ERROR ANALYSIS ON THE USE OF VERB TENSES IN ENGLISH AS FOUND IN ENGLISH TEXTBOOK GRADE VII

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Abstract

This study purposes to reveal out the error on the application of verb tenses found in English text book. The research is based on mixed method: qualiatative and quantitative descriptive. The object of the study is English text book grade VII entitle Buku Teks Pendamping Bahasa Inggris. The data were analysed based on error analysis put forward by Dulay. The findings show that the tenses were found in the textbook consisting of present tense (simple present tense, present progressive, present perfect); past tense (simple past); future tense (simple future), which is the dominant types of verb tenses is present pense, the use of verb tenses errors found in English textbook based on surface strategy are classified into errors of omission, errors of addition, errors of misformation, and errors of misordering. A total of 40 errors was found in the text book. They are: the addition error is the highest (23 or 57.50 % of 40 total errors), addition error (9 or 22.50 % of 40 total errors), misformation error (5 or 12.50 % of 40 total errors), and misordering error (3 or 7.50% of 40 total errors). Omission error is the most dominant frequent errors made by the writer of the textbook. It is followed by addition error, misformation error and the lowest frequency is misordering errors. The writing errors identified in the textbook may be caused by the lack of editing process. This research has an implication that the book publishers are expected to pay more attention to the editing process prior to the publication.

Keywords: Error Analysis, Surface Category, Textbook

INTRODUCTION

The English textbook is generally used for educational purposes throughout both English as well as non-English speaking country. Therefore, either teachers and students are heavily dependent on the textbook. "As (Coracini, 2011) argues that the textbooks appear as unquestionable resources for learning a foreign language and central in defining course of action and content. In addition, (Francis, 1995) points out, "The textbooks developed for EFL are organized based on historical principles that provide support for the method. The methods provide the learner and teacher with materials and techniques that will secure a successful language teaching outcome. The students learn many things about English through textbook. English has a certain system and pattern which is different from Indonesian grammar.

The students can learn many things about English through textbook. English has a certain system and pattern which is different from Indonesian grammar. They do not have everything in common about the system and rule in constructing a sentence. Most of classroom teachers, especially elementary school teachers spend much time using textbooks in their teaching and learning process in the class (Anggarawati & Listyani, 2013). There are several things should be considered in choosing a textbook (Celce-Murcia, 2001): (1) The textbook should fit to curriculum. (2)The textbook should fit to the student's need, the textbook must have no just the English content demanded by the curriculum, but it also fit for the students as learners of

English. (3) Textbook are also for teachers. The teachers seek three things from textbooks: content/explanation, examples, and exercise or task.

Textbooks have become one of the tools or media in teaching and learning process in schools. In fact, some textbooks contain errors. Since textbooks have very important roles, they should be free of errors. Textbook is one of the important factors and play the important role in teaching and learning process beside the teacher. Most of classroom teachers, especially Grade VII school teachers spend much time using textbooks in their teaching of grammar and learning process in the class. The researcher chooses the textbook because the book is used for Junior High School with K-13 curriculum. The contain of English Textbook that produced by the authors has some of errors and there is no improvement from this English textbook. The textbook authors' language system is neither that of first nor the target language. The authors are Indonesian (non-native speaker). Their language system contains elements of both the native language as well as the target language. Hopefully this research will give any references for Schools to choose the good handbook for students.

This research analyses errors on the use of Verb Tenses in English as found English textbook for Junior High School Grade VII entitled *Buku Teks Pendamping Bahasa Inggris.* This research aimed to find out the error on the use of verb Tenses found in English text book grade VII. Finding the dominant and frequency of each type of errors and interpret why the errors occur. The writer wanted to find out type of error found on the use of Verb Tenses in the book and to find the dominant type of error of the Verb Tenses found in the English Text Book Grade VII entitled Buku *Teks Pendamping Bahasa Inggris*

Tense and aspect are independent grammatical categories, the former being inflectional and the latter analytic. According to (Uchiyama, 2006) English Verb Tenses consist of: Present Tense, Past Tense and Future Tense. "Error analysis is a method to investigate the language learning process (Corder, 1981). It is further stated that errors have four types, they are linguistic category, surface strategy (omission, addition, misformation and misordering), comparative analysis and communicative effect (Dulay, H, Burt M. & Krashern, 1982). "Tense, the dominant topic in this paper, is the combination of tense and aspect. In the modern grammar system, "a tense system is a system associated with the verb where the basic contrasts in meaning have to do with the location in time of the situation, or the part of it under consideration (Huddleston, R & Pullum, 2005).

