

## **Understanding the Function of Present Perfect Tense through EGRA Implementation in EFL Classroom**

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### **Abstract**

This study focused on investigating the effectiveness of EGRA (Experience, Generalization, Reinforcement, Application) technique implementation in improving the ability of college students at London School English Center to understand the usage of the present perfect tense. The study used a true Experimental method with a pretest-posttest control group design. The population was all the college students studied in London school. It was 45 students. The sample was taken using random sampling. It was 24 students divided into two classes. The experimental group was 12 and the rest 12 students were as the control group. The N-gain calculation was used to know the effectiveness of the EGRA implementation in improving students' ability to understand the usage of the present perfect tense. The N-gain result showed I percentage mean. The calculation result showed 65.45 %. It meant that the implementation of EGRA techniques reached the Effective Enough category. It was revealed that the use of EGRA technique was effective enough to enhance the students' understanding of the usage of the present perfect tense. While the result of N-gain for Control group was 21.41% mean. It showed that the application of the conventional method (Explanation and practicing) was not effective in improving students' ability to understand the usage of the present perfect tense.

**Keywords:** *EGRA Technique, Present Perfect Tense.*

### **1. Introduction**

Tenses are one of the essential components in constructing a sentence. Without using proper tenses, our speech or writing will not be understood by other people. However, tenses become a sign of time and action that is necessary to use in English language communication. These are shown by the verb used. So, tenses must be an important concern to master to communicate effectively in the English language.

Unfortunately, not all students can write and speak English well. Some of them find difficulties to make a proper sentence or paragraph. As a foreign language, English must have a particular different system from the Indonesian language, since it is known that every language has its system. English grammar is certainly different from Indonesia grammar. In Indonesia, a verb appears in the same form in all times or conditions. By adding an adverb of time in sentence construction, it is enough for Indonesian to construct a sentence. It does not matter the verb is in the past, present, or future. Clearly, in Indonesia, there is no changing of a verb form caused by changing tense. While in the English Language, the Verb is changed accordance with the time. Even there are many ways to express action by using different tenses.

In London School English Center, the writer found that most students of college classes had many difficulties in understanding the use of tenses. Especially, the use of present perfect tense comparing with simple present tense, simple past tense, and present continuous tense. It was influenced by students' writing, speaking, reading, and listening skill, because they made misunderstandings in finding the main idea of the sentence or paragraph provided.

To examine the problem mentioned, An Appropriate method to use is the EGRA (Experience, Generalization, Reinforcement, Application) technique. Many related pieces of research have stated that EGRA was Effective to apply in English teaching and learning process, three of them applying EGRA to Overcome Grammar difficulties (Ratna, Rita, & Hasyim, 2016), (Helfah, 2018), & (Kusumastuti, Pratiwi, & Husnussalam, 2019), while other researchers using EGRA to overcome Students' difficulties in constructing writing (Rizkia & Surachni, 2014), (Sari, 2017), (Aini, 2017), (Fauziah, 2018), (Rika Anggraini, 2019), & (Pilu, Hardianto, & Supraba, 2020).

By using EGRA technique, the students are allowed to find out the form and function of the sentence by themselves. Brown & Lee (1994) stated that the EGRA technique built more intrinsic motivation by allowing the students to discover rules rather than being told them.

Every stage of EGRA has a particular objective. The objective of the experience unconsciously learners to expose a particular structure item in use; the objective of generalization is that learners better remember conclusion about form and function, they make by themselves; the objective of the reinforcement helps the learners to check or revise their generalization, and the objective of the application uses or applies structure items learned in the previous stage to communicate information or messages (Doff, 1999)

All English teachers need to use EGRA to improve students understanding of teaching grammar because it has already proved in teaching Passive Voice (Thomas, 1984). This Technique focuses students' attention on structures that are problematic for them in the exposure step which can contribute to their communicative competence development. Through discovery, actively will provide students' activities involve them in an analysis activity rather than receiving information from the book or the teacher passively (Tomlinson, 1990).

Based on the study above, EGRA as discovery learning has proved in its implementation to improve students' grammar mastery. It has been a consideration in this study to apply the EGRA Technique in Experimental study to enhance students understanding of the use of tenses in written communication in English as a Foreign Language classroom.

Based on the reality above the writer tried to conduct a true experimental study, pretest, and post-test control group design. The objective of the research was to investigate whether or not the implementation of EGRA (Experience Generalization Reinforcement Application) technique was able to improve the students' ability to understand the use of present perfect tense in London School English Center.

