The Ability of 1st Class Students of SMAN 11 Enrekang to Arrange Verbal and Nominal Sentences

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ABSTRACT

This research aims to reveal the ability of 1st graders of SMAN 11 Enrekang in compiling verbal and nominal sentences using the simple present tense and the difficulties that occur when compiling verbal and nominal sentences using the simple present tense. The researcher used quantitative method by applying the Surface Strategy Taxonomy in analyzing the data. The results of this research indicating that there are four types of errors. The frequency and percentage based on the surface strategy taxonomy are 63.59% misformation, then 16.18% addition, 13.88% omission, and 6.35% misordering. Furthermore, there are three difficulties experienced by students in compiling verbal and nominal sentences using the simple present tense, 1) Students do not understand the grammatical system; 2) students just write down what comes to mind without following the grammar; and 3) students do not understand vocabulary. The teachers recommend practicing grammar rules, in the simple present tense for mistakes. In addition, other researchers can provide techniques to improve students' mastery of the simple present tense

1. Introduction

Everyone in this world needs language to communicate (Rabiah, 2018, p. 2). Moreover, English is used as a foreign language which is taught to all education levels. By learning English, students must be master of grammar, and after learning grammar, they can build good sentences and express their ideas in daily communication. One of the components in language is grammar. Grammar is taught to every language learner, and one aspect of grammar is tenses. According to Hewings & Hewings (2005, p. 219) the simple present describes or reports ways, activities, things, or habits that occur regularly. Tenses in English divided in to eight types which differ in terms of time markers; simple present, present continuous, present perfect, past continuous, present perfect continuous, and past perfect continuous, but in this study the author only focuses on the simple present. Furthermore, Azar (1999, p. 50) states that there are two functions of the use of the present tense which is used to express ordinary activities or daily activities, on the other hand it is used to inform something factual.

Grammar is indispensable for learning English according to Cam, et al., (2017, p. 55). Students must be able to master it as well as other people to make it easier to use in communicating. Another important grammatical mastery is to support other English skills such as speaking and writing. Furthermore, in oral skills, students will pronounce grammatically and semantically when writing, furthermore students will be required to write sentences in 1 correct sentence (Weda, et al., 2021; Sukmawaty, et al., 2022). In addition, Azar (1999, p. 51) states that grammar is a set of structural rules that govern the composition of sentences, phrases and words in a particular natural language. Present tense is a type of tense that is used to write or speak in English. It is important thing because the present tense usually occurs in conversation or writing activities (Ritonga, et al., 2020). The problem faced by some 1st grade students of SMAN 11 Enrekang after studying the present tense that they cannot compose verbal and nominal sentences, and students still do not know what verbal and nominal sentences are. From the explanation in the earlier, the researcher wants to conduct a research entitled Ability to Compose Verbal and Nominal Sentences for Class I Students of SMAN 11 Enrekang. So, this study aims to analyze the ability of grade 1 students at SMAN 11 Enrekang in verbal and nominal

sentences using the simple present tense and reveal the difficulties faced when dealing with verbal and nominal sentences using the simple present tense.

2. Literature Review

There are several studies related to this research; the first research that the researcher considers to Gusparia & Sabri (2021) *entitled Analisis Kemampuan Mahasiswa Semester Kedua Dalam Memahami Kalimat Simple Past di Jurusan Pendidikan Bahasa Inggris STKIP INSAN MADANI AIRMOLEK*. This study used descriptive qualitative method. It aims to determine the ability of students to understand the Past Simple. To collect the data used the form of a written test which is delivered to second semester students. They were asked to do tests of verbal sentences, nominal sentences and the use of irregular or regular verbs. The test was designed based on a review of the relevant literature and the author's observations during the time-consuming teaching and learning process, especially when the Past Simple material was explained. For the overall test, there are only 3 students (12.5%) who have a high level of understanding in the Past Simple category. While the ability to understand Past Simple as many as 10 students (41.7%) were in the medium category. There are 11 students (45.83%) whose ability is included in the low category. In short, students' ability to understand Past Simple is still low. The results of the study is to provide several points of view for lecturers to remember that they need to have various teaching techniques to attract the attention of their students to learn and practice more about the use of tenses, especially the Past Tense.