According to Dulay (1982), "as it is quoted by (Krisetyawati.,2010) in her Thesis there are four types of errors such as linguistic category, surface category, comparative taxonomy, and communicative effect taxonomy. All the types of errors will be discussed as follows:

1) Linguistic Category
Linguistic category taxonomies classify errors according to either or both the language components or linguistic constituents. Language components include phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary), and discourse; while linguistic constituents include the elements that comprise each language component.

2) Surface Category
The categorizing of errors is according to how the surface structure of a sentence or expression is altered by the error. Such a classification would include omission, addition, misformation, and misordering.

(1) Omission
Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. For example,
1) The sentence *"Dia sedang tidur"* is translated into English becomes *"She sleeping"*.
   The correct translation of "Dia sedang tidur" is "She is sleeping".The word 'is' is a grammatical verb form that plays an important role in constructing a proper sentence. And the word "is" in that sentence functions as something that cannot be neglected, so one who omits verb "is" fails in constructing a proper sentence. That type of error is called omission error.
2) When the students translate the sentence *"Kami sedang belajar"* into English, the sentence will "*We are study.* The correct translation of *"Kami sedangbelajar"* is *We are studying.* The suffix _ing in the verb *study* plays an important role in constructing a progressive meaning (an action is happening). Because the suffix _ing function to form progressive meaning, it cannot be neglected, so when one omits the suffix _ing he plays an omission error.
3) The students will translate the sentence *"Mereka bahagia"* into *They happy.* The sentence *"Mereka bahagia"*should be translated into *"They are happy.* The word *"are"* has important role as the verb of the sentence. The adjective *happy* should be preceeded by the verb to be (is, am, are) and this verb cannot be neglected.

(2) Addition
Addition errors are the presence of an item that must not appear in well-formed utterance. It usually occurs in later stage of second language acquisition or when the learner has acquitted some target language rule. There are three types of addition errors; namely, double marking, regularization, simple addition.
 1. Double Marking
The failure to delete certain items which are required in some linguistic contraction but not in others.
For example,
1) The sentence *"Dia tidak pergi"* is translated into *"She didn'twent".*
2) The sentence *"Dia tidak pergi ke sekolah"* is translated into *He doesn't goes to school.*
3) The sentence *"Ibu saya tidak bekerja kemarin"* is translated into *My mother didn't worked yesterday.*

2. Regularization
Regularization errors that fall under the addition category are those in which a marker that is typically added to a linguistic item is erroneously added to exceptions that can be found in English.
For example,
 1) The verb *eat* cannot be changed into *eated* but *ate*.
 2) The noun *sheep* in plural form is also *sheep* not *sheeps* or
 3) The noun *man* can not be pluralized into *mans* but *men*.
 It is true that in English most of verbs can be changed into past form by adding *-d/-ed* after the basic verb and the most of nouns can be pluralized by adding *–s/-es* to singular forms, but not all of them. The description above shows other errors that may be made by the learners, which is interfered by regularization.
For example,
1) The sentence *"Banyak laki-laki di sana"* is translated into *There are many <u>mans</u> over there,*
2) The sentence *"Kemarin ayah makan di kantornya"*
        is translated into *Yesterday father <u>eated</u> in his office,*

3) The sentence *"2 wanita itu adalah kakak saya"*
is translated into *2 womans are my sisters.*
The words *mans*, *eated*, and *womans* are not correct in that the sentence. They *should be men, ate, and women.*

