

AN ANALYSIS OF EFL STUDENTS' LINGUISTIC SCHEMATA IN SENTENCE BUILDING.

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Abstract.

This study aims to find out the causes of different levels of students' linguistic schemata and its effect on the ability to make sentences for new students of the English study program at Muhammadiyah Kendari University. A descriptive qualitative method was used as the design of this research. Data was collected through questionnaires distributed to nine students consisting of three levels of linguistic schemata and through interviews conducted with six students to determine the effect of linguistic schemata on the ability to make sentences. The findings show that there are 9 causes of differences in the level of linguistic schemata in students, namely: Choosing the right learning style, stability in applying learning styles, the ability to combine learning styles, students' enthusiasm for improving schematic linguistics, selection of suitable learning strategies, the ability to integrate learning strategies, students' enthusiasm in participating in supporting programs, students' privilege, and good teacher teaching method. The findings also show that students who have a high level of schemata linguistics will find it easier to make sentences than those who have a low level of linguistics.

Keywords: *schemata, linguistics schemata, students' linguistics schemata, sentence building*

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INTRODUCTION

Sentence building is one of the writing aspects and writing is one of the productive English skills that EFL students must master. Not only for completing the given tasks, but also writing skills must be mastered for various purposes of academic writing and written communication such as writing emails, papers, essays, articles, theses, and others. Fareed et al., (2016) asserted that in the global mediation of knowledge, writing has an important role in language production. However, until today there are still many problems faced by EFL students that affect their writing ability, especially in sentence building.

There are several writing problems faced by EFL students around the world, including in Indonesia. In Indonesia, many studies have found various writing problems that faced by EFL students. Through their research, Ariyanti & Fitriana (2017) reported that Indonesian EFL students had difficulties in using grammar, cohesion, coherence, paragraph organization, diction, and spelling errors in essay writing. In addition, Hasan & Marzuki (2017) showed others' problems like grammatical problems like plural forms, articles, verb forms, clauses, passive sentences, and prepositions exist in students' writing. From these research, it can be said that the basic difficulty in writing for EFL students is the lack of grammar.

The writing problem is influenced by numerous factors, and according to Chesky and Hiebert (1987) one of those factors is the lack of schemata. Students, who wrote with a high level of prior knowledge, wrote easier than students who wrote with a low level of prior knowledge. So, it can be concluded that students' writing ability depends on the prior knowledge they have.

In psychology and cognitive science, prior knowledge is known as Schemata. There are numerous studies show the significant role of schemata in improving students' English skills such as listening, speaking, reading, and writing. Even in recent years, many of them have proven the success of activating students' schemata theory as a learning method in improving students' language skills. For example, Sun (2014) researched the effectiveness of schemata theory in students' writing skills and students' essay problems in terms of schematic theory in China. He found that the application of schema theory was very effective in teaching writing to students. He also found that one of the students' problems in writing is the lack of vocabulary and grammar knowledge.

In his research, Qin (2016) explained that there are three types of schemata in writing English. The names of these schemata are linguistic schemata, formal schemata, and content schemata. These three types of schemata have a principal role in writing English. However, according to him, linguistic schemata are the main role in writing English. A student cannot understand linguistic information; even activates the content and formal schemata related to context if she/he does not acquire sufficient linguistic schemata, where the knowledge of vocabulary and grammar are part of the linguistic schemata. In other words, linguistics schemata play a vital role in activating other types of schemata. Then, Harvey (2020) added that the level of linguistic schemata owned by one student with another student is different, and these differences give different effects on their writing ability. This statement has been believed by Rahmawati (2016). Because of this belief, she researched what factors influence the development of students' linguistic knowledge. She concluded that the development of student linguistics knowledge in students' linguistics intelligence is influenced by student internal factors and external factors. The student's internal factors are student conditions, student motivation, and student learning styles, while students' external factors are school programs and learning methods used in class. In conclusion, the different levels of students' linguistic knowledge are influenced by these two factors.