Ardiani & Auziati (2016) *entitled Analisis Kesalahan Penulisan Teks Recount yang Dilakukan Siswa Kelas VIII SMPN 3 Sawit Boyolali Tahun Pelajaran 2015/2016*. This study aims to explain the analysis of recount writing errors text made by class of VIII students of SMPN 3 Sawit Boyolali in their written recount texts, identify the forms of morphological errors, syntactic errors and discourse errors, and explain the frequency of types of errors, explain the dominant types of errors, identify the sources of errors and explain the pedagogical implications for the teaching of learning English as a foreign language. This research used descriptive qualitative research. The researcher used elicitation techniques to collect data. There are three steps of data collection, (1) the researcher enters the class and asks the students to write a recount text, then the researcher waits for the students to finish the task; (2) the researcher collects data from students' writing then reads and marks the types of errors that occur in students' writing; (3) the researcher documents the errors and then classifies the types of errors based on the linguistic category and the surface strategy category. The researcher used James' theory to classify errors, researchers use Slamet's theory to calculate the frequency of each error and Brown's theory to find the source of errors. The results of this reseacrch show that from the composition of seventy students, there are two hundred and seventy-five errors which are grouped into three main categories, namely: morphological errors, syntactic errors, and discourse errors. The highest error frequency was spelling morphological errors (33 errors or 12% errors). The researcher also found 2 sources of error, namely: intralingual transfer and interlingual transfer.

Hendri, (2018) also wrote about the ability of English students in the class entitled *Peningkatan Prestasi Kosakata Siswa Melalui Teks Narasi Siswa Kelas II SMA Muhammadiyah Kalosi*. This study discusses the use of narrative texts to improve students' vocabulary achievement. The researcher focused on vocabulary because most of the students did not have much vocabulary. Therefore, the main problem is how to improve students' vocabulary achievement from media narrative texts to improve students' lexical items to produce vocabulary and how the students' responses in using narrative texts for vocabulary learning achievement This research was conducted in the second grade of *SMA Muhammadiyah Kalosi*. The researcher uses narrative text because some students like to read. Narrative text is also one of the teaching techniques to overcome student boredom during the teaching and learning process. The research problem is how to increase students' understanding of vocabulary achievement through narrative texts. The researcher applied classroom action research into four steps. Namely: planning (identifying problems), Action (collecting data), observation (analyzing and interpreting data) and reflection (developing and taking action) consisting of pre-steps, first cycle, second cycle and third cycle. Each cycle consists of three meetings and four steps. Namely Planning, Acting, Observation and Reflection.

The instrument test is a vocabulary test, an observation checklist consisting of opening, core and closing activities and a questionnaire test consisting of student responses. The three data results indicate that there are significant differences between students in pre-step, cycle I, cycle II and cycle III. The average score of students in the pre-step is 53.54 which is quite sufficient. The cycle I shows that student achievement and achievement is still low. This can be seen from the average score of students in the first cycle of 67.50 which is classified as good, but the value is still lower than the minimum standard value. The average score of students in cycle II was 76.04 which classified as very good, and this value increased from the minimum standard value, and the average value of students in the third cycle is 89.79

which classified as very good. Furthermore, the results of the research in cycle III showed that students' achievement and learning achievement had increased. In addition, the results of the questionnaire test also showed that there were differences in responses from the first questionnaire test, second questionnaire test and third questionnaire test. In the first cycle, the student's response got a value of x 0.46 with a distance of 0.01 to 0.49 with the interpretation of Approaching Disagree. Then in the second cycle the student's response got 0.79 in the value of x, namely the distance from 0.51 to 0.99 with the interpretation of Approaching Agree xii and finally in the third cycle, the student's response got 0.87 in the value of x was a distance of 0.51-0.99 with the interpretation of Approaching Agree. Based on the results of this study, it showed that the students' scores were higher after using narrative texts for their vocabulary mastery and students' responses about the use of narrative texts to improve students' vocabulary achievement got a good response. Therefore, the researcher suggested to use narrative text to improve students' lexical items to produce vocabulary.

