



USING THE DIRECT TRANSLATION METHOD TO TEACH PRESENT PERFECT TENSE

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ABSTRACT

The objectives of this research were to answer the following question: (1) Can direct translation methods be used to teach the present perfect tense to Escola Secundário Geral 4 de Setembro Dili's eleventh-grade students in school year 2024? (2) Are there any significant differences between before and after the implementation? The method used to conduct the research was mixed method with Classroom Action Research (CAR), which consists of four stages: planning, action, observation, and reflection. The instrument used to collect the data was 40 40-question multiple-choice pre- and post-test. Furthermore, the subject of this research is the 30 eleventh-grade students of Escola Secundário Geral 4 de Setembro Balide -Dili in the school year 2024. Based on the data collection calculation result, the mean score of pre-tests was 3.6, and the mean score of post-tests was 7.2, with a significance level of 0.05 and a degree of freedom of 30. $D=n-1$; $30-1=29$. After the mean score of pre-test and post-test was applied with the formula of t-test, the result was 14.9, which was greater than the t-table, which was 2,042, indicating that the interpretation of teaching by using the direct translation method is considered an innovative strategy of teaching the Present Perfect Tense. Finally, the writer suggested that English teachers and students practice teaching and learning English grammar, especially the Present Perfect Tense, in or out of the class.

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INTRODUCTION

A language is a system of communication consisting of a set of sounds and written symbols used by the people of a particular country or region for talking or writing. English is a language that is composed of several components of linguistics, such as word sound (phonology), word forms/grammar (morphology), word order/structure (syntax), and word meaning (semantics). In other words, language is the expression of ideas through speech sounds combined into words.

The English language plays a critical role in communication between native and non-native English speakers regarding worldwide interaction. The English language contributes to everyone worldwide being able to make friends and relationships in mutual understanding, to unify the various types of languages and cultures, and to understand each other.

English is taught as a foreign language in every school in Timor-Leste, and it is not limited to those who have and haven't worked yet. Hence, there are some problems in teaching English as a foreign language because the ability to speak and write English is rarely happens. One of the problems that can be found is that the method used by the teachers has adverse effects on students' ability.

Many students felt bored and tired of getting the text's idea or meaning. Another problem is the lack of students' participation in the classroom. For example, when the teacher dominates the activity in the classroom, the students may feel like they do not have enough chances to participate actively. The lack of participation may result in a lack of motivation.

In learning English, students are expected to be able to speak and write English; she/she must understand well about grammar and vocabualry. English tenses are a kind of grammar that needs to be learnt and understood to speak and write correctly and meaningfully.

Grammar is a crucial element of a language that will affect the mastery of language skills. Therefore, in studying language formally, grammar is a subject that should be studied in depth. The students need to be taught adequate grammar to develop good language skills. Grammar, for many students, is considered an unattractive and challenging subject. They do not like learning grammar, so they cannot achieve good results. Even students who have learnt grammar for years in

college still have difficulty constructing the correct sentences. Some students still make grammar mistakes when they write their graduation papers, and lecturers have to work hard helping them correct the mistakes.

Grammar is the structure and meaning system of language, because the features of a language, such as sounds, words, formation, and arrangement of words, etc. Grammar is a way for people to transform word formation. All languages have grammar, and each language has its grammar.

According to Declerk (2006), tense is a grammatical category combining morphosyntactic form and meaning. Its meaning indicates the temporal location of an event. Tense is a linguistic concept concerned with the different forms of the verb in a given language according to the time of the situation. It varies from one language to another. Tense relates the time of events in a sentence to the moment the words are uttered.

Based on the Oxford Learner's Dictionary, the term 'tense' is defined as "any of the forms of a verb that may be used to show the time of the action or state expressed by the verb." The Merriam-Webster Dictionary provides a slightly different definition. According to it, the word 'tense' is "a distinction of form in a verb to express distinctions of time or duration of the action or state it denotes."

People who speak the same language can communicate because they intuitively know the grammar system of that language, that is, the rules of making meaning. The English grammar of the present perfect tense is now being focused on teaching through direct translation.