The problems regarding students' difficulties in writing caused by lack of schemata were also experienced by students majoring in English at Muhammadiyah University Kendari. Through her experience, the researcher who is also an EFL student at the Muhammadiyah University of Kendari found that many EFL students have difficulty making sentences or writing because of their lack of schemata. From this experience, through research entitled "**Analysis of EFL Students' Schemata in Sentence Building**", the researcher wanted to know the effect of the schemata of EFL students at the University of Muhammadiyah Kendari in writing and the causes of the different level of students' schemata. However, if previous research focused on schemata in general, the current research focused on linguistic schemata that students have in writing.

Based on the background, the questions of this research are:

1. What are the causes of the different levels of students' linguistic schemata?
2. How do students' linguistics schemata affect their writing ability in sentence building?

The aim of this study is to analyze:

1. The causes of the different levels of students' linguistics schemata.
2. The effect of students' linguistics schemata in their writing ability in sentence building.

The benefits of the study can be theoretically and practically:

1. Theoretical benefits

Researcher hope that the results of this study can contribute to development of moral values taken from the Zootopia movie. He also hopes the results will provide readers in informatioan on how to learn moral deepening on this movie.

2. Practical benefits

The researcher hopes that the result of the study can be used for:

- a. To contribute the development of literary study, particularly among the people who are interested in the literary study.
- b. To remind the readers the importance of moral values and also implements it in daily activity.

SCOPE OF RESEARCH

The three types of schemata in writing, this study focused on analyzing students' linguistic schemata. The scope of this research is the influence of linguistic knowledge of UM Kendari EFL new students in writing. Meanwhile, the benchmarks for students' linguistics schemata are vocabulary and grammar. For vocabulary benchmark, the researcher focused on the words function in elements of the sentence. Meanwhile, for the grammar benchmark, the researcher focused on students' understanding of sentence structure. In addition, the researcher focused on the causes of the different level of students' linguistic schemata, which are influenced by external factors and internal factors of the development of linguistic schemata.

RESEARCH METHOD

Considering the characteristics of this study, namely, to determine the causes of differences in students' linguistic schemata and to determine the effect of students' linguistic schemata in writing, the author applied a qualitative research design. As stated by Moleong (2007) who defined qualitative research is research that aims to understand the phenomena experienced by research subjects. It is used for researching matters relating to research on the behavior, attitudes, motivations, perceptions, and actions of the subject. Specifically, this study applied descriptive qualitative research design, including the methodology used for research procedures that produce descriptive data.

This research conducted in Muhammadiyah University of Kendari located in Kendari Jl. K.H. Ahmad Dahlan no 10, Southeast of Sulawesi. This research involved freshmen of the English Department in the 2021/2022 academic year. The research conducted in January to February in 2022.

The subject of the research is the first semester students of the English education department in the academic year 2021/2022 at Muhammadiyah University of Kendari. There are two classes in the first semester namely A and B class. From the two classes, they are taking basic writing class. In this study, the subjects were selected by purposive sampling. According to Bernard (2002), the purposive sampling technique is the selection process of research subjects in a deliberate way by the researcher based on certain criteria or considerations. To answer the question of differences in the level of students' linguistic schemes, the researcher ignores the school graduation period and the type of school the students come from. The researcher selected nine students from class A and class B who took a basic writing class. The sample selection is based on the lecturer's recommendation, whose language level is determined through the writings that they have collected. The level of students' linguistic schemata is classified into three levels, namely high, medium and low. As a consideration of the validity of the categorization of students' schemata linguistic level, the researcher attached the students' writings which have been grouped based on the schematic linguistic level in the appendix of this thesis.

To answer the question of how linguistic knowledge affects students' writing ability, the sample was selected with the same criteria but only selected two students representing each level. It means that only 6 out of 9 students were selected. The reduction in the number of subjects was carried out due to the consideration of the limitations of space and time owned by researcher in obtaining data.

To make it easier to mention each level of students' schemata linguistic, the researcher uses several acronyms as below:

High Linguistic Schemata as HLS

Medium Linguistic Schemata as MLS

Low Linguistic schemata as LLS

Researcher used two instruments, namely questionnaire and interview.

1. Questionnaire

The questionnaire is designed to find out the causes of the different level in linguistics schemata that influenced the writing ability that focus on students' vocabulary and grammar knowledge. Ary (2002) said that a questionnaire is an instrument in which respondents provide written responses to questions or mark items indicating their responses.