3. *Simple Addition*

Simple addition is characterized by the use of an item which should not appear in a well-formed utterance.
For example,
 1) The sentence *'Buku itu di sana',*
is translated by the students into *The book is in over there.*
The students' translation is wrong because they add the preposition 'in' in the sentence.
 2) The sentence *"Dia menceritakan kepada saya kisah hidupnya"*
 is translated into *He tells to me his life story.*
is translated into *I give to her a flower.*
In sentence (2) and (3), the existency of preposition *to* is not necessary. They should be *He tells me his life story* or *He tells his life story to me* and *I give her a flower* or *I give a flower to her.*

 3) Misformation
Misformation error is a type of error that is characterized by the use of incorrect morpheme or structure.
For example,
1) The sentence *'Kucing menangkap seekor tikus'* is translated by the students into *the cat catch a mouse.* This sentence is not a well-formed sentence because the students do not supply the simple present tense in the sentence. The well-formed sentence is. *The cat catches a mouse.*
2) The sentence *"Ayah membelisebuahrumahbaru"* is translated into *Father buys a house new.*
3) The sentence *"Gadis canti kitu sedang menangis"* is translated into *Girl beautiful is crying.*
The two sentences (sentence 2 and 3) are not a well-formed sentence because the students do not comprehend how to form a noun phrase. In noun phrase an adjective should come first before the noun.

 4) Misordering
Misordering is an error that is characterized by the incorrect placement of a morpheme or group morphemes in an utterance.
For example,
1) The sentence *'Saya tidak mengerti apa itu'* is translated by the students into *I do not know what is that.* This students' sentence is not a well-formed sentence because they do misorder of 'is'. The well-formed sentence is *I do not know what that is.*
2) The sentence *"Dia ingin mengetahui siapa nama saya"* is translated into *She wants to know what is my name.* The translation should be *She wants to know what my name is.*
3) The sentence *"Ayah melarang saya untuk tidak pergi"*
 is translated into *Father forbids me for not go.*
The translation should be *Father forbids me not to go*.

METHOD

This research is a library research. The research was conducted by applying descriptive qualitative method which analyze the error on the use of verb Tenses in English as found in English Text Book Grade VII. That was used in this research.
Qualitative method is the method which uses the descriptive data and gathers the information not in numerical form (McLeod, 2019). "So the data that is analyzed is a word form not a

number (Mahsun, 2007). "The data of this research was taken from English Textbook which is used by students of Grade VII, published by Yrama Widya, 2016. Bandung. The book Entitled *Buku Teks Pendamping Bahasa Inggris* (Karmila, D ;Juwita, 2016). There are 230 pages with 8 chapters. The writers are: Debi Karmila, S.Pd and Ratna Juwita Ningsih.,S.Pd.

RESULTS AND DISCUSSION

Results

The data analysis of error analyzing on the use of Verb Tenses in English as found in English Textbook Grade VII can be seen from the types of errors: Present tense (error of omission, error of addition, error of misformation and error of misordering), Past tense (error of omission, error of addition, error of misformation and error of misordering), Future Tense (error of omission, error of addition, error of misformation and error of misordering).

From the analysis of the data, the percentages of Textbook's errors can be seen in the table below:

Table 1
Total Percentage of Research Result of Textbook's errors

No	Types of error	Number of error	Errors (%)
1.	Error of Omission	23	57.50
2.	Error of Addition	9	22.50
3.	Error of Misformation	5	12.50
4.	Error of Misordering	3	7.50
Total		**40**	**100**

Based on the use of Verb Tenses it can be concluded that there are four types of textbook's error found from surface strategy by Dulay Theory, namely omission, addition, misformation, and misordering. The percentage shows that omission error is the highest (23 or 57.50% of 40 total errors), addition error (9 or 22.50 % of 40 total errors), misformation error (5 or 12.50% of 40 total errors), and misordering error (3 or 7.50% of 40 total errors).