The principles of the Direct Method: The direct method mainly focuses on oral communication. Students practice orally before they apply it in reading or writing exercise, Direct method is completely different from the Grammar Translation Method. The direct method corrects the pronunciation problem of the new learners. The direct method is a natural, anti-grammatical, reform method (Larsen-Freeman 2000). This method is helpful for oral proficiency in foreign languages.

Translation is rendering messages or texts from one language into another. It depends on the comprehension and explanation of the meaning and everything in the source language text, as well as the subsequent production of an equivalent text that communicates the same message in the target language.

Ghazala (1995) considers translation as the method of transferring meaning from the original language into the receptor language, taking into account the context, texts of different types, the audience for whom the translation is intended, and differences in grammar, to avoid several problems of different kinds that may occur.

Nida (1964:195) distinguishes between two translating methods: a formal equivalence and a dynamic equivalence. The former is structural, while the latter is situational, taking into account the context and effect. She "focuses on the message itself in both form and content". According to Nida (1969), faithfulness is transmitting messages from one language to another, producing the same effect as the original in form and content.

Based on the title above, the writer only uses direct translation methods to teach the Present Perfect Tense. This study aims to teach the Grade ten students at Secondary School 04 de Setembro Balide-Dili. The writer hopes that direct translation methods can help students improve their ability to use the Present Perfect Tense.

Based on the description of the background of study, the writer formulates the topic, which is entitled: "USING DIRECT TRANSLATION METHOD TO TEACH PRESENT PERFECT TENSE TO ESCOLA SECUNDÁRIO GERAL 4 DE SETEMBRO BALIDE-DILI THE SCHOOL YEAR 2024". The study has two problems: Can direct translation methods teach the Present Perfect Tense? Are there any significant differences between teaching the Present Perfect Tense before and after implementation through Direct Translation Methods?

LITERATURE REVIEW

This chapter discusses this study's foreign and local review of related literature, the present perfect tense, and the direct translation method.

Definition of English Tense

When learning English, it is evident that its contrast difference with Tetun language is timeless that has no relation to time in terms of the sentence structure of English that seems too hard to comprehend because it has complex grammar. Tense is one of the English grammar topics that is considered an essential part of learning grammar.

Lyons (1995:312) clarified that the literal meaning of the word "*tense*" is derived ultimately from the Latin word "*tempus*", that have the meaning "time". In discussing tense,

it is not only focused on time of the situation being described, but also discusses the verb form.

McCawley (1991:8) says, "tenses are not features by themselves but underlying verb." Declerck et al. (2006) also state that tense is a verb marker used to show an event's time. It means time is needed to determine the form of the verb. In tense, a verb must be concord or related to time; it can also be shown and formed in the different forms (between present, past, future) by changing the verb form.

Swan (1980:604) states, "the verb-forms which show differences in time are called tense. Tense is formed either by changing the verb (e.g., knows, knew; work, worked) or by adding auxiliary verbs (e.g., will know; have worked)."

In English, tenses are derived from the three major tenses: past, present, and future. Palmer (1976:43) states, "tense appears to have three distinct functions; first to mark purely temporal relations of past and present tense, secondly in the sequence of tenses that is mainly relevant for reported speech, and thirdly to mark unreality particularly in conditional clauses and wishes."

From those statements above, the writer concludes that the English verb has three main tenses. Those parts are present, past, and future tense. Present: talks about event happens in the Present (current time), when the situation described is related as simultaneous with the moment of speaking (e.g Mary sings a song); past: talks about event that happened in the past, the situation described is related before the moment of speaking (e.g Mary sang a song); future: talks about an event that will happen in the future, the situation described is related after the moment of speaking (e.g Mary will sing a song).

The Definition of the Present Perfect Tense

English grammar has many tenses; one is the present perfect tense. There are some definitions of the present perfect tense, such as the following.

Lang an (2003:190) states that the present perfect tense expresses an action that began in the past and has recently been completed or is continuing in the Present. In Oxford Learner Pocket (2008: 347), the Present Perfect Tense is a verb form expressing an action done in a period up to the Present, formed in English with have/has and past participle. It means the present perfect tense is formed by combining a present-tense form of the auxiliary verb "have/has" with the past participle of the main verb. "I have finished" is an example of the present perfect tense. In this example, "have" is the auxiliary verb, whereas the past participle "finished" is the main verb.