### **EGRA Technique**

EGRA is a technique developed from the communicative approach which views language as a mean of communication. In this technique, the activities of language learning have to guide the students to communicate. The EGRA technique stands for E, which is experience; G is a generalization; R is reinforcement, and A is application. The explanation of every step can be seen as follow:

#### *Experience*

Experience is a learning stage where students are subconsciously exposed to the meaningful use of particular structure items. It is also effective for presenting previously taught structures, which have some functions. In this stage, the structure is presented to the students before they learn the form of its rules. Experience steps were also called by other authors as Exposure that has the same circumstances.

An activity involving direct experience is highly inquiry-oriented (Wernon, 1980). By involving students in the use of the language, it will unconsciously lead the students into the understanding of the use of the language (Heriyanti, et al, 2017). Here, the student is an active participant rather than the passive observer of the teacher. The experience in this study refers to guide the students to learn every element of tense by representing or writing sentences related to students' past or recent experiences. For example, content organization and the structure used in writing composed based on students' experience or experiencing in the classroom and so on.

It was suggested to vary the activities in this stage. The experience in this stage must involve the students. Even in a simple act, such as using the real situation in the classroom when the teaching material suited. Because experience meant involving students in the real situation that related to material taught in teaching and learning proses before continuing to generalization step. This step also can be said leading up the students to the material that would be taught.

#### *Generalization*

In the stage, the students are led through tasks to discover the form, meaning, and function of a structure they have been experienced or exposed to. The students also cooperate to find its rules or the usage of its rule. The teachers must help and guide the students in this step. The rationale for the generalization is the learner had better remember the conclusion about the form and function(s) they make for themselves. The best way to ensure learning was for the students to work out the rule himself (Harmer, 2001).

The teacher will not tell the students about the form, meaning, and function of the sentence but let them find out by themselves. Here is the learning process that worked out. Learning is facilitated if the learners discover or create rather than remember and repeats what is to be learned (Krashen, 1987).

In this step, the teacher will guide through leading questions to find out the generic structure of the text, for example, the form, meaning, and function of the sentence. Generalization became more comprehensive as the students advanced in the knowledge of the language and can recognize characteristics feature of the language structure (River, 1968).

In this step, simple analysis and critical thinking would be examined by teachers based on the experience provided in the first step. The teacher could not directly say the answer, but the teacher tried to cooperate and try to stimuli the students to reach the learning material would be taught.

#### *Reinforcement*

Reinforcement is a learning stage where students are provided with correct and conscious knowledge of the form, and functions of the structure item that they have been exposed to. In this step, the teacher explains again what the students have discovered. So, they get reinforcement. The aim behind all explanations should be to reinforce theoretically what the students have already practiced (Alexander, 1988).

After the students got self-confidence through the teacher's reinforcement or explanation, they will do the task again. The reinforcement practices also tend to help the individual focus on special activities (Thomas, 1984). Giving full attention to the classroom situation is also very important for the teacher to get the effectiveness of using reinforcement in the learning and teaching process (Grasha, 1978). Furthermore, (Kenneth, 1976) said that reinforcement occupies as a central and crucial role in the behaviorist learning strategy.

It is stated above that the real form or example of this reinforcement stage is that the writer gave more tasks to the students so that what they have learned before can again be sharpened. This can make them better understand the material.

In this stage, the teacher reinforced the explanation or the material has been generated together before. The teacher also may provide more examples that composed together to have more reinforcement about the material taught in the classroom.

#### *Application*

Application is the learning stage where students are given opportunities to use or apply the structure item that they have learned in communication either receptively or productively. The students must use the structure itself, at least or not being helped, my teacher.

The objective of the application is to determine whether the students know how to apply grammatical forms that have previously been presented (Kenneth, 1976). According to (River, 1968), the application is a period for the practical application of what has been learned may involve reading a passage for which previous has prepared the class; it may be a necessity for some forms of writing exercises, or it may take the form of a dramatization in front of the class.

From the statement above, it is clear that language, which has been taught, must be applied in its situation. This step also mirrors the importance of the application in the learning and teaching process, especially in teaching English structure. This is the moment of truth where they can compose present perfect tense by themselves well.

In this step, the teacher must control or pay attention to students' work. Because in this stage the teacher can evaluate some important pieces that can be a barrier to reach the learning objective. The teacher also must vary the application stage based on the material taught.