Researcher used open-ended questionnaires because, as stated by Beckett and Clegg (2007), open questions offer options for respondents to share their understanding, experiences, and opinions in their style. The questions on the questionnaire are made for finding out whether students' external factors (school programs, student's privilege, and teaching method) and internal factors (students' learning style and students' motivation) affect the students' linguistics schemata and which one from the factors that really affect the development of students' linguistics schemata. There are some questions in the questionnaire containing the four factors. However, from the internal factors proposed by Rahmawati (2016), the researcher did not include the emotional and physical conditions of students, considering that the research subjects this time were adult students who were in college. The questionnaire can be seen in the appendix which is located at the end of the thesis.

*The documentation when filling out the questionnaire.
Kendari, 4 February 2022 at Muhammadiyah University of Kendari*



2. Interview

The interview used by the researcher is a semi-structured formal interview. The use of interviews in this study is based on Creswell's (2005) statement that interviews were conducted to obtain in-depth, meaningful, and prominent information from a subject in the study. In addition, interviews can produce meaningful opinions to provide causal conclusions about a particular phenomenon. So, through this type of interview, the researcher made some questions that aimed to find out whether the students' external and internal factors that influence the development of students' linguistic knowledge when they were junior high school and senior high school were able to contribute to students' writing class at this time. The focus of students' writing skills is vocabulary knowledge and grammar knowledge. The indicator of vocabulary knowledge is seen from students' language skills in using words in sentence elements. Meanwhile, knowledge of grammar is seen from the students' ability to

make compound sentences and other sentence types. The questions in the interview can be seen in the appendix.

SOURCE OF DATA COLLECTION

1. Questionnaire

Questionnaires are given to determine the indication of internal and external factors in students' linguistic schemata differences. In this instrument, the researcher made 16 questions related to these aspects and carried out through leaflets in sheet form. Then the researcher distributed it to the respondents directly. The questionnaire was filled out on 4-5 February 2022. When conducting the questionnaire, the researcher took the following steps:

- a. The researcher asked permission from the lecturer to distribute questionnaires to students.
- b. The researcher confirmed the students to fill out the questionnaire.
- c. The researcher analyzed the data after the students fill out all the questions.

2. Interview

The researcher interviewed the students in-depth to clarify the implications of the factors influencing students' linguistic schemata well as how their previous linguistics affected their ability when completing writing tasks in terms of vocabulary and grammar knowledge. The contents of the interview are related to the questionnaire given to the previous respondents. Interviews were conducted from 4 - 25 February 2022. Two of the six respondents were interviewed and recorded directly, while the rest were conducted by direct telephone call (using a telephone recorder) and using the WhatsApp application via Voice Note. This is adjusted to the respondent's situation. Eight questions were given to each respondent, and the list of questions can be seen in the appendix at the end of this thesis.

TECHNIQUE OF DATA ANALYSIS

After collecting the data, the researcher analyzed the data from questionnaire and interview using the three steps of analyzing data according to Miles et al. (2014). Those steps can be seen bellow:

1. Data Condensation

Data condensation means summarizing and selecting the main things and focusing on those main things, then looking for themes and patterns. Therefore, the condensed data provides important points for researcher and make it easier for researcher to analyze from extensive data and information to intensive. To reduce the scope of the questionnaires and interviews that have been obtained, the researcher took the following steps:

a. Questionnaire

In the first step, the researcher transcribed all the answers from the respondents. Then the researcher separated the students' answers related to the development of students' linguistic knowledge. Then the researcher focused on things that affect the development of students' linguistic knowledge. After that, the researcher used color as a differentiator for each

category. Because there are four factors that influence the development of students' linguistic knowledge, the researcher also uses four colors to mark the four.

The researcher used **green** color for students' answers which explained their learning styles. The researcher used **yellow** to mark students' learning motivation, while school programs and private facilities are marked in **blue**. In the fourth category, the teacher's teaching methods are marked in **purple** (the transcript table can be seen in the appendix).

b. Interview

The researcher wrote down the results of respondent interviews and marked information that was relevant to the respondents' previous linguistics schemata when making sentences in the basic writing class. Then the researcher separated the respondents' answers regarding their vocabulary knowledge and grammar knowledge when they were in the basic writing class. The researcher used **red** to mark things related to vocabulary and **gray** to mark things related to grammar.

