The Exploration of High School Students Writing

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Abstract. The purpose of this research is to produce a writing pattern in terms of the number of supporting elements: identification of the average number of words in a *lema* 'entry'; the number of characters in a word, the number of lines in a paragraph, and the number of sentences in a paragraph. The method used is quantitative by calculating the average of various supporting elements of writing: words, entries, characters, sentences, paragraphs, and lines. Data were collected from the writings of SMAN 1 Ngawi students. Referring to the average calculation, the results of this study indicate that one entry can be translated into 5–17 words; one word consists of 5–7 characters; one paragraph consists of 3–13 lines; One paragraph consists of 1–8 sentences. This shows that the writing patterns of SMAN 1 Ngawi students vary greatly in terms of the number of supporting elements. There is no single paragraph that consists of only one line. However, there is one paragraph that only consists of one sentence. This needs to be considered by the teacher. In addition, the average character in one word shows that students need to be more familiar with words with more characters (above 7 characters) because high school students should already use a lot of words that are longer or more complex.

Keywords: High school students · Writing · Supporting elements

1 Introduction

Writing skills need to be trained regularly [1]. Writing will reflect the author's written vocabulary. Writing is one of the language skills that must be possessed by children since entering school in addition to reading and arithmetic skills. Writing can be a means of communication. In written communication, the delivery of information can be more complete, systematic, and directed [2]. In contrast to oral communication which is sometimes incomplete. At the time of writing we are trained to arrange letters into words, words into sentences, sentences into paragraphs, and paragraphs into essays. If something does not fit or is not understood, it can be removed or replaced. In oral communication, mouth movements when speaking cannot be replaced. Writing can also be a means of self-development.

By writing, people who have verbal-linguistic intelligence can develop themselves well [3]. If we don't have the confidence to speak in public, we can write down what's

on our minds and read it without fear of being wrong. Writing is also because it can improve concentration. By writing, our senses are invited to focus on a certain point. We are invited to solve one problem first and then move on to the next problem. By writing, we are taught to be consistent in achieving what we want, and sharpen all our instincts and senses to produce writing.

Writing is the same as meditating which only focuses on one point and gathers positive energy from around. To make an article that can be read is easy and difficult. Simply put, we only need our hands, heart, and brain to produce a piece of writing. The difficulty is putting together words that are arranged in such a way as to present sentences that are alive and easy to read. The writing pattern of a person or group of people will be seen from the analysis of the supporting elements, in this case (amount): words, entries, sentences, characters, paragraphs, and lines in writing. Of these terms, the term *lema* 'entry' refers to an entry item or entry (in the dictionary) [4, 5]. So, one entry in a piece of writing can take the form of many words. For example, the word "and" (the number of entries is counted as one entry in an article) can be in the form of 10 words "and" (the word count).

On the other hand, adolescence (high school students) is an important age because it is believed that many things can change a person's life during adolescence. Therefore, writing during adolescence needs to be observed because writing is authentic evidence of the author's mastery of language. From a geographical point of view, the position of Ngawi Regency is interesting because it is located on the border of East Java and Central Java, where the cultural meeting of East and Central Java takes place. Therefore, the writings of SMAN 1 Ngawi students were chosen for this study.

Based on this, the purpose of this research is to produce writing patterns of SMAN1 Ngawi students in terms of the number of supporting elements: identification of the average number of words in one entry; the number of characters in a word, the number of lines in a paragraph, and the number of sentences in a paragraph.

2   Method

This research method is quantitative with counting numbers. This counting becomes the main element in determining the description. The method aims to make a description of a situation objectively starting from the data collection (counting), interpretation of the data, and appearance and results [6, 7]. The study was used to see a description of the phenomenon (student writing patterns).

The data comes from the writings of 12 students of SMAN1 Ngawi as respondents. The analysis was carried out using a calculation using the word count tool in the MS Word program (the number of words, characters, paragraphs, and lines) plus the *lema* application to count *lema* 'entries' and the number of sentences (http://lema.unesa.ac.id/) [8]. The calculation is done by using a comparison between (1) words: lema; (2) characters: words; (3) lines: paragraphs; (4) sentences: paragraphs. Based on this, the writing patterns of high school students, especially students of SMAN 1 Ngawi were made.