Table 2
The percentage of research result of Textbook's errors

No	Types of error	Number of error	Errors (%)
1.	Error of Omission	17	56.67
2.	Error of Addition	6	20.00
3.	Error of Misformation	4	13.33
4.	Error of Misordering	3	10.00
Total		**30**	**100**

Based on the use of Verb Tenses (Present Tense) the percentage shows that omission error is the highest (17 or 56.67 % of 30 total errors), addition error (6 or 20.00 % of 30 total errors),

misformation error (4 or 13.33 % of 30 total errors), and misordering error (3 or 10.00% of 30 total errors).

Table 3
The percentage of research result of Textbook's errors

No	Types of error	Number of error	Errors (%)
1.	Error of Omission	5	62.50
2.	Error of Addition	2	25.00
3.	Error of Misformation	1	12.50
4.	Error of Misordering	0	0
Total		**8**	**100**

Based on the use of Verb Tenses (Past Tense) the percentage shows that omission error is the highest (5 or 62.50 % of 8 total errors), addition error (2 or 25.00 % of 8 total errors), misformation error (1 or 12.50 % of 8 total errors), and misordering error (0 of 8 total errors).

Table 4
The percentage of research result of Textbook's errors

No	Types of error	Number of error	Errors (%)
1.	Error of Omission	1	50.00
2.	Error of Addition	1	50.00
3.	Error of Misformation	0	0
4.	Error of Misordering	0	0
Total		**2**	**100**

Based on the use of Verb Tenses (Future Tense) the percentage shows that omission error is (1 or 50.00 % of 2 total errors), addition error (1 or 50.00 % of 2 total errors), misformation error (0 of 2 total errors), and misordering error (0 of 2 total errors).

1) Omission Error

Errors of Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. Based on the data above, the error occurs when a sentence loses a part of word or more. The distribution of errors in omission is presented on the table below.

Table 5
The Distribution of Omission Errors

No	Sub-type of Errors	Number of Errors	Error (%)
1	Present Tense	17	73.91
2	Past Tense	5	21.74

| 3 | Future Tense | 1 | 4.35 |
| | **Total** | **23** | **100** |

From the table above, the total number of omission error of present tense with 17 errors or 73.91 % of the total of errors. The omission error of past tense with 5 errors or 21.74 % of the total of errors. The omission error of future tense with 1 or 4.35 % of the total errors. The percentage of omission errors is 23 or 57.5 % of 40 total errors.

2) Addition Error

Addition errors are the opposite of omissions. They are characterized by the presence of an item which should not appears in a well-formed utterance. The distribution of errors can be seen in the following table.

Table 6
The Distribution of Addition Errors

No	Sub-type of Errors	Number of Errors	Error (%)
1	Present Tense	6	66.67
2	Past Tense	2	22.22
3	Future Tense	1	11.11
	Total	**9**	**100**

From the table above, the sub-type of the errors is addition of present tense with total percentage is 18.92 % with 6 errors of the total of errors. Past tense with 2 errors or 22.22 % of the total of errors and future tense with the total percentage is 11.11 % of the total of error. The percentage of addition errors is 9 or 22.50 % of 40 total errors.

3) Misformation Error

A misformation error uses incorrect form of a morpheme in a structure. This error makes the sentence ungrammatical. The distribution of misformation error can be seen in the following table.

Table 7
The Distribution of Misformation Errors

No	Sub-type of Errors	Number of Error	Error (%)
1	Present Tense	4	80.00
2	Past Tense	1	20.00
3	Future Tense	0	0
	Total	**5**	**100**

The table indicates that there are 4 errors or 80.00 % of present tense total errors. Misformation of past tense is 1 with 20.00%, Misformation of future tense is 0 %. The percentage of misformation errors is 5 or 12.50 % of 40 total errors.

4) Misordering Error

Misordering is an error that is characterized by the incorrect placement of a morpheme or group morphemes in an utterance. The distribution of misordering error can be seen in the following table.