2. Data Display

The second step after data reduction is displaying the data. The data presented a brief overview of the relevant and important matters that have been reduced previously. In this section, it has known which data have an influence on the level of students' linguistic knowledge and which data showed the influence of students' linguistics in students' writing abilities.

3. Conclusion and Verification

In this last section, the researcher made conclusions by looking for meaning by using the views of key informants based on respondents' answers. Thus, the researcher verified the data both in terms of meaning and in terms of the truth of the conclusions.

FINDING AND DISCUSSION

In this study, the researcher is interested in knowing what causes the different levels of students' linguistics schemata and how students' writing skills in constructing sentences are affected by it. The researcher's focus of students' schemata linguistics is knowledge of vocabulary and grammar.

In this section, the researcher divided her findings based on subjects who have high, medium, and low schemata linguistic knowledge. To make it easier, the researcher provided HLS code for high level, MLS for middle level and LLS for low level. For further findings will be described below:

1. The causes of different levels of students' linguistic schemata

At this point, the researcher sought to find out the causes of differences in the level of students' linguistic knowledge through the factors that influence the development of students' schemata linguistic proposed by Rahmawati (2016). To find out the cause of this difference, the researcher selected 9 (nine) freshmen from class A and B of the English education study program at Muhammadiyah University of

Kendari. The nine students divided into three categories. The categories are students with high linguistics schemata, students with medium linguistics schemata and students with low linguistics schemata. This point shows how students' linguistic schemata in terms of vocabulary and grammar are influenced by students' learning styles, students' motivation in learning English, school programs or privileges that students have, and teachers' teaching methods before they were in college. The findings below will show how these factors affect the different levels of students' linguistic schemata.

a. Students' Learning Style

The first thing is to find out if each student has their way of learning to improve their linguistic knowledge. The researcher also discussed their reasons for choosing this learning style and how effective their learning style is. The finding can be seen below:

Students with high linguistics schemata (HLS)

The following are the findings about the learning styles of students who are categorized as students who have high linguistics schemata.

From the findings, the researcher found that the three students who were classified as students who had high schemata linguistics had their own learning styles. R1 said that she likes learning through western films and songs. This method allows her to find new vocabulary and is quite successful in increasing her vocabulary.

“My learning style is watching western movies and listening to songs. I chose this learning style because I know a lot and learn new things. Because of the movies and songs that I listen to, I get a lot of new vocabulary. I know how successful my learning is by adding vocabulary that I didn't know before when I listen to a song or watch a movie.” (R1)

Like R1, R3 also learns through western films and songs. She also likes to follow the words of the actors in the films she watches. This method is enough to increase the knowledge of vocabulary and grammar. Through films, she can find out the use of words in sentences based on the context and become not monotonous in expressing words in sentences.

Although R8 also likes watching like R1 and R3, he prefers to watch on an application like YouTube. When watching western videos on YouTube, R8 will make notes about the new vocabulary he gets. Through the videos he watches, he not only tries to increase his vocabulary and grammar but also improves his listening skills.

“My learning style is to watch westerners on YouTube (gaming video and English tutorial) and then listen and record all the new vocabulary. I chose this learning style because it is very easy to know vocabulary and can improve my listening in English. This method increases my vocabulary and grammar knowledge as the words I hear add my vocabulary, because I write them (note them), as well as improve my grammar. This method works because I can always practice it in everyday life and say it every day while increasing my grades in school.” (R8)

Students with medium Linguistics schemata (MLS)

The findings on students who have medium linguistic knowledge can be seen below. R2 is classified in students who have medium schemata linguistics. She sometimes memorizes the vocabulary given by the teacher, but this is enough to add to her vocabulary.

“Sometimes I write and memorize the vocabulary given by the teacher. Because of this learning style can add vocabulary that I didn't know before to know. I can also understand English songs I listen to or sentences I come across.” (R2)

R6 which is included in the category of students with moderate linguistic schemata has a different way of learning from R2. She prefers to read English articles and then write down the new vocabulary she finds. However, this was started by her before entering college, and this method was very effective for her.