Azar, B. (1986) stated that the present perfect expresses the idea that something happened (or never happened) before now at an unspecified time in the past. The exact time it happened is not essential. It also expresses the repetition of an activity from before. It also, when used for and since, expresses a situation that began in the past and continues to the Present.

Thus, it can be concluded that the present perfect tense can be defined as a tense used to describe an event that has finished with a situation that began in the past, but the effect still can be experienced until now (continued). The present perfect tense is essential for students because they must know the difference between the regular and irregular verbs. Some of the students are confused about the use of the present perfect tense. The problems come with the use of tense. Frank (1992:77) states, "structurally the perfect term signifies that a form of *have* accompanies a verb as an auxiliary".

Wishon and Burks (1980: 206) stated that "the present perfect tense is a construction made up of the auxiliary *have* ' and the past form of the main verb." Murphy (1994:14) argues, "the present perfect tense is formed with *has /have* the past participle." According to Thomson and Martinet (1986: 165), the present perfect tense is formed with the present tense of *have/has* + the past participle, and for negative, it is formed by adding *not* to the auxiliary. The interrogative is formed by inverting the auxiliary and subject. And Azar (1993:161) said, "the basic form of the present perfect tense: *has* or *have* + the past participle. Use " *I, We, You, They*, or plural noun (e.g., *Students*). Use " *she, he, it*, or a singular noun (e.g., *Mary*). The pronoun *have* is constructed to apostrophe + *ve* ('*ve*) and has apostrophe to + *s* ('*s*)."

Murphy (1994:16) reveals, "When we talk about a period that continues from the past until now, we use present perfect." The present perfect tense is used to talk about experiences in one's life. And adverb of time to talk experience are *ever and never*, beside that the present perfect tense is used to talk about an action which started in the past and continuous up to now, the adverb of time is often used with *since and for* that has the result in the Present, the adverb of time often used is *just, already and yet*.

According to Thomson and Martinet (1986: 166), "This tense may be said to be a sort of mixture of Present and past. It always implies a strong connection with the Present and is chiefly used in conversation, letters, newspapers, and television and radio reports". This means that this tense is mainly used to describe actions from the past, but it also has a connection to the Present.

In simple words, the present perfect tense is formed by using the auxiliary verb "have" (have/has) and the past participle from the main verb (the form of regular and irregular verbs), and it is commonly accompanied by definite time words such as *since* and *for*. According to Thomson and Martinet (1986: 166), "This tense may be said to be a sort of mixture of Present and past. It always implies a strong connection with the Present and is chiefly used in conversation, letters, newspapers, and television and radio reports". This means that this tense is mainly used to describe actions from the past, but it also has a connection to the Present.

According to Parrot (2010:162), learners have far more difficulty using the Present correctly than understanding it. Even if they don't know or are unclear about the differences in meaning between different tenses, there is plenty of information in the context to help them understand whether an action is temporary, for example. He makes some typical difficulties for learners when they study the present perfect tense: form and meaning, how long with *for* and *since*, and overuse of present perfect form (Parrot, 2010:163). Some students still have difficulty understanding the form of the present perfect tense.

The Grammar Translation Method

The Grammar Translation (GTM) is a method of teaching that dominated European and foreign languages from the 1840s to the 1940s. The Grammar-Translation Method started in Germany, especially in Prussia, at the end of the eighteenth century (Chang, 2011). Translation method is the leading approach to teaching English, and students cannot practice language skills in the classroom. Its reasons are a lack of purposefully trained teachers, the non-availability of teaching courses, rote memory systems, large classes, overburdened teachers, and a lack of infrastructure and resources (Nawab, 2012). It provides vocabulary with direct translation to read, understand, and write texts in various contexts. Richards and Rodgers (2001: 7) presented characteristics of the method.

They are studying a language through a detailed analysis of its grammar rules. Reading and writing are the major factors because vocabulary selection is based on reading texts, translating sentences into the target language, accuracy, deductively taught grammar, and using the native language as a medium of instruction. GTM is better than the communicative method. The communication approach, which concerns the fluency of GTM, is relevant to accuracy (Chang, 2011).