3   Result and Discussion

3.1   Number of Writing Supporting Elements

The following is the number of supporting elements of writing from the available data. Respondents are marked with a number (12 people).

Based on Table 1, it can be seen that the 8th article (respondent 8) with the highest number of pages (5 pages). Besides, 1st article is the article with the higher number of pages (4 pages), but with fewer sentences than the 3 pages and 2 pages (respondents 6,7,9,11,12).

3.2   Comparison Calculation

The following is the calculation of the supporting elements of writing based on comparisons made using the average.

Based on Table 2, the following figures are made.

Based on Fig. 1, it can be seen that based on the results of the comparison calculation (average) one *lema* 'entry' can be realized into 5–17 words. This shows that the repetition of the same word occurs in all essays with different frequencies. Below is another comparison in the figure.
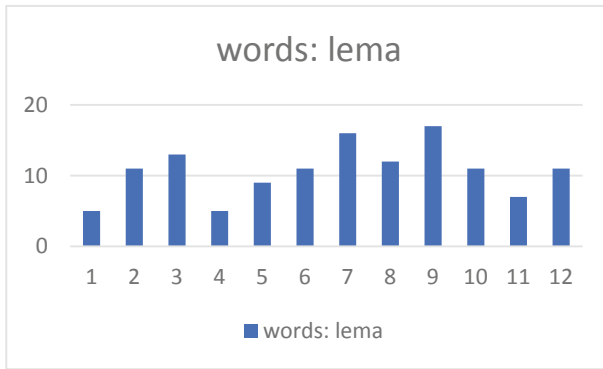
Based on Fig. 2, it appears that based on the results of the comparison calculation (average) one word consists of 5–7 characters. This is meaningful. That students need to be more familiar with words with more characters (above 7 characters) because high school students should already use a lot of longer or more complex words. Below is another comparison in the figure.

Table 1. Number of Writing Supporting Elements

Respondent	Comparison (Average)						
	Pages	Sentences	Lema	Words	Characters	Paragraph	Lines
1	4	25	186	998	6540	21	109
2	2	20	31	327	1931	8	56
3	3	90	69	905	5558	12	78
4	1	7	32	175	994	6	18
5	1	21	34	306	1870	8	29
6	2	42	65	742	4422	5	66
7	2	53	60	966	5209	8	71
8	5	56	60	734	4443	14	74
9	2	56	53	890	5232	13	75
10	3	54	93	984	6274	15	88
11	2	43	102	729	4401	13	66
12	**2**	**20**	**67**	**710**	**4327**	**11**	**87**

Table 2. Comparison

Respondent	Comparison (Average)			
	Words: lema	Characters: words	Lines: paragraph	Sentences: paragraphs
1	5	7	5	2
2	11	6	7	3
3	13	6	7	8
4	5	6	3	1
5	9	6	4	3
6	11	6	13	8
7	16	5	9	7
8	12	6	5	4
9	17	6	6	4
10	11	6	6	4
11	7	6	5	3
12	11	6	8	2

Fig. 1. Word: Entry.

Based on Fig. 3, it appears that based on the results of the comparison calculation (average) one paragraph consists of 3–13 lines. Below is another comparison in the figure.