Table 8
The Distribution of Misordering Errors

No	Sub-type of Errors	Number of Errors	Error (%)
1	Present Tense	3	100
2	Past Tense	0	0
3	Future Tense	0	0
	Total	**3**	**100**

From the table above it can be concluded that the total errors of misordering of present tense is 3 errors with 100 % percentage. Misordering of Past tense and Future tense is 0 errors. The percentage of misordering errors is 3 or 22.50 % of 40 total errors. The analysis of errors on the use of Verb Tenses and the details of the types of errors as found in English Textbook Grade VII can be seen in the explanation below:

1. Present Tense
1) Omission

(1). Wrote : Budi, are you feeling better now?
Thanks God, I feel better now.
  It should be : Budi, are you feeling better now?
Thank God, I feel better now. (p.10)
(2). Wrote : We *have to* nice children.
 It should be : We *have two* nice children. (p.35)
(3). Wrote : Do you have any *uncle or aunt*?
 It should be : Do you have any *uncles or aunts*?
  Do you have *an uncle or aunt*? (p.36)
(4). Wrote : Do you have any *cousin*?
 It should be : Do you have any *cousins*?
  Do you have *a cousin*? (p.36)
(5). Wrote : But he doesn't have any *bicycle*.
 It should be : But he doesn't have any *bicycles*. (p.42)
(6). Wrote : While Ed's birthday *is September* 10th.
 It should be : While Ed's birthday *is on September* 10th. (p.60)
(7). Wrote : What *toy suits Arya* according to Ellie?
  It should be : What *toy does Arya suit* according to Ellie? (p.118)
(8). Wrote : What *does your brothers* do?
  It should be : What *does your brother* do?
  What *do your brothers* do? (p.151)
(9). Wrote : Budi, are you feeling better now?
  Thank God, *I feel better now*. (p.10)
  It should be : Budi, are you feeling better now?
  Thank God, *I'm feeling better* now. (p.10)
(10). Wrote : Repeat after *your teacher reading* the dialogues in Activity 21.

It should be   : Repeat after *your teacher reads* the dialogues in Activity 21. (p.11)
(11). Wrote   : Repeat after *your teacher reading* the dialogues in Activity 33.
It should be   : Repeat after *your teacher reads* the dialogues in Activity 33. (p.15)
(12). Wrote   : Sometimes, Aunt Mila, my mother's sister, *come* to my house with her husband and her children.

It should be   : Sometimes, Aunt Mila, my mother's sister, *comes* to my house with her husband and her children. (p.34)
(13). Wrote   : We have got new class schedule because *we have just move* on to upper class.

It should be   : We have got new class schedule because *we have just moved* on to upper class. (p.60)
(14). Wrote   : *I see a mouse look around* our classroom.
It should be   : *I see a mouse that looks around* our classroom. (p.91)
(15). Wrote   : So *he always clean* it together with his sister Ellie, mom, and dad.
It should be   : So, *he always cleans* it together with his sister Ellie, mom, and dad. (p.166)
(16). Wrote   : The *boys sits* on the grass and the buffalo eats grass.
It should be   : The *boys sit* on the grass and the buffalo eats grass. (p.180).
(17). Wrote   : A public where *we can to eat* food.
It should be   : A public where *we can eat* food. (p.85)

2) Addition
(1). Wrote   : What should you say first if *you want to get to know* new people?
It should be   : What should you say first if *you want to know* new people? (p.1)
(2). Wrote   : Your teacher says *thanks to you*.
It should be   : Your teacher says *thanks*.
                        Your teacher says *thank you*. (p.20)
(3). Wrote   : She says *thanks to you*.
It should be   : She says *thanks*.
                        She says *thank you*. (p.20)
(4). Wrote   : He /She says *thanks to you*.
It should be   : He /She says *thanks*.
                        He /She says *thank you*. (p.22)
(5). Wrote   : He doesn't like to be carried by arms. *My dad says it is because it will make him* feel like being carried by a hawk.
It should be   : He doesn't like to be carried by arms. *My dad says it will make him* feel like being carried by a hawk. (p.184)
(6). Wrote   : Have you visited your *uncle* or aunt's house?
It should be   : Have you visited your *uncle and aunt's* house?
                        Have you visited your *uncle's* or aunt's house? (p.36)

3) Misformation
(1). Wrote   : You *may have to say sorry* before you ask them.
It should be   : You *may say sorry* before you ask them.
                        You *have to say sorry* before you ask them. (p.1)
(2). Wrote   : Dad. *I'm going* to the bathroom now.
It should be   : Dad. *I will go* to the bathroom now. (*based on the context of the dialogue*) (p.11)
(3). Wrote   : *Try asking* me about a person.
It should be   : *Asking me* about a person.