Damiani (2003) states that as a teacher, I use GTM to assume learners' intelligence, treat them as intelligent people, and talk about vocabulary and grammar during teaching.

According to Chellapan (1982), translation is the source for the student to have a closer grip on the target language.

THE DIRECT METHOD This is the natural and anti-grammatical method developed as a reaction to the grammar translation method.

The advocates of the direct method, such as Frank and Brown, believe that FL could be taught without translation. Has been written on Approaches and Methods in Language Teaching, quoted in Richards and Rodgers (2010: 12). A language could best be taught by using it actively in the classroom. It uses analytical procedures that focus on explaining grammar rules in classroom teaching. To clarify things, we will present the main characteristics of this method, which was identified by Larsen-Freeman (1986), unlike the grammar translation method, the direct method relies on techniques that focus on speaking and listening and uses the target language for all classes. They should learn to speak and understand the target language in everyday situations.

Here are some of those techniques as stated. Dictation: The teacher reads the passage three times. The first time the teacher reads it at a normal speed, the students listen. The second time, he reads the passage phrase by phrase, pausing long enough to allow students to write down what they have heard. The last time the teacher reads again at a normal speed, students check their work. Reading Aloud: Students take turns reading sections of a passage, play, or dialogue out loud. At the end of each student's turn, the teacher uses gestures, pictures, examples, or other means to clarify the section's meaning.

In addition, other techniques were also used, such as Fill-in-the-blank exercises, conversation practice, getting students to self-correct, and question-and-answer exercises. The direct methodologists treat the students learning FL as a child acquiring the first language, making the learning process difficult. Its primary focus was on the exclusive use of the target language in the classroom, but it failed to address many issues (Richards& Rodgers, 2001: 13). The first step towards the decline of the GTM approach began during 1920s that was combined with direct method techniques with more controlled grammar-based activities.

METHOD

This chapter discusses the structure of how to conduct the research through research design, the subject of the study, the research instrument, data collection, and analysis.

This research design describes the method used to conduct the research through the

qualitative approach, primarily, Classroom Action Research as well as the specific methods and procedures used. Here, the writer will elaborate on the setting of the multiple-choice question of the Present perfect tense for the pre-and post-test. The study will be conducted with the 30 students of Grade 7 in Escola Secundário Geral 4 de Setembro Balide-Dili in the school year 2024.

Here, the researcher collects the data through pre- and post-tests of the Present perfect Tense, a 40-item optional test. And another non-test is the classroom observation sheet, which will be used to observe the teaching and learning process of the present perfect tense through the direct translation method, as the treatment that the local English Teacher will observe.

The techniques the writer uses to collect the data through Kemmis, S. (2011) have developed a cyclical nature of the typical Classroom Action Research process.

Plan. The activities which has been planned. Preparing the pre-test and post-test test items in English, present perfect tense for the eleventh-grade students. Material teaching is integrated with the design of the lesson plan. Preparing the list of students' names. The direct translation method will prepare teaching facilities (color, pen, blackboard, and markers). Preparing the classroom observation sheet.

Action. The activities which will be conducted here. The researcher administers the pre-test. Teaching English simple present tense through the Direct Translation method to motivate the students to learn the present perfect tense. The researcher provides a short explanation and guides the students to learn based on the lesson plan. The researcher gives opportunities to students to ask about difficulties or problems. The researcher asks the students orally to answer as a check of the students' understanding. The teacher administers post-testing at the last meeting. The researcher will get the declaration letter for the research.

Observation. Observation is one of the instruments to collect data, such as direct observation in the classroom. In this step of action research can be systematically used to observe and note all of the phenomena through investigation like the students feeling, perception, and thinking, performance of teaching and learning process about present perfect tense through direct translation method as a strategy that can be observed through the observation sheet which has been provided. The researcher observes all the activities in the teaching and learning process and creates a conducive atmosphere in the classroom observation to make collaborative efforts to explore teaching possibilities. It is proposed to

create the students, motivation in learning. In Classroom Action Research, the researcher, as the English teacher, observes every action of the teaching and learning process.