Özkayran & Yilmaz, (2020) entitled Analysis of Higher Education Students' Errors in English Writing Tasks. The purpose of this study was to analyze the errors of higher education students in English writing assignments. In the study, paragraphs in the exam papers of 57 preparatory class students, studied at a state universities in Turkey in the 2017-2018 academic year, analyzed. The study was used qualitative research methods. Moreover, Case studies are used in this study. Furthermore, Document analysis is used to collect data. The collected data were analyzed according to the Surface Strategy Taxonomy and faults are identified and classified. As a result of the error analysis process, it was observed that students made a total of 381 errors on 57 exam papers; 192 of them are wrong formation errors, 113 omission errors, 65 addition errors and only 11 sequencing errors. Misformation is the error that most often occurs in students with a percentage of 50.39. In addition, the percentage of omission errors is 29.66%, addition errors are 17.06%. and misordering error of 2.89%. Professionals who teach English as a foreign language should focus more on prepositions, verb "to be", spelling, articles, singular/plural forms of nouns, word formation, tenses, word choice and subject-verb agreement, the most problematic language areas are listed under four main categories by developing efficient teaching techniques and materials. They as also respect the mistakes of students and manage positive atmosphere where learners can easily express themselves in the target language without afraid to make mistakes.

2.1 Definition of Language

One of the skills that must be mastered by students is grammar. According to Aspari (2018, p. 52) grammar consists of rules for arranging words by combining them into sentences. To write, read, speak and listen well in English, students must know the necessary grammar skills. As mention before, Harmer (2001, p. 63) also describes grammar as the way in which words can change shape and can be combined into sentences in that language. Muhsin (2016, p. 81) states that grammar is one of the basic components of any language that students must learn. Furthermore, Sargeant (2007, p. 154) claim that the word grammar is used in various ways, both in everyday language and as a technical term. It can refer to a book or the contents of a book. This scope is limited to syntax (the way in which words join in the structure of sentences, clauses, and sentences) or may cover many other aspects of language. Seaton and Mew (2007, p.132) state that Grammar may not be the most important thing in language learning. But if people make a lot of grammatical errors in communication, they will make it difficult for others to understand. In Indonesia, grammar is not a specific subject, but it is included in English subjects. These subjects are taught from high school to university. Students must master fishing techniques well (Rahman, et al., 2018). To master this skill, it cannot be ignored that students must have a good understanding of grammar. Based on the First Year Curriculum of SMAN 11 Enrekang, one of the grammatical elements that students are expected to master is Present Tense. Talk about grammar, it must be talk about the models of a language because to master grammar properly, we need to know grammar and how to organize it well. One thing that we must know is every grammar has many patterns depending on the conditions and situations.

2.2 The Components of Simple Present Tense

The present tense is one of the most difficult English tenses to use correctly. According to Coffin, et al., (2014, p. 334), the present tense describes or talks about ways, activities, things, or habits that occur regularly. Related to this Weda, et al., (2021) states that the simple present is used to say something was true in the past, true in the present, will be in the future. It denotes a general statement of fact and eternal truth. The present tense is used to express ordinary or everyday activities. Furthermore, Lestari & Nabah (2019) also claim that the simple present is used to describe daily activities and habits to make general statements of fact to convey or express opinions. The problem seems to many students have difficulty using the present simple, as well as having difficulty distinguishing between verbal and nominal sentences using the present simple tense (Sukmawaty, et al., 2022) . Based on several definition in the earlier, the researcher concludes that verbal and nominal sentences are very important to express the

situation that started in the current trend (Andini, 2021). Therefore, students must understand how to construct between verbal and nominal sentences.

2.3 Form of Simple Present Tense

a. Verbal Sentence

According to Azar (1999), verbal sentences use a verb as a predicate.

- Affirmative forms of verbal sentences are:

Subject (He/She/That/Me/You/We/Them + V1 (S/ES) +…

From the above form, it can be concluded that in affirmative sentences use verb 1 by adding s/es for singular subject *(She/ He/It),* but for plural subject *(You/We/ They)* and First person *(I)* there is no addition *s/es.*

- The negative forms of verbal sentences are:

Subject *(He/She/That/I/You/We/They* + Did/Does + No + (V1) +…

From the negative form above, it can be seen that there are Did and Do as symbols of simple forms in negative sentences.

Is used for the third singular subject (She/He/It), plural subject (You/We/ They), and the first person (I) using Do.

