids can be in the form of texts, audio, video, or dialogue. To assist students to find out the target language by themselves, teacher must be able to modify the teaching aids with some clues that can be used to lead the students to know the target language they learn at that meeting. The knowing that the students must cover is on the rules, forms and the functions of the target language. Before teacher decides to apply inductive way, he needs to make sure that most of the students in his class have adequate English background, because this way usually involves much interaction in English between teacher and students and among students.

The following teaching aid is one example that the teacher can be used to teach past tense material inductively. The teaching aid in this case is a text. In his preparation, teacher must provide himself a text that has a content about past experiences. The following text fulfills the requirement of past tense content that the teacher can use to process an inductive way of explaining about past tense.

Hotmail

Sabeer Bhatia came in the USA from India while he was only nineteen. He had only \$250 in her pocket, but his head was full of revolutionary ideas. He studied computer science and in 1996, soon after he left university, he and his friend Jack Smith had the idea for Hotmail. Hotmail meant that travellers could walk into an Internet cafe anywhere in the world and contact each another, or their families back house.

In a very short time, cyber cafes became the smart place for young people to meet. For them it was an incredibly practical way of keeping to touch. It was also a very adaptable system because you could use anyone's computer anywhere in the world, as long as it was connected to the Internet.

Only two years after its launch, Hotmail already had twenty-two million users. In fact the idea was so trendy and successful that, in 1997 Sabeer Bhatia sold it to Bill Gates, of Microsoft, for \$400 million. (taken from ATTAIN- Jane Wildman and David Bolton - Sumber Gambar: <https://www.google.com/search?q=gambar+email>)



Picture 2 – Text as a Teaching Aid



The text above can be developed as an interactive teaching aid to help the students to find out the detail about past tense. In his presentation using the text, teacher can start with lead in questions to his students. Through the lead in questions, teacher can create an interaction that assist his students to speak in English. The following questions are considered as the examples of lead in questions related to the text:

- Do you have email?
- Do you often use your email?
- What do you use your email for?

After the discussion through the lead in questions is over, teacher can continue with the discussion of the text. In this discussion teacher must lead his students to find out the forms and the functions of the past tense by exploring the text through some questions that give the clues for his students related to the forms and functions of the past tense. The following questions can be used by the teacher as some clues related to the findings of forms and functions of the past tense through the text:

- When did Sabeer Bhatia come to USA?
- How much money did he have at that time?
- What did he study in USA?
- Did he have the idea for Hotmail by himself?

In the process of finding the forms and functions of past tense through the text, teacher must tell his students to answer each question with complete answer. After the students answer each question with complete answer, teacher discusses each answer with the students interactively. In the discussion, teacher helps the students to get conclusions about how past tense's forms and functions actually are. Through the answers of the questions, teacher also has an opportunity to discuss the differences of the regular and irregular verbs. All the discussions that take place during the presentation between teacher and students and among students create interactions that fulfil the idea of interactive teaching in delivering this material.

PRACTICE

In practice stage, teacher can give various tasks. To strengthen students' understanding of the forms and functions of past tense, teacher can facilitate them by giving sentence pattern



practice. The following task can help students to check how far they have comprehended the forms of past tense and remembered the past tense verb.

practice 3

Complete these sentences. Use one of these verbs in the simple past:

A.brush	1. Yesterday evening I watched television.
B.die	2. I _____ my teeth three times yesterday.
C.end	3. It was dark, so I _____ on the light.
D.enjoy	4. The concert last night _____ at 7:30 and _____ at 10 o'clock.
E.happen	5. The accident _____ last Sunday afternoon.
F.live	6. When I was a child, I _____ to be a doctor.
G.open	7. Mozart _____ from 1756 to 1791.
H.play	8. We _____ our vacation last year. We _____ at a very good hotel.
I.rain	9. Today the weather is nice, but yesterday it _____.
J.start	10. It was hot in the room, so I _____ the window.
K.stay	11. The weather was good yesterday afternoon, so we _____ tennis.
L.turn	12. William Shakespeare _____ in 1616.
M.want	

practice 4

What did you do yesterday? (Your sentence can be positive or negative.)