“Usually, I read English articles and then write down vocabulary I don't know to memorize. I chose this learning style because articles usually cover something more general or specific with the number of words that I can reach, if I just want to remember too much vocabulary and I'm not sure what I want to memorize. My learning style started after I officially as EFL student at the Muhammadiyah University of Kendari or about a month before the lecture started. In vocabulary, my vocabulary has improved a lot, because when I see another vocabulary somewhere (eg see a word somewhere) I can understand it. As for grammar, I don't think I'm improving, because I only focus on vocabulary that I don't understand. I know the success of my study when I know the meaning of a sentence even only with the help of a single word that I memorized.” (R6)

The way of learning by R4 is different from R2 and R6. R4 prefers to increase his vocabulary by listening to songs because this is fun for him. This way is helpful for R4 in reading the article and listening to the conversation.

“I like listening to music in English. I chose this learning style because I like listening to music and it is more relaxed through this learning style. This learning style increases my English vocabulary, making it easier for me to read English articles and read other things because of the vocabulary I get from songs. Besides, because of this way of learning, I can understand English conversation.” (R4)

Students with low linguistics schemata (LLS)

R5 admitted that he did not have his own way of learning, while R7 admitted that she added vocabulary through novels, songs, and films in English. R7 chose this method because apart from being fun, it was quite helpful in increasing her vocabulary.

"I don't have my own way of learning." (R5)

"My learning style is reading English novels and using a translator to understand the meaning. Apart from that, listening to songs and watching Hollywood movies. I chose this learning style because for me it is the easiest way for me to remember new vocabulary. This method was quite helpful for me to understand some sentences that were quite interesting for me when I was taking a course (after graduating from high school), besides that it helped me communicate with friends and understand what the lecturer was saying. Because of this way of learning, I also understand the sentences in the article." (R7)

What is done by R7 is also done by R9. R9 also adds his vocabulary through story books and movies. He also admitted that he chose this method because it was fun and because he was curious about the stories he read and watched.

"I like reading English story books and watching western movies. I chose this learning style because I liked the storybooks, and the movies made me increase my vocabulary because I wanted to know what they meant." (R9)

The results showed that all students at a high linguistic level had their learning styles. Although there are differences in the type of viewing that one student is interested in with the other two, basically, all three of them combine visual and auditory learning styles through the videos/films that they watch and the songs that they listen to. Then two students at the medium linguistic level are trying out individual learning styles by memorizing vocabulary and the remaining ones in the same group choose how to listen to songs or with an auditory style. While in the low linguistic group, one of the three does not have a learning style, the other chooses to read storybooks and watch movies, while the other learns through novels, watching movies, and listening to music.

b. Learning motivation

This point shows the findings about students' motivation in learning English.

The findings show about students' interesting students in learning English.

Students with high linguistics schemata (HLS)

The findings about learning motivation on students who have high linguistics knowledge can be seen below.

R1 claimed to like English because of her passion, and she liked it since in senior high school. She is very enthusiastic in finding out about English lessons, even she will try to find out if there is a vocabulary given by the teacher that she doesn't understand.

"I like English because English is my passion, and it is also an international language. I love it since I was in SMKN (SMA). I am enthusiastic about learning and finding out because I want to go abroad. I satisfy my curiosity by understanding and learn more by repeating the lessons given. This method increases my vocabulary and grammar knowledge because when I re-learn, words I don't understand will be translated personally." (R1)

R3 likes English since elementary school. She felt that being good at English is cool. She showed her enthusiasm for learning English by reading English articles and choosing English as her major. Apart from that, she also maintains her learning style.

“I like English because speaking English makes me feel cooler and English is more fun. I love it since I was in elementary school, ever since my mother bought me a picture dictionary. I am enthusiastic about learning English because I am very interested in English which incidentally is an international language. I fulfill my curiosity by reading English articles, by choosing an English education major as my preferred major at university, and by continuing my previous learning method (style). This method is successful because it is proven that even though there are not many, there are changes that I have experienced, especially in the field of vocabulary.” (R3)

Students with medium linguistics schemata (MLS)

The findings about learning motivation on students who have medium linguistics knowledge can be seen below.