Try to ask me about a person. (p.122)

(4). Wrote	: So I never do *that ever again*.
It should be	: So, I never do *that again*. (p.184)

4) Misordering

(1). Wrote	: She works in the kitchen, *cooking meals* to sell to other people.
It should be	: She works in the kitchen, *cooks meals* to sell to other people. (p.78)
(2). Wrote	: When I am sad, *they are there* to help me. How about Dani? What is he like?
It should be	: When I am sad, *they are always there* to help me. How about Dani? What is he like? (p.107)
(3). Wrote	: She can speak hundred words, *moving* from one topic to another, change her opinion five times, start talking alone, forget what she was talking about at the beginning, all in one minute.
It should be	: She can speak hundred words, *move* from one topic to another, change her opinion five times, start talking alone, forget what she was talking about at the beginning, all in one minute. (p.173)

2. Past Tense
1) Omission

(1). Wrote	: There was a cockroach in my room and *the bathroom door* doesn't lock.
It should be	: There was a cockroach in my room and *the bathroom's door* doesn't lock. (p.17)
(2). Wrote	: There was a cockroach in my room and the bathroom door *doesn't lock.*
It should be	: There was a cockroach in my room and the bathroom's door *wasn't locked.* (p.17)
(3). Wrote	: But when *he comes* home, you forgot doing the favor.
It should be	: But when *he came* home, you forgot doing the favor. (p.18)
(4). Wrote	: *What's wrong* with you yesterday?
It should be	: *What was wrong* with you yesterday? *What happened* with you yesterday? (p.10)
(5). Wrote	: But my *birthday is yesterday*, Dani
It should be	: But my *birthday was yesterday*, Dani. (p.17)

2) Addition

(1). Wrote	: I got *stomach ache* yesterday?
It should be	: I got *stomachache* yesterday? (p.10) (*According to American English. Merriam Webster and dictionary.com it is one word: stomachache*)
(2). Wrote	: My *Grandma let me to use* it yesterday
It should be	: My *Grandma let me use* it yesterday. (*Causative*) (p. 128)

3) Misformation

(1). Wrote	: Mom bought me a new dress *today*.
It should be	: Mom *buys* me a new dress *today.* Mom bought me a new dress *just now*. (p.78)