### **Present Perfect Tense**

Some grammarians define a tense as an inflection of the verb; a change of meaning you achieve by altering the form of the verb. Therefore, the past tense of *win* is *won*. In this sense, English has only two tenses, present, and past. However, for everyday use--especially for those who are studying foreign languages--this strict definition of tense is not very helpful. There is a broader use of the word [tense]: a form of the verb phrase, which gives information about aspect and time. (John Seely, 2007)

The word "tenses" comes from Latin *Tempus* means "time" and in France called *Temps*. So, tense is a grammatical category marked by a verb that shows the time when something happens until

the finishing phase. There are sixteen types of tense used in the English Language. In this research, the Present Perfect Tense became a concern to discuss.

#### *Definition Present Perfect Tense*

The definition of perfect tense has been stated by some grammarians as follows; (Azar, 2003) in her book stated that the meaning of present perfect tense all gives the idea that one thing happens before another time or event. While (Uchiyama, 2006) wrote that there were two meanings of this tense, they were with the length of time, this tense meant the action started in the past and has continued until now; if with no time phrase used action usually ended in past without exact time shown. The fundamental meaning of the Present Perfect tense is that the speaker is looking back in time from the point 'now' and the tense provides the speaker's present view of an action or event which happened sometime in the past (Lewis, 1986). The Present Perfect is present tense but it often implies a strong connection between the present and past. It is important to stress that this tense tried to inform the action or event that happened at an unspecified time before now and usually not interested in the action itself but rather in its result. This case has been a problem to understand if people do not know the usage present perfect tense well.

#### *The Form of Present Perfect Tense*

The written form of present perfect tense can be written in the Positive form as "Subject + have/has + Past Participle Verb"; negative form as "Subject + have/has + not + Past Participle Verb", and Interrogative form as "have/has + subject + Past Participle Verb?". The past participle becomes the main verb of this tense. When using the Present Perfect tense in spoken form, People usually contract the subject and the auxiliary verb: for example "I have played" becomes "I've played" and "He has played" becomes "He's played". In writing the contractions can be used in personal letters, e-mails, and other informal types of text but it would be inappropriate for formal situations.

#### *The Meaning of Present Perfect Tense*

There are four meanings of Present Perfect Tense concluded by (Leech, 2004), they are:

##### *State up to Present*

This function of the Present Perfect is in some other sources called Continuing Situation because people are talking about a situation that started sometime in the past and continues in the present. Leech in this case called this meaning as continuing up to the present time. It is quite probable that the situation may continue also into the future. It can be seen from the example below:

"We have lived in London since last September."

"Have you known the Faulkners for long? "

For this function the speakers generally use the Present Perfect with an adverbial of duration, most often containing the preposition for or since

##### *Indefinite Past*

The meaning of the Present Perfect in this function is at least once in the period leading up to the present. Here speakers do not want to know when somebody did something but rather if he/she did or experienced it. From here comes the other name for this function "Experience". Leech illustrates this experience function in the following sentences:

"Have you ever been to America?"

"All my family have ever had measles."

For this function speakers often use the tense with adverbials such as ever, never or before (now). Leech also introduces a sub-category of the indefinite past function. He calls it recent indefinite past. He says that it is usually used with adverbs such as just, already, recently, and yet and indicates the 'nearness' of the event. To imply this function of recent events American English does not use the Present Perfect but rather the Past Simple tense, which is not acceptable in British English for this function.

##### *Habit in a Period Leading up to Present*

This function is very similar to the first function of the Present Perfect tense and in many sources, they are not distinguished at all. The only difference in meaning is that in the first function we talk about a state extending over a period of time lasting up to now whereas in this function we talk about a state consisting of repeated events. As well as in the State up to the Present function in this

function it is also quite probable that the state or habit will continue through the present moment into the future and again it is usually necessary to use an adverbial of duration with this function, or an adverbial of frequency.

The use of the Present Perfect in this function is illustrated by:

“Mr. Philips has sung in this choir for fifty years.”

“I've always walked to work”.

“The news has been broadcast at ten o'clock for as long as I can remember.”

#### *Resultative Past*

The meaning of this function is that the result of a past event is still noticeable at the present moment. We can say that the present is the opposite of the past, so we can talk about a change or about giving a new piece of information.