- The interrogative form of verbal sentences is:

Is/Does + Subject *(He/He/That/I/You/We/They)* + Simple Form *(V1) +..?*

From the interrogative form above, it can be concluded that Do/Do is used in front of the sentence before the subject is used which puts a question mark at the end of the sentence. Is used for the third singular subject *(She/He/It),* plural subject *(You/We/ They)* and the first person *(I)* using *Do.*

b. Nominal Sentence

Nominal Sentence in the Simple Present Tense, nominal sentences also used as complements are adjectives, nouns and adverbs. The forms are positive sentences, negative sentences, interrogatives and WH questions.

- The negative form of nominal sentences is:

Subject (*She/He/It/ You/We/ They*) + be (*am, are, is*) + not + Noun/Adjective/Prep. Phrase

Example:

She is beautiful,

you are a student

We are in the Arab sfdghjhuh

- The interrogative form of nominal sentences is:

Be (*am, are, is*) + Subject (*She/He/It/You/We/ They*) + Noun/Adjective/Prep. Phrase+?

Example:

are you a policeman?

Is that my pen? Is he lazy?

There are several rules for placing the ending –s or –es at the end of the simple form for the third person or singular subject. The rules are as follows:

1. In all other cases, add the ending –s to the simple form.

2. In the case of the simple form ending in –y.

Regarding this statement, Kirn and Jack (2002) state that if the simple form ends in –y after a consonant, change the-y to -i and add

Example:

Learn – learn

learn Math,

He learn Math

Meanwhile, Warner, et al., (2002), said that if the simple form ends in –y after a vowel, there is no need to change it from –y to –i and add –s

Example:

Play – play

We play football,

Anton plays football

Based on the above definition, the writer concludes that the use of the present simple serves to emphasize activities or events that begin in the present and are not related to the past. So, there is a certain time when a person or persons perform activities. Usually there is a certain time signal like, every day, every night, every year and so on. Sometimes students are confused about when to use the simple present tense.

2.4 Surface Strategy Taxonomy

Shit et al., (2019:3532) proposes that the students' bad version is different from the alleged target version. This highlights the way in which the surface structure is changed. Students can omit required items or add unnecessary items, they can change items or mess them up. The errors can be classified into four types: omissions, additions, distortions and glitches. Furthermore, James added fusion error as a taxonomic category of surface strategy. The surface taxonomy strategy describes the structural changes the learners. In this case the learner omitted some important components or added unnecessary components in the sentences they made (Suhono, 2016).

According to Ellis & Barkhuizen (2005:61), there are four errors based on the Surface Taxonomy Strategy:

a. Omission

When a student omitted the necessary elements that must appear in a well-executed expression, the student committed an omission error. For example, as we know that morphemes or words can be divided into two classes: content words (e.g. nouns, verbs, adjectives and adverbs) and grammatical words such as inflectional nouns and verbs (s, ed, ing), articles. (a, an, le), auxiliary verbs (is, am, are, will, can, must etc.), prepositions (in, on, a, etc.). Language learners usually omit grammatical morphemes more often than content words as in new student John, he speaks English well and he eats.

- "*Rujak sauce* is made from brown sugar, chili, salt, shrimp paste, and water", the sentence should be "*Rujak* sauce is made from brown sugar..."

b. Addition

Addition errors, which are the opposite of omitting is characterized by the presence of an element that should not appear in a properly executed statement. Usually, this happens in the learner's second language acquisition. Regularization, double tagging, and single addition are additional error types that have been examined in lean first language and lean second language speech.

- "*Sate* it is main course made grom diced chicken and peanut saurce.'..."

Example of addition error

Formation errors occur when using a grammatical form in place of another grammatical. Misformation is an error characterized by the incorrect use of a structure or morpheme. There are three types of misformation, namely, regularization error (ignoring exception rules and dissemination to domains where learners do not use verb transformation rules and countable or uncountable nouns, for example falled, runned, womens, phenomena, critorions, etc.) archi - form (selecting one member form class to represent the others).