3. Future Tense
1) Omission

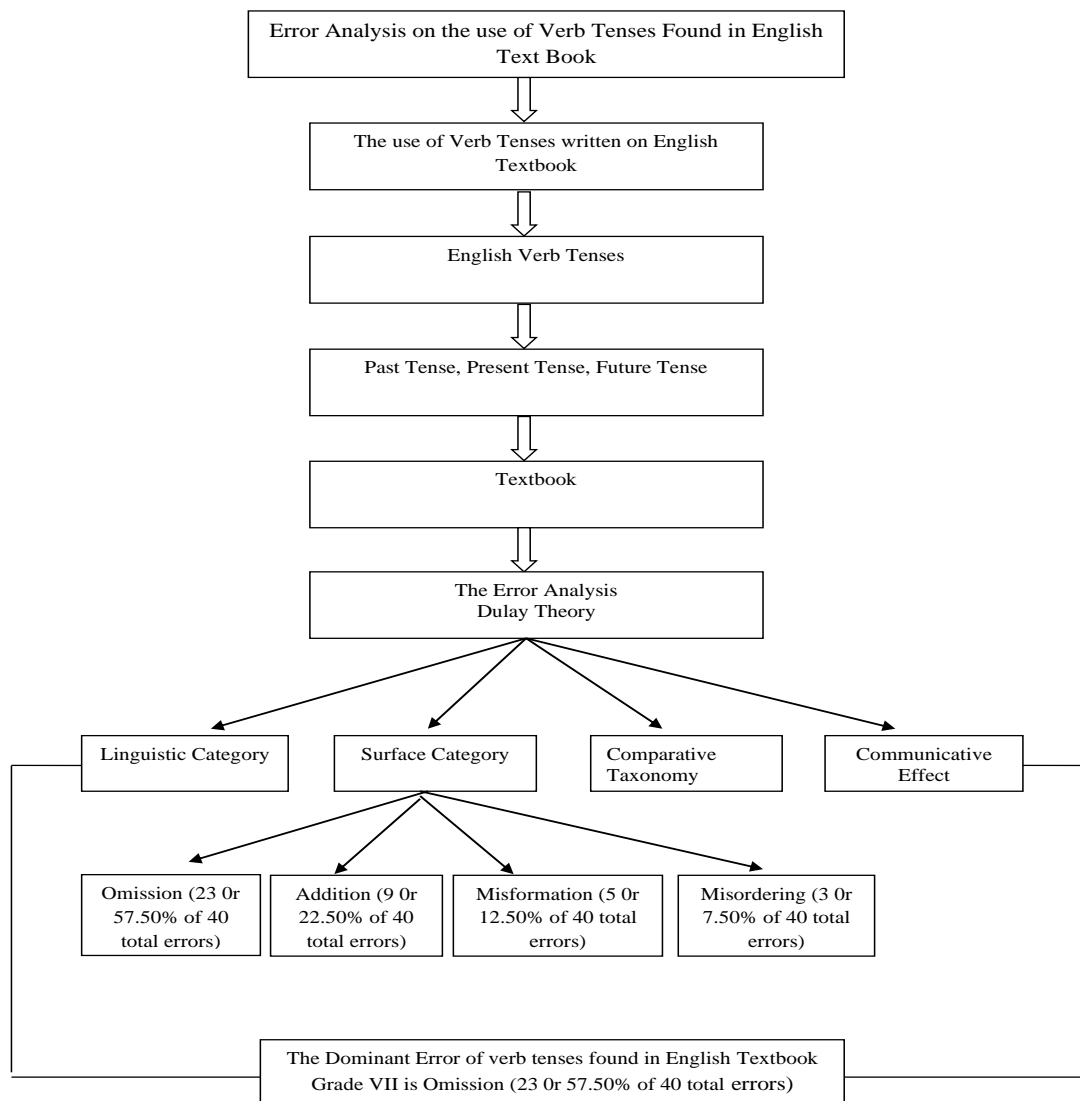| (1). Wrote	: *I hope you find* your cat soon.
It should be	: *I hope you will find* your cat soon. (p.13)

2) Addition

(1). Wrote	: We are *going to get to know* Ed and Ellie's birthday.

It should be : We are *going to know* Ed and Ellie's birthday. (p.49)

Research result of error analysis on the use of verb tenses showed in the mapping below:

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┌─────────────────────────────────────────┐
│ Error Analysis on the use of Verb Tenses │
│      Found in English Text Book          │
└─────────────────────────────────────────┘
                    ↓
┌─────────────────────────────────────────┐
│   The use of Verb Tenses written on      │
│          English Textbook                │
└─────────────────────────────────────────┘
                    ↓
┌─────────────────────────────────────────┐
│          English Verb Tenses             │
└─────────────────────────────────────────┘
                    ↓
┌─────────────────────────────────────────┐
│  Past Tense, Present Tense, Future Tense │
└─────────────────────────────────────────┘
                    ↓
┌─────────────────────────────────────────┐
│               Textbook                   │
└─────────────────────────────────────────┘
                    ↓
┌─────────────────────────────────────────┐
│           The Error Analysis             │
│             Dulay Theory                 │
└─────────────────────────────────────────┘
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| Linguistic Category | Surface Category | Comparative Taxonomy | Communicative Effect |

| Omission (23 0r 57.50% of 40 total errors) | Addition (9 0r 22.50% of 40 total errors) | Misformation (5 0r 12.50% of 40 total errors) | Misordering (3 0r 7.50% of 40 total errors) |