The typical examples of this function are:

The taxi has arrived (i.e. 'The taxi is now here').

I've had/taken a bath (i.e. 'I'm now clean').

He's cut his hand with a knife (i.e. 'The cut is still there', i.e. 'has not yet healed').

This function does not require the use of adverbials and it is sometimes difficult to distinguish it from the Recent Indefinite Past function. As well as in the Recent Indefinite Past there is a difference between British and American English in this function. "An American might say 'Did you have lunch?', where a British person would say 'Have you had lunch?'"

#### *The function of the Present Perfect Tense suggested by other authors*

The set of functions of the Present Perfect tense distinguished by Leech is not the only correct one, rather the most specific one. In this section, different sets of functions suggested by other authors would be explained. All these groups of possible uses of the Present Perfect must have something in common because they are all related to the same grammatical structure. And it is always possible to be more general and join the most specific functions to form more general groups. The following differ in the number of possible functions of the Present Perfect tense.

For example, in Cassell's *Students' English Grammar* there are not any functions distinguished. The author only says that the Present Perfect used when talking about an action that took place at an unspecified time before now (Allsop:159, 1983).

While L.G. Alexander provides the reader of his *Longman English Grammar* with two uses of the Present Perfect tense. The first one is this tense used to describe actions begun in the past and continued up to the present moment and it has a possibility into the future (Alexander:172, 1988). This function corresponds to a mixture of what Leech calls the *State-up-to-the-Present* and the *Habit-in-a-Period-Leading-up-to-the-Present* functions. The second function is to refer to actions that occur or not occur at an unspecified time in the past with connection to the present (Alexander:172, 1988). This function covers what Leech calls the *Indefinite Past*, the *Recent Indefinite Past*, and the *Resultative Past* functions.

In *Using English Grammar: Meaning and Form*, the authors offer three uses of the Present Perfect tense. They are "a state continuing from the past up to the present time (e.g. How long has he been ill?)" (Woods:65, 1990), covering the *State-up-to-the-Present* and the *Habit-in-a-Period-Leading-up-to-the-Present* functions introduced by Leech, "events in a period leading up to the present time (e.g. Have you seen Clive?)" (Woods, et al.:65-66, 1990), covering the *Recent Indefinite Past* and the *Resultative Past* functions suggested by Leech, and "habits or recurrent events in a period leading up to the present time (e.g. Have you ever eaten snails ?)" (Woods:66, 1990), which covers Leech's *Indefinite Past* function.

The authors of *A Practical English Grammar* present four functions of the tense. They say that we use the Present Perfect "with just for a recently completed action," "for past actions with indefinite time," "for actions occurring in an incomplete period" and "for an action which lasts throughout an incomplete period" (Thomson:166, 1986).

Betty schrampf ar, the author of *Understanding and Using English Grammar* presents that the resent perfect tense expresses the idea that something happened (or never happened) before now, at an unspecific time in the past, the exact time it happened is not important (Azar, 1989). It also expresses the repetition of activity before now, the exact time of repetition is not important, and if using for and since it expresses the situation that began in the past and continues to the present. Those



functions cover what leech called state up to the present, indefinite past, and a habit in a period leading up to present.

Then, the authors of Cliffs TOEFL Preparation Guide, Michael and Marry ellen present the functions of present perfect is indicating an action that happened at an indefinite time in the past, that happened more than once in the past and began in the past and is still occurring in the present (Pyle & Page, 2002). The functions above cover indefinite past, a habit in a period leading up to present and resultative past.

So, the use of present perfect is covered by Leech on four functions, they are, state up to the present, indefinite past, and a habit in a period leading up to present also resultative past function. Those usages also said by the authors above in different ways but at the same substances.

## **2. Metode**

### *Population and Sample*

The population of the study was the college students of London school English Center. There were three classes, they were Class IIa, Class IIb, and Class IIc. Each class consisted of 15 students. So, the population was 45 students that consist of 9 males and 36 females.

The sample was taken by using random sampling. The number of the sample consists of 24 students. There were 9 males and 15 females. The researcher took two classes, Control and Experimental Classes. 12 students for the experimental group (5 males and 7 females) and control group (4 males and 8 females).

### *Instrument*

The instrument of the study is a writing test. The test consisted of 40 numbers in the subjective test, multiple-choice test. The test consisted of 5 questions concerned with the form of the present perfect tense. 35 numbers examined the students' understanding of the function of the tense. They were state up to the present, indefinite past, habit in a period leading to the present, and resultative past. The test was given in two sections, they were in the pre-test to know the students' prior understanding of the function of Present Perfect tense and post-test after teaching to know the students' understanding of the meaning of present perfect tense.