- "Rujak is an appetizer made from a mixture of fruit and brown sugar sauce", the sentence should be "Rujak is an

appetizer made from a mixture of fruit and brown sugar sauce."

c. Misordering

Misordering is considered when placing the words in a speech in the wrong order. The wrong sorting error is indicated by the wrong placement of language units in Associate in Nursing utterances. They are consistently available for every first and second learning in the construct that has been acquired. For example: He is always late. All times wrong ordered

Examples of incorrect sorting errors:

- "Fruit Ice is made of cubed fruit', the sentence should be "Fruit Ice is made of fruit cut into cubes.

d. Mixing

James (2013, p .320) states that mismixing is sometimes referred to as contamination or cross-association errors or hybridization. It is also called merging or mixing (one substance) with another substance so that its components cannot be distinguished from one another. The hallmark of blending is when two alternative grammatical forms combine to produce an ungrammatical blend.

This study aims to 1) analyze the ability of grade 1 students at SMAN 11 Enrekang in verbal and nominal sentences using the simple present tense and 2) to reveal the difficulties faced when dealing with verbal and nominal sentences using the simple present tense.

3. Method

This study aims to 1) analyze the ability of grade 1 students at SMAN 11 Enrekang in verbal and nominal sentences using the simple present tense and 2) to reveal the difficulties faced when dealing with verbal and nominal sentences using the simple present tense.

4. Result and Discussion

This research seeks to find several points, the first is to identify and classify the types of errors made by students in formulating sentences based on the taxonomy of surface strategies. Second, to determine the proportion (frequency and percentage) of errors made by students in formulating sentences based on surface taxonomy strategies. Third, describe the conclusions that can be drawn from the classification. In collecting data, the researcher used documentation. The document is a transcription of phenomena in the past. The document can be a model, representation or monumental work of a person. This research used document analysis as a data collection technique. This study took the final task of writing imperative sentences given by the teacher. Furthermore, the data obtained from student writing. Student assignments are identified and categorized according to the surface strategy taxonomy.

4.1 Students' Ability to Make Verbal and Nominal Sentences Using the Simple Present Tense

There are four types of surface strategy taxonomy. They are omission, addition, misformation, and misordering. After checking the students' writing, it was found that there were 173 errors. The total number of errors made by SMAN 11 Enrekang students can be seen in the table as follows:

Table 1. Types of Surface Strategy Taxonomy

No	Kinds of Error	Number of Error
1	Omission	24
2	Addition	28
3	Misformation	110
4	Misordering	11
Total		**173**

Source: Data Analysis at SMAN 11 Enrekang

Based on the table above, it can be classified that there are four types of errors made by students in formulating verbal and nominal sentences based on the taxonomy of surface strategies. It can be seen that there is a level of error made by students which can be seen from the table on the items from the lowest to the highest. Based on the results of the analysis, the lowest error is the wrong order, which is 11 items, so that the omission error is 24 items, so that the addition error is 28 items and the highest student place error is a misstatement consisting of 110 items. Thus, it can be

concluded that the number of errors was 173 errors made by students in formulating verbal and nominal sentences at SMAN 11 Enrekang.

After classifying the types of errors in the formulation of imperative sentences, then the proportion (frequency and percentage) of students' errors in the formulation of verbal and nominal sentences according to the taxonomy of surface strategies was identified as seen from the table below:

Table 2. Formulation of Imperative Sentences

No	Kinds of Error	Frequency	Percentage
1	Omission	24	13,88%
2	Addition	28	16,18%
3	Misinformation	110	63,59%
4	Misordering	11	6,35%
Total		**173**	**100%**

Source: The Data Analysis in SMAN 11 Enrekang

From the table based on the analysis, it can be found that there are four types of errors. The frequency and percentage based on the surface strategy taxonomy are 63.59% misformation error, then 16.18% addition error, 13.88% error, and 6.35% arrangement error. From the table based on the analysis, it can be found that there are four types of errors. The frequency and percentage based on the surface strategy taxonomy are 63.59% misformation error, then 16.18% addition error, 13.88% error, and 6.35% arrangement error.