The researcher will use the observation sheet to analyze the classroom conditions when the class runs. The local English teacher will observe the researcher's performance of teaching conditional sentences to collect the data as shown in the following table.

Activities	Observation				
	Excellent	Very good	Good	Average	Low
Pre-test	5	4	3	2	1
1. Opening/greetings					
2. Asking a condition (how are you?)					
3. Attendance					
4. Introduction of teaching material					
5. Motivation					
6. Explanation					
7. present perfect tense					
8. Direct Translation method					
9. Exercise					
10. Checking the students' understanding/concluding					
Total					
Process of Teaching					
1. The teacher prepares the teaching material.					
2. Students self-introduction					
3. Questions and answers					
4. Students pay attention to the teacher's explanation.					
5. Students feel happy to enjoy the class.					
6. Students have to be active in class.					
7. Students will be tested orally.					
8. Exercises					
9. Checking students understanding					
10. Post-test					
Σ					
Σ					

Table 3.4.2: presents the Classroom Observation Sheet

Reflection. Reflection is an activity in which the teacher expresses experience, which is done as self-evaluation. The teacher evaluates based on the observation to find the weaknesses of the activities carried out through direct translation as a strategy in teaching

English grammar, especially the present perfect tense.

Therefore, it could be determined how effective the Direct Translation Method is in teaching English grammar of the present perfect tense. The writer analyses the results of the pre-test and post-test mean scores, and both are compared.

This data analysis will be collected from two types of research;

Non-test. The writer observes the teaching and learning process activities in class as shown in table 3.4.2 Classroom Observation sheet above.

Test. The writer will administer the *pre-test* and *post-test* of present perfect tense sentences, presented as a tabulation, and compare. It is essential to know the significant differences between before and after the implementation of teaching English and present perfect tense sentences through direct translation. Therefore, the result of the mean score of pre- and post-test will be calculated with the ***t-test*** analysis as follows:

The mean is the average division between the sum of students' scores and the Total number of respondents. The research applied the following formula:

$$\bar{X} = \frac{\sum X}{N}$$

X = score

N = number of students

$\sum$ = sum or add

1. The formula of the T-test dependent means is;

$$T\text{-test} = \frac{\sum D}{\sqrt{\frac{n(\sum D^2) - (\sum D)^2}{n-1}}}$$

Concerning the Suhararimi, A. (1987) presents the basics of education evaluation, including getting the average score. She compares the percentage with the criteria adopted to measure the classroom observation sheet, as shown in the table below:

No	Range	Level
01	96-100	Excellent
02	95-86	Very good
03	85-76	Good
04	75-66	Fair good
05	65-56	Average
06	55-46	Sufficient
07	45-36	Below average
08	35-26	Poor
09	25-16	Bad
10	15-00	Very bad

Table 3.4.3: Standard measurement is usually used in the local school

RESULT AND DISCUSSIONS

In this chapter, the writer would like to present the result of 40 40-question multiple-choice test of the Present Perfect Tense, which was used to gather the data through pre- and post-tests administered to 30 students in the eleventh grade of Escola Secundário Geral 4 de Setembro Balide-Dili, in the school year 2024.

NU	Initial code	Score of pre-tests
1	G.Q.B	3.2
2	A.M.D.C	3
3	Z.D.C	3
4	R.L.B.F	4
5	C.D.S.A	3
6	N.D.S	2
7	D.M.M	5
8	D.D.C	6.5
9	N.F	5
10	E.F	6.2
11	D.D.R.M	6
12	J.D.C	3
13	P.F	3
14	C.S.F.M	5
15	J.A.M.T	5
16	A.F.D.P	3
17	P.A.F.C.S	2
18	C.F.M	2.5
19	M.C.M	3.5
20	T.J.F.F	5
21	S.M.L.L	3.2
22	A.S.M	3.5
23	A.C.D.S	2.2
24	Y.C.D.S	3.2
25	A.M.C.G	1.5
26	J.C.D.S	4.2
27	M.M	3
28	Z.M.F	2.5
29	E.O.B.D.S	3.2
30	J.D.C	3
	Total score	X₁= 108.4