### *The procedure of Data Collection*

The data collected through these steps. First is giving a pretest before giving the treatment for both groups. Then Applying EGRA for the experimental class and applying the conventional method (Explanation & Practice) in control Class. The teaching processes were done in 4 times for every group with the same material. After giving treatment, the writer gave a posttest for both groups. After finishing all the three processes, the researcher calculated the students' answer sheets. After that, the researcher calculated the Data analysis using IBM SPSS Statistic Subscription before composing a conclusion.

### *The technique of Data Analysis*

The first step in data analysis was describing the data statistic by showing the mean, the minimum, and the maximum score gathered from the students' pre-test and post-test answer sheets. After that, the researcher continued to the t-test calculation. Before continuing to the t-test, the Normality test must be calculated to know whether the data normal or not. The normality test was the main requirement to do before calculating the t-test. So the data must be normal to continue the t-test calculation. The Normality test must be calculated using the Shapiro-Wilk test because the sample was less than 50.

The data were tested using the t-test, independent sample t-test, to indicate the significant difference between the mean score of the post-test form both of the groups using IBM SPSS Statistic Subscription. If the value of the t-test is higher than the value of t-table by the setting significant probability level is  $\alpha: 5$ , it means that there is a significant difference in the ability in understanding the use of present perfect tense achievement between the students of experimental group and control group after applying the method (Explaining & Practicing) and EGRA technique. After calculating the

significant difference, N-gain test was used to know the effectiveness of applying EGRA in Improving students' understanding of the meaning of present perfect tense.

### 3. Result and Discussion

#### Result

The Descriptive data gathered from the result of the pre-test and post-test of both groups, Experimental and Control group can be seen in Table 1. The table provided us that the minimum score in the pre-test in Experimental Class and Control Class was 60, while the maximum score of pre-test in Experimental Class was 75 and Control Class was 67. Based on the result of the Post-test of both groups, the maximum score was 97 for Experimental Class and 85 for Control Class. As the Post-test result shown in Table 2, the minimum score for the experimental Class and Control Class was 75.

Tabel 1. Descriptive Statistics

| Data                 | Minimum | Maximum | Mean  | Std. Deviation |
|----------------------|---------|---------|-------|----------------|
| Pre-test Experiment  | 60      | 75      | 66.67 | 4.438          |
| Post-test Experiment | 75      | 97      | 88.08 | 7.716          |
| Pre-test Control     | 60      | 75      | 65.83 | 4.687          |
| Post-test Control    | 67      | 85      | 73.00 | 5.343          |

The result of the normality test was normal because the significance score is higher than  $\alpha$ : 0.05. It can be seen in Table 2. While the t-test calculation result showed that there was a significant difference between the students' achievement after applying EGRA and Conventional Technique (Explanation & Practice). The significance score was lower than  $\alpha$ : 0.05. it was 0.000. It meant that there was a significant difference between the post-test result in the Experimental dan Control Group. The result can be seen in Table. 3.

Tabel 2. Shapiro-Wilk Normality Test Result

| Data                 | Statistic | df | Sig.  |
|----------------------|-----------|----|-------|
| Pre-test Experiment  | 0.900     | 12 | 0.160 |
| Post-test Experiment | 0.869     | 12 | 0.064 |
| Pre-test Control     | 0.891     | 12 | 0.123 |
| Post-test Control    | 0.885     | 12 | 0.101 |

Tabel 3. Independent Sampel T-test

| Data                    | t     | df | Sig.  |
|-------------------------|-------|----|-------|
| Equal Variances Assumed | 5.567 | 22 | 0.000 |

Because the significant difference was found so the N-gain score can be calculated to know the effectiveness of the EGRA implementation technique. So the next test calculated was N-gain score test. The results of N-gain mean were 65.45 (65.45 %) for the experimental group and 21.41 (21.41%) for the control group. Based on the table n-gain effectiveness category in Table 4, the experimental group showed that the implementation of EGRA technique was effective enough in improving students' understanding of the meaning of present perfect tense. While the application of the conventional method showed the vice versa result. It was ineffective to apply to improve students' understanding of the usage of the present perfect tense. In other words, the use of the EGRA technique was effective enough to improve the students' ability to understand the use of present perfect tense than the use of a conventional one.