R2 admitted that she tried to like English after being declared an English student. The best thing she did in his enthusiasm for learning English language is to find out the meaning of new words she encounters. However, this little try is slightly help her.

“I like English because speaking English is cool. After I was declared to be one of EFL student in Muhammadiyah University of Kendari, I tried to like English. I am enthusiastic to learn it because I want to go abroad and study there. I express my curiosity by finding out the meaning of words that I don't know the meaning of. It worked quite well because I spoke a little bit in English.” (R2)

Slightly faster than R2, R6 admitted that she likes English since in 3rd grade of senior high school. She tries to improve her English skills by reading English articles and singing English songs. This method is quite effective for her in vocabulary, but not for grammar.

“I really like to speak English since I listen to a lot of Hollywood songs in 3rd grade of high school. I am enthusiastic about learning English because I want to improve my English skills. I fulfill my enthusiasm by reading articles and singing Hollywood songs. This method is quite effective because I almost always find out vocabulary that I don't know, while for grammar I don't.” (R6)

In contrast to R2 and R6, R4 claimed that he likes English since the 2nd grade of junior high school, but he was not too enthusiastic about learning more about English.

“I like English because I like foreign languages. I've liked it since I was in 2nd grade of middle school, but I'm not very enthusiastic about learning new vocabulary.”
(R4)

Students with low linguistics schemata (LLS)

The findings are:

R5 admitted that he liked English after becoming an English student. The thing he does to increase his knowledge of English is by memorizing vocabulary. This was done by him because he felt he did not have any knowledge of English. Even though the only thing he did was memorize vocabulary, he felt quite helped by the vocabulary he had memorized.

“I love English when I started college, and I like it because I wanted to know English. I am enthusiastic to know English because during my school days, I did not understand English, nor did I understand English vocabulary. After majoring in English, I understood and wanted to learn English. I find out by learning vocabulary (memorizing vocabulary). This method works quite well because I know a little English vocabulary.” **(R5)**

R7's motivation to learn English is being able to communicate internationally. To be able to speak English, she tries to increase her knowledge of English by watching western films, listening to songs or by using English learning applications.

“I love that English is a cool language and an international language, and I love it since I graduated from senior high school. I am enthusiastic about learning English because when I can speak English, it will make it easier for me to communicate internationally. Besides that, learning English has broadened my horizons. I fulfill my enthusiasm by watching western movies and using English learning apps. In addition, by listening to songs, I believe the learning method that I use can help me easily learn grammar” **(R7)**

R9 claimed that he liked English since grade 2 in junior high school. He wanted to be a spokesperson. Therefore, he tries to increase his knowledge of English by listening, speaking, or reading in English. This method is enough to give a little help in terms of vocabulary.

“I like English because I want to be a spokesperson. I have loved English since junior high school in grade 2. I am enthusiastic about learning English because it is an international language that I must know and because I want to go abroad. I fulfill my curiosity in English by listening, speaking, reading in English and practicing all the basics. By learning and practicing these basics I can increase my vocabulary a bit.” **(R9)**

Students who have a high level of schemata linguistics tend to like English earlier than students who have a moderate level of schematic linguistics. Even though R4 (MLS) liked English earlier than R1 (HLS), it didn't make it superior because R4 wasn't enthusiastic about finding out more. Because of their longing for love, HLS

students will try to fulfill their enthusiasm by implementing several learning strategies. The learning strategy they chose was to return to the material provided and learn more through articles. Although R6 (MLS) also used the strategy of learning through articles, she could not be part of the HLS students because she only practiced this strategy a month before he went to college. From the recognition above, the researcher also found that like R2 (MLS), R5, and R7 in LLS students had not been interested in English for a long time and were trying to increase vocabulary knowledge through memorization. However, they are not at the same level because even though they are not very interested in English, R2 has been trying to memorize vocabulary from a long time ago. Although R9 has been interested in English since junior high school and tries to increase his knowledge with various learning strategies, this does not make him part of the MLS or HLS students.