Table 4.1.1: presents the mean score of the pre-test (before implementing the direct translation method)

1. Calculating the mean score of pre-tests

$$\begin{aligned}
 \text{Mean } \bar{x}_1 &= \frac{\sum D}{n} \\
 &= \frac{108.4}{30}
 \end{aligned}$$

$$= 3.6$$

The pre-test result shows that the passing grade was not achieved, but it fails based on the national standard of measurement this is why, there was intervention through the direct translation method to teach the present perfect tense. After the teaching, the researcher administered the post-test as shown in the table below:

Nu	Initial code	Score of post-test
1	G.Q.B	7
2	A.M.D.C	6
3	Z.D.C	8
4	R.L.B.F	8
5	C.D.S.A	6.5
6	N.D.S	7
7	D.M.M	8
8	D.D.C	6
9	N.F	7
10	E.F	7
11	D.D.R.M	8
12	J.D.C	6.5
13	P.F	8
14	C.S.F.M	8.5
15	J.A.M.T	7.8
16	A.F.D.P	8
17	P.A.F.C.S	7
18	C.F.M	7
19	M.C.M	9
20	T.J.F.F	9
21	S.M.L.L	8
22	A.S.M	7
23	A.C.D.S	7
24	Y.C.D.S	8
25	A.M.C.G	6.5
26	J.C.D.S	5
27	M.M	3.5
28	Z.M.F	6.5
29	E.O.B.D.S	7
30	J.D.C	8
Total scores		$X_2 = 215.8$

Table 4.1.2 presents the mean score of post-tests (after implementation using the direct translation method)

2. Calculating the mean of the post-test

$$\begin{aligned} \text{Mean } \bar{x}_1 &= \frac{\sum D}{n} \\ &= \frac{215,8}{30} \end{aligned}$$

$$= 7.2$$

Based on the national education standard, the mean score of post-test 7,2 has achieved the passing grade as **GOOD** level. This is why it was not necessary to teach again, or no need to have another intervention using the direct translation method in the next cycle.

Table 4.1.3 presents the differences between the mean pre-tests and post-test scores by the student grade of the eleventh grade of Escola Secundário Geral 4 de Setembro Balide-Dili, in the school year 2024. It is to measure the significant differences that indicate the direct translation method can be used to teach the present perfect tense through the formula *t-test*.

Nu	Initial	Mean score of pre-tests	Mean Score post-test	D ¹	D ²
1	G.Q.B	3,2	7	4,2	17,6
2	A.M.D.C	3	6	3	9
3	Z.D.C	3	8	5	25
4	R.L.B.F	4	8	4	16
5	C.D.S.A	3	6,5	3,5	12,3
6	N.D.S	2	7	5	25
7	D.M.M	5	8	3	9
8	D.D.C	6,5	6	3,5	12,3
9	N.F	5	7	2	4
10	E.F	6,2	7	0,8	0,64
11	D.D.R.M	6	8	2	4
12	J.D.C	3	6,5	3,5	12,3
13	P.F	3	8	5	25
14	C.S.F.M	5	8,5	3,5	12,5
15	J.A.M.T	5	7,8	2,8	7,8
16	A.F.D.P	3	8	5	25
17	P.A.F.C.S	2	7	5	25
18	C.F.M	2,5	7	4,5	20,3
19	M.C.M	3,5	9	5,5	30,3
20	T.J.F.F	5	9	4	16
21	S.M.L.L	3,2	8	4,8	23,04
22	A.S.M	3,5	7	3,5	12,3
23	A.C.D.S	2,2	7	4,8	23,04
24	Y.C.D.S	3,2	8	4,8	23,04
25	A.M.C.G	1,5	6,5	5	25
26	J.C.D.S	4,2	5	0,8	0,64
27	M.M	3	3,5	0,5	0,3
28	Z.M.F	2,5	6,5	4	16
29	E.O.B.D.S	3,2	7	3,8	14,5
30	J.D.C	3	8	5	25
	Total score	X¹= 108.4	X² = 215,8	1.118	471.67
	Mean score	X= 3,6	X= 7,2	t-test=14,9	