Tabel 4. N-gain Effectiveness Category

| Percentage (%) | Category         |
|----------------|------------------|
| < 40           | Not Effective    |
| 40 - 55        | Less Effective   |
| 56 - 75        | Effective Enough |
| > 76           | Effective        |

### *Discussion*

Recent research has investigated the effectiveness of the implementation of EGRA technique compared to the conventional technique (Explaining and Practicing) in improving students' ability to understand the meaning of present perfect tense. The true experimental research design was conducted to know the result. Before implementing the EGRA technique Pre-test was done to know the students' prior understanding. The post-test also has been given to the students after studying the present perfect tense and its meaning. The test was done to know the students' ability in understanding the meaning of the present perfect tense. The pre-test and post-test were done for both of the groups. They were the experimental and the control group.

After calculating the data gathered from pre-test and post-test of both groups, Experimental and Control groups. The N-gain result calculated using IBM SPSS Statistic Subscription. The result above showed that the implementation of EGRA techniques was placed in the Effective Enough category that can be seen in Table 3, (Hake, R. R., 1999). It was 65.45 %. It approved that the use of EGRA technique was effective to enhance the students' understanding of the meaning of present perfect tense. One of the tenses that still bring confusion to understand compared with other past tenses.

The calculation result proved that the EGRA technique can be an alternative technique that can be used to provide an understanding of the English tenses in English as A Foreign Language (EFL) classroom. The other researcher, (Rika Anggraini, 2019), has the same result when conducted research. She found that the significant improvement towards students' ability in understanding the Simple Present Tense and Past Simple Tense was found. Further, she also proved that the implementation of EGRA technique was able to improve students' participation in classroom activities. EGRA technique also has been used by (Nurrahmatiah, 2010) to examine the students' grammar ability of the students at SMP Moncoloe, Makassar. She revealed that the second-year students had a good improvement in grammar ability especially tenses. The same result also found by (Ratna et al., 2016) and (Kusumastuti et al., 2019) in their research. Both of the studies also focused on grammar in different ways. Teaching Passive Voice has been found effective when using EGRA technique in Class X of SMA Negeri 5 Palu (Ratna et al., 2016). While the other studies focus on in border aspect, it was focusing on enhancing students' grammar ability in junior high school, SMPN 5 Cimahi, (Kusumastuti et al., 2019). Their finding revealed that by applying EGRA students showed the grammar skill improvement. Even she found an interesting improvement, students' teamwork also improved when applying EGRA in the classroom.

EGRA technique was not only popular in teaching Grammar. Some researchers; (Aini, 2017) and (Fauziah, 2018) have researched by applying EGRA to improve students' writing skill on English Text. Aini, (2017) found that EGRA technique was able to improve students' writing descriptive text skills. While Fauziah (2018) has investigated the Effect of applying EGRA technique in enhancing students' writing skills on explanatory text. Then the data showed that it has been successfully improved students writing skills. Even (Muhlisyah & Hasmawati, 2017) has applied EGRA technique to improve students' ability in writing paragraphs in Dutch. Based on their study, the EGRA technique also applicable to use in teaching other languages to improve students writing skills in Dutch.

So as a technique that can stimuli the students' participation through every step, they were Experiencing, drawing generalization, doing reinforcement, and applying what has been started from the beginning, EGRA can be applied to overcome some students' problems in teaching and learning process in the classroom. This technique also can be used to give more understanding about the grammar or the structure of the language through productive skills, writing or speaking, and even receptive skills, reading and listening. Because the four of the skills can be applied in every step of EGRA.



#### 4. Conclusion and Suggestions

The data above showed that the implementation of EGRA (Experience, Generalization, Reinforcement, Application) technique was effective enough to improve students' ability in understanding the usage of the present perfect tense. It was shown by the N-gain percentage mean. It was 65.45%. while the implementation of the conventional method using explanation and practice was found not effective. It only reached 21,41 % in N-gain mean.

Recent research has been investigated the implementation of EGRA technique in teaching Present Perfect Tense and it has been proved that the technique was effective enough to use. So, the future researcher is suggested to investigate this technique in teaching other language grammar that is still difficult to understand by EFL learners. While for EFL teachers, based on the result of this research, applying EGRA techniques in teaching English in the classroom is suggested to do in teaching English Tenses usage.

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