2. The students' linguistics schemata affect the writing ability in sentence building

The second aim of this research is to find out how students' linguistics schemata affect their writing building specifically in sentence building. The researcher conducted interviews with 6 students from 9 students who previously filled out the questionnaire. The interview questions refer to the influence of students' linguistic schemata in terms of grammar and vocabulary knowledge while in basic writing class. Just like in the questionnaire, the researcher divided students into three categories, namely the category of students who have high, medium, and low levels of schematic linguistics. The findings below show how vocabulary knowledge and grammar knowledge are possessed by students before entering college affect their ability in building sentences when they were in basic writing class.

a. Vocabulary knowledge (words functions in sentence elements)

In this section, the researcher investigated the function of students' vocabulary knowledge when making sentences. The researcher focused on the use of words in sentence elements. The finding can be seen below.

Students with high linguistics schemata (HLS)

The findings are:

"I have no difficulty in placing words and using words (part of speech) in sentence elements because the material about making sentences delivered by the lecturer is very complete and easy to understand. So, I understand the use of types of words in sentences. I feel this ease because when I was in elementary and junior high school, I took English courses or tutoring, so the new things (new vocabulary) that I encounter today are greatly helped by the basic things I got during the guidance." (R1)

R1 admitted that she did not experience any difficulties when faced with the use of words in sentence elements. This happens because the basic knowledge that she gained while in school and guidance is very helpful when in writing class at this time.

"My difficulty is placing prepositions in sentences, and when given the task to identify the types of words (parts of speech) used in sentences (as sentence elements).

However, in terms of making sentences, it was not too difficult for me because it was helped by my vocabulary knowledge before, I was in college. Underlying my difficulty was a lack of thoroughness, but after being explained, I understood and realized my mistake. In addition, this difficulty occurs because of the lack of repeating lessons regarding the types of words (part of speech) and the lack of basics when in school (SMP/SMA). My knowledge of vocabulary in the past really helps me when I am in writing class at this time, because without vocabulary in the past I would have been confused by what the lecturer in writing class said when teaching.” (R3)

R3 admitted that she still had difficulty in placing prepositional words and identifying sentence elements into word types. Even so, he had no difficulty in making sentences because of the vocabulary she got before she went to college.

Students with medium linguistics schemata (MLS)

“I have difficulty with the use of words and their placement (position) in sentence elements. I am confused by the type of word in its use in sentence elements. For example, the complement is filled with what word. My difficulty is based on my situation which has never learned about the types of words and their functions in sentences. My past knowledge of vocabulary also didn't help me in writing class because my teacher in junior high and high school only gave vocabulary without explaining its function in sentences. Even in giving examples of sentences, my teacher did not explain the function of words in sentences. My teacher also didn't tell me what kind of words (part of speech) he gave.” (R2)

R2 has difficulty in using words based on their function in sentence elements. Lack of knowledge about vocabulary and sentence elements is the main reason. The knowledge gained while in school does not help. Meanwhile, R6 who is also in the medium category finds it difficult to complete sentences with missing elements or more use of words in missing sentence elements. But it is easy for him to identify words in sentence elements.

Students with low linguistics schemata (LLS)

“My difficulty is putting words in a sentence. I am confused about the function or use of each type of word (part of speech) in a sentence. My difficulty is based on my confusion in distinguishing the types, for example the use of adverbs and verbs, I don't know how to use them in all sentences. In essence, I lack knowledge about the function or use of words in sentences. My past knowledge of vocabulary doesn't help me when I'm in writing class today. This happened because my teacher was not very good at teaching. The teacher only gave assignments and did not explain the assignments he gave.” (R9)

The difficulty experienced by R9 is placing words in sentences based on their functions. This happens because of a lack of knowledge about the function of words in sentences. His past knowledge was also unhelpful, which was also the reason for

this lack of understanding. R7 also experienced the same difficulty, but the main reason for his difficulty was the difference between her mother tongue and English. However, she was helped a little by the vocabulary she acquired before going to college.

b. Grammar knowledge (Sentence structure)

In this section, the researcher investigated how students' linguistics schemata (grammar) affect their ability to make sentences by its type. The researcher investigated each student based on the schemata linguistics category group that they had. The categories are high, medium, and low schemata linguistics.

Students with high schemata linguistic (MLS)

R1 said that she did not find any difficulty in making various types of sentences. This happened because she understood quite the types of sentences because of the help from the grammar knowledge tha she had before going to college. The problems would arise only if she ignored the material for a long time.