4.2 Difficulties Faced by Students in Making Verbal and Nominal Sentences Using the Simple Present Tense.

Based on identification and classification as well as proportions (frequency and percentage), several errors were found when this research was conducted on verbal and nominal sentences using the simple present tense at SMAN 11 Enrekang. Students make four questions. The first omission, students do not understand grammar. The second additional error, students add words that they should not write or add in sentences because students forget the formula by making simple present tense sentences. The third error in misordering, students make mistakes when putting words. The fourth major problem is sorting errors, which are caused by a lack of vocabulary and an inability to spell words and phrases correctly. Based on this research, the purpose of this research is to identify and classify the types of errors in the formulation of verbal and nominal sentences using the simple present tense according to the surface taxonomy strategy by Muis, (2019) to determine the proportion (frequency and percentage) of errors by students in formulating sentences in their assignments based on the surface strategy taxonomy; omissions, additions, misformation and sequencing errors, and to illustrate the difficulties that can be drawn from classification. Students' Ability to Make Verbal and Nominal Simple Present Tense. After collecting the data, the researcher identified and classified based on the surface strategy taxonomy then analyzed 30 student data of SMAN 11 Enrekang which contained errors in the implementation of imperative sentences. Students of SMAN 11 Enrekang were found to make mistakes in making verbal and nominal sentences using the simple present tense in four types of errors based on the surface strategy taxonomy. Namely omission, addition, misinformation, and misordering.

Table 3. Surface Strategy Taxonomy

No	Kinds of Error	Number of Error
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2	Addition	28
3	Misformation	110
4	Misordering	11
Total		**173**

Source: Data Analysis at SMAN 11 Enrekang

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a.   Omission error

Omission errors are classified based on the omitted element that must appear in a well-formed expression. This error occurs when students omit certain mandatory elements from their sentences. The students omit certain components such as verbs and be. In this research, the omission error is the omission of the auxiliary verb or the simple present tense sentence requires verb 1 in the sentence and also requires a verb when using adverbs or adjective verbs.

Table 5. Ommission Error

Kind of Error	Frequency	Percentage
Omission	24	13,77%

Source: The Data Analysis in SMAN 11 Enrekang

Addition errors are indicated by the presence of elements that should not appear in a well-formed statement. This happen s because students achieve non-omission of unimportant elements in sentences. In this research, the addition error added words such as "to" and duplicated verbs that were not important to use in sentences. Let's take a look at the graph of additions below: Examples of omission errors:

1) I woke up early

2) I want to take a shower

The simple present tense must be formed by S + V1 + O/C and there is a rule in grammar that verbs cannot be next to each other unless we put "to" between them.

Omission errors revised:

1) I wake up early

2) I went to take a shower

3. Addition Error

Table 6. Addition Error

Kinds of Error	Frequency	Percentage
Addition	28	16,18%

Source: The Data SMAN 11 Enrekang

The example of adding error:

1) I go to the bathroom

2) I wear uniform

Simple present tense must be formed by S + V1 + O/C and verbal sentences with simple present tense cannot use "am" as an auxiliary for "I"

Revision of omission errors:

1) I go to the bathroom

2) I wear uniform

4. Misformation

Formation errors are those characterized by the wrong form of morpheme or structure. In this case students are not able to formulate verbal and nominal sentences using verb I. There are several reasons why students formulate sentences incorrectly, for example students do not know which verb to use, some students use verb 2 and also verbs that are inserted into the sentence, and many students also misspelled the word as shown in the table below:

Tabel 7. Misformation Error

Kinds of Error	Frequency	Percentage
Misformation	110	63,59%

Source: The Data Analysis in SMAN

Misformation example:

1) It's five fourteen in the morning

2) I wake up at 05.00 am.

The sentence "I woke up at 5:00 in the morning." actually true if we use the simple past tense to form it. However, because the task is given to students to make descriptive texts, which is to tell about their daily activities, the appropriate tenses to use are simple present tenses using V1 instead of V2.

Revision of omission errors:

1) It's five fourteen in the morning.

2) I wake up at 05.00 am.

5. Wrong Ordering Error

Misordering is an error and characterized by the wrong placement of a morpheme or group of morphemes in a

sentence. Students make mistakes in the wrong order. They lost their sorrow. In this research, it was found an error that students did the same thing in learning english.

Tabel 8. Misordering Errro

Kinds of Error	Frequency	Percentage
Misordering	11	6,35%

Source: The Data Analysis in SMAN 11 Enrekang

Examples of incorrect sorting errors:

1) We keep learning

2) 2 I mit my girlfriend beautiful.

The formula for the simple present tense is S+V1, so once we place the subject, it must be followed by V1, not the infinitive.