$$T\text{-test} = \frac{\sum X}{\sqrt{\frac{n(\sum D^2) - (\sum D)^2}{n-1}}}$$

$$\begin{aligned}
T\text{-test} &= \frac{111,8}{\sqrt{\frac{30(471,2)-(111,8)^2}{30-1}}} \\
T\text{-test} &= \frac{111,8}{\sqrt{\frac{(14.136)-(12,499,2)}{29}}} \\
&= \frac{111,8}{\sqrt{\frac{1,637}{29}}} \\
&= \frac{111,8}{\sqrt{56,5}} \\
&= \frac{111,8}{7,5} \\
T\text{-test} &= 14,9 \\
T\text{-table} &= 2,042
\end{aligned}$$

Criteria. d.f = N-1=30-1=29. Level of significance: 0,05. If the t-test score is less than the t-table means, there are no significant differences between before and after the implementation using the direct translation method to teach the present perfect tense. If the t-test score is greater than the t-table, there is some significance between before and after the implementation using the direct translation method to teach the present perfect tense. The t-test score is 14.9 to be compared with the t-table value of 2,042.

The result of the data analysis shows that the t-test score is $14.9 \leq$ the value of the t-table is 2,042. The significance level difference is 0,05 with the degree of freedom (d.f) = n-1=30-1=29, which could meet the score of t-table 2,042.

Interpretation. Based on the result of data analysis, the t-test is greater than the t-table; therefore, this can be interpreted as some significance differences between pre-test score 108,4 post-test scores 215,8 this could answer problems because there are some significance differences between before and after the implementation teach present perfect tense through Direct translation method.

Teaching present perfect tense through direct translation could be considered a practical, innovative method for teaching present perfect tense to eleventh-grade students in Escola Secundário Geral 4 de Setembro Balide-Dili, in the school year 2024.

Table 4.1.1 Presented the result of the mean score of pre-tests, the mean score of pre-tests is 108,4 which was considered fail or it does not achieve the passing grade based on the national standard of measurement that is the reason why, the researcher intervened in the first cycle implementing teaching present perfect tense by using direct translation method.

Table 4.1.2 presents the mean post-test score after the intervention, teaching conditional sentences using the dice game method. The researcher administered the post-test with a mean score of 215,8 because it achieved the passing grade, so there was no more intervention for the next cycle.

Table 4.1.3 presents the differences in mean score between pre-test and post-test. The difference score was calculated with the formula of a *t-test* through the level of significance differences 0,05, based on the degree of freedom of 30. Therefore, the t-test result was 14,9, greater than the t-table value of 2,042.

Thus, it is decided to interpret that there were some significant differences between before and after the implementation. Teaching the present perfect tense through direct translation is considered a very effective and innovative strategy for the foreign language English teacher and students to use to teach the present perfect tense.

CONCLUSIONS

The data analysis shows that the mean score of pre-tests was 3.6 and the mean score of post-tests was 7.2. The pre- and post-test scores were calculated through the t-test of $14,9 < \text{the t-table value is } 2.042$. The significance level is 0.05, with the degree of freedom being 30, which could meet 2.042. Therefore, the direct translation method is a beneficial and innovative strategy for teaching Present Perfect Tense for secondary school, especially at 4 de Setembro Balide –Dili.

Based on the conclusion above, the writer would like to suggest the following to the following person.

English teachers. The English teachers for grade eleventh students of Escola Secundário Geral 4 de Setembro Balide-Dili are suggested to use the direct translation method to teach the present perfect tense because it was very effective. The direct translation method is a good strategy to describe, identify, and memorize the formula of the present perfect tense.

For the students. The grade eleven students of Escola Secundário Geral 4 de Setembro Balide-Dili will learn the present perfect tense through the direct translation method to enrich their knowledge and ability to use it. The direct translation method is one of the helpful strategies that they should use to learn English tenses. This strategy was to facilitate the student to understand and know the definition, formula, and use through the direct method in Tetun language as the

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national language of Timor-Leste.

English study program. The lecturer and students of the English Language Department are advised to use and maintain the direct translation method as a good strategy to teach the present perfect tense. This helpful strategy has been proven through a study, which serves as a reference for future scientific research for the thesis writer.

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