Based on graph 4, it appears that based on the results of the comparison calculation (average) one paragraph consists of 1–8 sentences. In their writing, there is no single paragraph consisting of only one line. However, there is one paragraph that only consists of one sentence. This needs to be considered by the teacher because, in writing, one paragraph should be more than one sentence. The various figures show that the writings of high school students vary greatly in terms of the number of supporting elements.
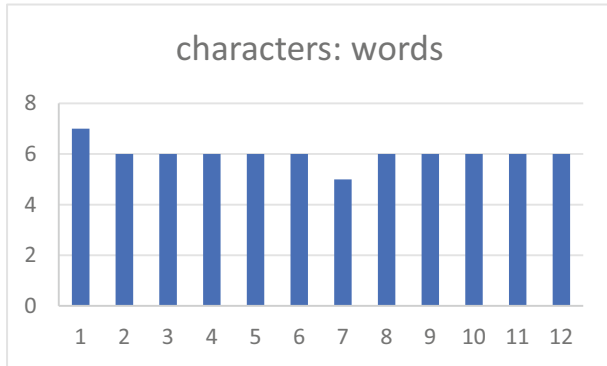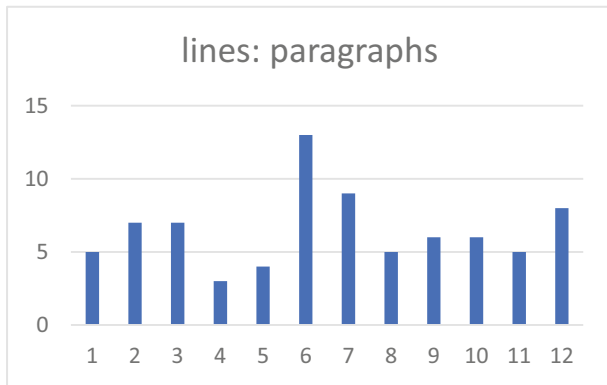
Fig. 2. Characters: Words.
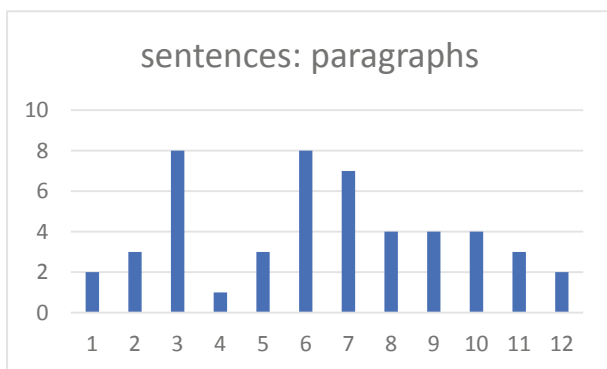

Fig. 3. lines: paragraphs

Fig. 4. Sentences: paragraphs

The absence of one paragraph consisting of only one line in this study and just one paragraph having one sentence indicates that the students of SMA Negeri 1 Ngawi have mastered the nature and requirements of a good paragraph. This is different from the findings of Kholifah [9]. In his research, he said that there were students who produced paragraphs consisting of only one sentence. This is contrary to the requirements of a good paragraph, namely cohesion, coherence, and completeness. Furthermore, Kholifah stated that a paragraph consisting of one sentence is a paragraph that does not have a pattern of development. This needs to be the attention of Indonesian language teachers to emphasize the nature of paragraphs and the conditions that are considered to build good paragraphs. The next finding of this study is that the research subjects used simple words, not complex words that they should have mastered. The researcher's indication of this finding is that the students' stock of vocabulary mastery is relatively low. This landmark is based on the research findings of Mintowati et al. [10] that the number of *lema* 'entries' learned by junior high school students in Indonesian language textbooks is only 4000 *lema* 'entries'. Compared to the equivalent class in the United States, students had to study 86,741 *lema* 'entries'. This is very different from what junior high school students learn in Indonesia. For this reason, Indonesian language teachers are faced with the challenge of how to increase the vocabulary richness of students in both junior and senior high schools.

4   Conclusion

Based on the research objectives, it can be concluded that the average calculation shows that one *lema* 'entry' can be realized into 5–17 words; one word consists of 5–7 characters; one paragraph consists of 3–13 lines; One paragraph consists of 1–8 sentences. This shows that the writing patterns of high school students vary greatly in terms of the number of supporting elements. There is no single paragraph that consists of only one line. However, there is one paragraph that only consists of one sentence. This needs to be considered by the teacher. In addition, the average character in one word shows that students need to be more familiar with words with more characters (above 7 characters) because high school students should already use a lot of words that are longer or more complex.

Authors' Contributions. All author contributed equally to this research and manuscript. LK and YA as writer manuscript. SS and RD editing.

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