The Dominant Error of verb tenses found in English Textbook Grade VII is Omission (23 0r 57.50% of 40 total errors)

Discussion

The use of Verb Tenses found in textbook are: Present tense (Simple present Tense, Present Progressive, Present Perfect). Past Tense (simple past). Future Tense (simple Future), which is the dominant types of verb tenses is Present Tense. Omission error of present tense is the dominant types as found in the textbook because the book is used for junior high school grade VII since their topic are made according to curriculum of K-13. So only those verb tenses of grammar of verb tenses is used the textbook. From the findings, the writers of the textbooks are Indonesians and their native language influences the process of foreign language learning. It is a fact that Indonesian systems/rules are highly different from English systems/rules. These lead into problems when the writers of the textbooks attempted to write sentences in English because they are accustomed to their native language which has not many rules as English has. The errors on plural forms appeared because the authors of the textbooks ignored the rule restrictions of plural forms. The writers of the textbooks have serious problems with plural forms. the errors are due to surface category of omission error which is ignorance of rule restriction of plural

forms in the form of adding or omitting - s/-es in plural. For example, in omission of simple present tense: the book writer made "So *he always clean* it together with his sister Ellie, mom, and dad. It should be "So, *he always cleans* it together with his sister Ellie, mom, and dad. The *boys sits* on the grass and the buffalo eats grass. It should be "The *boys sit* on the grass and the buffalo eats grass". Sometimes, Aunt Mila, my mother's sister, *come* to my house with her husband and her children. It should be "Sometimes, Aunt Mila, my mother's sister, *comes* to my house with her husband and her children". In present perfect tense: the book writer made "We have got new class schedule because *we have just move* on to upper class. It should be "We have got new class schedule because *we have just moved* on to upper class". In this case, the writers of the textbooks made the wrong combination of a subject and a verb. They did not pay attention that a verb in a singular third person subject in the present tense needs an - s ending. They made the singular third person subject with the plural verb. In the present perfect needs -d for verb participles. The writers of the textbooks ignored restrictions in the use of the auxiliary verb between present tense and past tense. It seems that they did not pay attention to the use of auxiliary when the sentences are in the forms of negative and interrogative sentences. for example, *What's wrong* with you yesterday? It should be "*What was wrong* with you yesterday? Or *What happened* with you yesterday? - But my *birthday is yesterday*, Dani. It should be "But my *birthday was yesterday*, Dani".

CONCLUSION

Writer found errors and some factors causes of errors in the textbooks especially on the use of verb tenses: The book writers still apply Indonesian pattern into English when they translate the sentences. The writers of the textbooks are Indonesians and their native language influences the process of foreign language learning. It is a fact that Indonesian systems/rules are highly different from English systems/rules. These lead into problems when the writers of the textbooks attempted to write sentences in English because they are accustomed to their native language which has not many rules as in English. The writers of the textbooks assumed that as long as the intention of the sentences is understandable, to be and auxiliary do/does are not needed. the textbooks are still influenced or interfered by their mother language. In other words, their first language still influences their writing style. The writers of the textbooks wrote the words or sentences from Indonesian into English without good consideration because they referred to what they use in Indonesian. It can be said that the language they are familiar with is their own language so they transferred Indonesian rules into the target language and made errors. The errors occurred when the writers of the textbooks failed to fully develop structures which are misspelling errors in the sentences and the absence of possessive pronouns. there are 4 errors or 80.00 % of present tense total errors. Misformation of past tense is 1 with 20.00%, Misformation of future tense is 0 %. The percentage of misformation errors is 5 or 12.50 % of 40 total errors,

The Tenses errors in the textbooks, are very crucial to be revised. It is not good for the students if they learn the basic English improperly. Writer advice teachers who teach English make a good preparation, including checking the textbooks. since English as a foreign language in Indonesia it is difficult for them to study English. If the teachers knew that the sentences contain errors, teachers can minimize the errors by making a note and correction on the text before teaching the students. The teachers should also understand English rules well. If they find errors, they can explain the errors to the students so that they will not follow it.

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