Revision of omission errors:

1) We keep learning

2) I met my beautiful girlfriend

From these data, it is concluded as follows:

Regarding the students' ability to make verbal and nominal sentences using the simple present tense, students made four types of errors. The number of errors made by students was 173 items with the highest error of formation as many as 110 items. While the lowest error is misordering error with 11 items. The proportions of the four types of errors are: 1) 110 items of misformation errors, 2) 28 items with addition errors, 3) 24 items of omission errors, and 4) 11 items of errors in certain sentence structure errors. These are positive and negative sentences. Let's look at the table of incorrect sentences below:

4.4 Difficulties Faced by Students in Making Verbal and Nominal Sentences Using the Simple Present Tense

Based on the analysis conducted on students' errors in formulating verbal and nominal sentences using the present simple at SMAN 11 Enrekang, based on identification and classification as well as proportions (frequency and percentage), the biggest mistake students made was poor training. Found some errors made by students. Based on the analysis that the researchers made at SMAN 11 Enrekang,. When students speak verbal and nominal sentences directly with each other, they can speak well with good speech, but when they write, they have difficulty writing the right words. Here, the researcher concludes the students' problems in the formulation of verbal and nominal sentences. There are three difficulties that the researcher found in the analysis, namely:

Misordering is an error characterized by the wrong placement of a morpheme or group of morphemes in a sentence. Students make mistakes in the wrong order. They lost their sorrow. In this research, it was found that students did the same thing in English.

Examples of incorrect sorting errors:

1) We keep learning

2) I mit my girlfriend beautiful.

The formula for the simple present tense is S+V1, so once we place the subject, it must be followed by V1, not the infinitive.

Revision of omission errors:

1) We keep learning

2) I met my beautiful girlfriend

From these data, it is concluded as follows:

Regarding the students' ability to make verbal and nominal sentences using the simple present tense, students made four types of errors. The number of errors made by students was 173 items with the highest error of formation as

many as 110 items. While the lowest error is misordering error with 11 items. The proportions of the four types of errors are: 1) 110 items of misformation errors, 2) 28 items with addition errors, 3) 24 items of omission errors, and 4) 11 items of errors in certain sentence structure errors. These are positive and negative sentences. Let's look at the table of incorrect sentences below:

4.5 Difficulties Faced by Students in Making Verbal and Nominal Sentences Using the Simple Present Tense

Based on the analysis conducted on students' errors in formulating verbal and nominal sentences using the present simple at SMAN 11 Enrekang, based on identification and classification as well as proportions (frequency and percentage), the biggest mistake students made was poor training. Found some errors made by students. Based on the analysis that the researchers made at SMAN 11 Enrekang, when students speak verbal and nominal sentences directly with each other, they can speak well with good speech, but when they write, they have difficulty writing the right words. Here, the researcher concludes the students' problems in the formulation of verbal and nominal sentences. There are three difficulties that the researcher found in the analysis, namely:

a. Students do not understand the grammar system; there are two types of sentences in English, namely verbal and nominal. There are formulas in verbal and nominal sentences as. If the sentence is verbal, then only use the verb I, and if the sentence is a nominal sentence, then the sentence will be used to be. In the study, it was found that the students did not master the English grammar system.

b. Students only write down what comes to their mind without following the rules; When Students do not understand the spelling of some vocabulary; In English, there is a spelling difference between spoken and written. As for the words in English, the writing will be different. Because the spelling of English and Indonesian is different, there are many misinformation phenomena. Students misspelling vocabulary in sentences

c. Write sentences, must be written based on the sentence formula. In this search, the sentence must be followed by the simple present tense formula without adding any words. However, in analyzing sentence data, the researcher found that students added unimportant words that should not be added in sentences.

5. Conclusion

From the data, it can be concluded as follows: Regarding the students' ability to make verbal and nominal sentences using the simple present tense, students made four types of errors. The number of errors made by students is 173 items with the highest misformation of 110 items. While the lowest error is misordering with 11 items. The proportions of the four types of errors are: 1) information error of 110 items, 2) error of adding 28 items, 3) error of omission of 24 items, and 4) error of arrangement of 11 items. Furthermore, there are three types of difficulties depending on the classification, here are the conclusions as follows: Students do not understand the grammatical system, Students only write what comes to mind without following grammar, and students do not understand spelling vocabulary. The teachers recommend practicing grammar rules, in the simple present tense for mistakes. In addition, other researchers can provide techniques to improve students' mastery of the simple present tense..

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