1. (see a new movie)

2. (get up before 7:30)

3. (have breakfast)

4. (ride your bike to campus)

5. (buy a magazine)

6. (speak English)

7. (take an exam)

8. (eat Pizza for lunch)

9. (read an interesting novel)

10. (go to bed before 10:30)

Picture 3 – Sentence Pattern Task

Unfortunately, sentence pattern practice usually does not provide adequate space for teacher to interact with his students. Sentence pattern practice has its main aim to help students to get better understanding how to create sentences by following the forms based on their own functions. To be able to provide more interaction space with students, reading or listening practice is more suitable to facilitate it. The following is a text that can be provided by the teacher in order to create interactive atmosphere during the practice season.



READING COMPREHENSION

C. Change the verb in the brackets into the most suitable tenses

HOLIDAY



Last month I (1) _____ (be) on holiday in Central Java. I (2) _____ (go) for a day's outing to Borobudur. Borobudur (3) _____ (be) an ancient temple near Yogyakarta. It (4) _____ (be) about an hour from Yogyakarta.

I (5) _____ (get) up at about 6 o'clock and (6) _____ (take) a becak to the bus station. Some friends were waiting for me at the station. We (7) _____

(leave) at about 7.30 a.m. After about an hour the bus arrived at a small town near Borobudur. It (8) _____ (be) very hot so we (9) _____ (buy) hats to (10) _____ (wear). We changed to another bus there and (11) _____ (go) to the temple.

We arrived at the entrance to the temple at around 9 o'clock. We (12) _____ (buy) our tickets and walked up to the temple. It (13) _____ (be) like a small mountain. I (14) _____ (buy) a booklet to (15) _____ (read) about the temple. On the way up we looked at the beautiful carvings around the temple. At the top of the temple there (16) _____ (be) a flat area where you can see the surrounding countryside. We (17) _____ (spend) about an hour on the temple, and (18) _____ (take) lots of photographs. Then we climb down. I (19) _____ (buy) some post cards and some souvenirs. At eleven we took the bus back to Yogyakarta. We (20) _____ (get) back at lunch-time.

Picture 4 – Text to Facilitate Interactive Practice

The text above not only provides some tasks for practice. Through that text, teacher can also develop some interactions before, during and after the task given to the students. Before the students do the task related to the text, teacher can ask some lead questions that have the same theme with the text, such as:

- Do you like holiday?
- What do you usually do when you are having holiday?
- Why do you like to do it during the holiday?
- What about traveling? Do you like traveling when you are having holiday?
- Where do you usually go?

After the season of giving lead in questions is over, teacher can tell students to do the tasks in the text. After the students have finished the tasks, teacher can discuss all the answers in the tasks with his students. In discussing the tasks, teacher must be able to discuss the whole content in the tasks. Teacher even sometimes must assist his students not only with the



questions that are related to past tense material on the text, but he also must discuss every detail of the text that can invite students' opinions or questions, so that he can create an exciting interactive atmosphere with his students. After the students finish all the tasks on the text, teacher asks his students about their understanding of the past tense material related to the text. In this case, teacher usually explains the functions of past tense through the situations that are described by connected sentences on the text.

Besides discussing a text, to create interactive atmosphere can also be processed by conducting listening activity. In this case, teacher must provide a file of listening first. The file must have past tense content as its theme. The following transcript of listening is considered to fulfil the requirement of having a past tense context as its theme, so that the teacher can modify it to create an interactive practice for his students.



Picture 5 – Listening Transcript for Listening Practice Activity

After acquiring the suitable listening theme for past tense, teacher creates some tasks that can help students to have interactive and exciting listening practice. The following handout is



created based on the transcript that the teacher has decided to be his teaching aid during he conducts the listening practice activity.

LISTENING COMPREHENSION

Listen the interview between a policeman and a director of a school and answer the questions about it. You may answer the questions with short answers.