“For the types of sentences, I do not find it difficult to distinguish, define and make these sentences. But sometimes it is the same as making mistakes if I have studied for too long, and if suddenly assigned to distinguish, define, and make sentence types both functionally and structurally. Therefore, I must open or refresh the material about sentence types. But in terms of understanding, I understand the types of sentences. What underlies my mistake is that I am not familiar with the material in question or have not studied the material about sentence types for a long time. I was greatly helped by the basic lessons I received in the past. Without that basis, I might have a hard time in writing class at this time. I took courses when I was in elementary and middle school based on the encouragement of my parents, and my awareness of the importance of language skills emerged when I was in high school, so I tried to expand my knowledge of English.” (R1)

R3 admitted that she had no difficulty in making sentences based on its type. She just found it difficult to identify them. The knowledge of grammar obtained before going to college is also not helpful even though she has learned about tenses. However, she will try to find out through the internet if she doesn't understand the material given.

Students with medium linguistic schemata (MLS)

For R2, the difficulty in making sentence types is based on an understanding of the sentence elements. Although she could make simple sentences, she would be confused when dealing with making compound sentences and complex sentences. Her knowledge before college was also not much help her, even so she would try through the internet.

“Basically, in making sentences, it is the sentence elements that become my obstacle. In addition, except for simple sentences, I feel confused about the use

of commas (in making compound or complex sentences). Back again because I have difficulty in sentence elements, finally I also find it difficult to make examples of sentence types. My knowledge of grammar in the past doesn't help me when I'm in writing class right now because I feel I lacked basics in middle and high school. Even so, I will try to understand by looking for references on the internet” (R2)

In contrast to R2, R6 has difficulty when dealing with making simple sentences. She didn't have any difficulties in making and identifying compound sentence and complex sentence. However, the knowledge of grammar that she got before going to college didn't help her solving her problem.

Students with low linguistics schemata (LLS)

R9 admitted that he did not understand the types of sentences, besides that he had difficulties because he did not understand the use of words in sentences. Knowledge of grammar before going to college also did not alleviate his difficulties.

“My difficulty is that I don't know the kinds of sentences. This is related to my understanding of the function of words in sentence elements. This difficulty occurs because I have never learned about these types of sentences before, so I also don't understand these types of sentences. My knowledge of grammar in the past doesn't help me when I'm in writing class right now because like my previous answer, the teacher didn't explain the material given, so I found it difficult in this writing class.” (R9)

One of the HLS students was greatly helped by her previous linguistic knowledge, so she had no difficulty in making sentences. Although another student in this category still has difficulty distinguishing types of sentences based on their structure and are only helped by vocabulary knowledge, she is still classified as HLS students because of her enthusiasm for finding information about grammar. Looking for more information is also done by students in MLS because they are also not helped by knowledge of grammar that they got before going to college. Meanwhile, for students in the LLS category, their difficulty in making sentences is influenced by their understanding of sentence elements and prior knowledge of grammar does not help at all.

CONCLUSION

The purpose of this research is to find out the causes of the different levels of student linguistic schemata among new students of English education in 2022 at Muhammadiyah Kendari University. In addition, this study aims to determine how linguistic schemata affect students' ability to make sentences. This study used a qualitative descriptive design. In obtaining the data, the researcher used two instruments, namely open questionnaires, and semi-structured interviews.

Based on the findings presented in the previous chapter, the researcher found that the differences in the level of students' linguistic schemata occurred because:

1. Choosing the right learning style
2. Stability of students in applying learning styles
3. Students' ability to combine learning styles.
4. Students' enthusiasm for improving schematic linguistics.
5. Selection of suitable learning strategies for students
6. Students' ability to integrate learning strategies.
7. Enthusiasm of students in participating in supporting programs to add linguistic schemata.
8. The privilege of students in obtaining tutoring
9. Appropriate teaching methods.

From the interviews that have been conducted, the researcher concluded, that students who have high schemata linguistics will be better than students who have medium and low schemata linguistics, while those who have moderate schemata linguistics will be better at making sentences than students who have low schemata linguistics. So, it can be concluded that the one who has high schemata linguistic will be better at writing.

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