Questions

1. What time did he leave his office?
2. What did he lock?
3. When did the attacker hit him?
4. Did he see the attacker?
5. Did Mr. Snow break his arm? Why
6. What was Mr. Snow doing at nine o'clock yesterday?
7. Where was the Director going?
8. Where was he coming from?
9. Where did the attacker hit him?
10. What do the police think?

Picture 6 – Task Handout for Listening Practice Activity

To create interactive listening practice through the provided handout, teacher can also start it with some lead in questions. The lead in questions can refer the context in the text, or students' personal experiences. To make the listening practice activity is more exciting, teacher can create games that help students to improve their listening skill while having fun with the game. The games in this case can be true-false game, different word game, betting game, or some other games that teacher can conduct to facilitate the discussion of the listening tasks. After all the tasks have been discussed and the students find the correct answer, teacher can continue the activity by discussing students' opinion about the listening activity or their opinion about the listening context.

PRODUCTION

The last stage is production stage. In this stage, teacher provides an activity that supports the students to produce the target language they have learnt. Since the target language that the students learn in the meeting is past tense, they have to be able to produce sentences in the forms and functions of past tense. To support the activity related to this case, the first thing that the teacher has to do is provide the handouts that help student to be able to produce the target language through spoken or written. The following handout is considered to be suitable to help students to produce spoken past tense sentences.



FIND SOMEONE WHO

Make the questions below into YES - No questions and continue by using possible following informative questions if your friend answers with YES. (WHAT, WHO, WHERE, WHEN, HOW, ETC...)

1. Visit a shopping Mall last week.

2. Eat nasi goreng yesterday.

3. Go to Puncak last weekend,

4. Watch television on Sunday.

5. Read Kompas this morning.

6. Listen to the radio yesterday.

7. Drive a car on Saturday.

8. Buy a packet of cigarettes this morning.

9. Speak English yesterday.

10. Write a letter last week.



Picture 7 – Task Handout for Speaking Activity.

To create interactive activity by using the above handouts, teacher can start by asking some lead in questions to his students. The themes of the lead in questions are related to previous students' activities that they think memorable and hard to forget. After the discussion through the lead in questions is over, teacher tells students what they have to do according to the handout. Beforehand, teacher has to give examples how to use the target language in order to finish the tasks. The hand out gives students the opportunity to speak among their classmates. The handout lets one of the students to ask another student in the classroom. The student who is asked will answer the questions. The answer then will be recorded by the student who asks. After all the questions are asked and answered, the other student who are asked before becomes the one who asks the questions, and the other one who has asked the questions before becomes the one who answers the questions. This activity can be conducted as pair work or mingling activity. After the session of asking and answering is over, the teacher can continue it with some questions related to students' impressions about the activity they have just done, or ask the students in order to find who has done the most exciting activity based on the answer given and ask the reason why they consider their friend has done the most exciting activity. The



activity that gives much spaces for students to speak in English certainly has fulfilled the requirement of interactive learning process.

Besides speaking activity, teacher can provide writing activity. By writing, students have produced their knowledge of the target language through the series of sentences on a text they create. The following handout is considered to be able to assist students to produce their knowledge of past tense in the form of writing. Through this handout, students are asked to write sentences in the form of past tense that describe their experiences.

Write down a composition about what you did on your last holiday or last weekend days.

Picture 8 – Task Handout for Writing Activity.

The process of conducting this task in production stage is similar with speaking activity. Teacher can start it with answering some lead in questions related to the content of the task. After this session is over, teacher explains to his students how to finish the task. After the students get clear understanding of how to deal with the task, they start to finish the task. After the students finish the task, teacher discusses the solvation of the task. In the process of the task solvation, teacher has an obligation to invite students' opinions. The invitation that the teacher does will create some interactions that can support the existence of interactive learning process.

CONCLUSION



The interactions that are considered as the main element to create interactive learning process can be conducted in every stage of the meeting. In order to be able some interactions in every stage, teacher has an obligation to be creative in choosing the suitable materials and able to create some tasks through the materials they have decided to use. The idea of conducting three P method interactively actually can be applied for every tense, not only for past tense.

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