

# THE USE OF THE TITANPAD WEB IN TEACHING WRITING A HORTATORY EXPOSITION TEXT AT SENIOR HIGH SCHOOL

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## Abstrak

Makalah ini membahas tentang penggunaan *TitanPad Website* sebagai media dalam mengajar menulis sebuah *hortatory exposition text* di kelas XI Sekolah Menengah Atas. Dalam menggunakan *TitanPad*, guru harus menyiapkan kelas khusus yang menyediakan komputer dengan akses internet dan *projector*. Dengan menggunakan *TitanPad Website*, siswa akan bekerja berkelompok dengan menggunakan komputer mereka masing-masing untuk menghasilkan sebuah *hortatory exposition text* melalui kegiatan *collaborative writing*. Kegiatan ini meliputi (1) *brainstorming* tentang topik yang diberikan; (2) *planning idea* yang akan dijadikan kerangka untuk menulis; (3) *writing* dimana siswa mulai menulis secara individu; (4) *editing* dimana siswa akan memberikan koreksi pada tulisan dari anggota kelompok dan (5) *final product* dimana tulisan siswa akan ditampilkan di depan kelas. Dengan menggunakan *TitanPad Website*, siswa akan dapat mengembangkan ide serta meningkatkan *grammar* mereka di dalam menulis sebuah *hortatory exposition text*. Guru juga dapat memantau pekerjaan pekerjaan siswa dengan *TitanPad* melalui komputernya. Oleh karena itu, *TitanPad* dapat menjadi sebuah media yang tepat dalam membantu guru memantau kegiatan siswa di dalam kelas dan membangkitkan minat siswa untuk bekerja bersama dalam menulis sebuah *hortatory exposition text*.

Kata kunci: *TitanPad website, collaborative writing, hortatory exposition text*

## A. INTRODUCTION

Students are taught to write various kinds of texts in English since they study in Junior High School. In writing skill, the students must be able to understand and write various kinds of dialog, short functional and monolog texts. Exposition text is one of the monolog texts that is required in the Senior High School, particularly for second grade based on Regulation of the Minister of Education and Culture of the Republic Indonesia No. 70. This exposition text is divided into two types. They are analytical exposition text and hortatory exposition text. Hortatory exposition text is a text that persuades the readers that something should or should not be done or be the case (Gerot and Wignell, 1994:210). Since

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hortatory is one of compulsory texts to be learned at Senior High School, the students have to accomplish it well.

However, writing a hortatory exposition text is often considered as a difficult skill for the students. Based on research done by Adrianti (2012), Hidayati (2013) and Mazda (2013), there are four major problems faced by Indonesian students in writing hortatory exposition text. Based on their observation, lack of ideas is the major problem for students to start writing a hortatory exposition text. Poor mastery of grammar also adds more problems in writing; this makes the students afraid and hesitates to make a sentence. Lack of strategy and media used by the teacher in teaching writing also takes part in the problem. Thus, the students are not encouraged and motivated in learning process.

Regarding to those problems, the teacher should be able to think strategies or media that will keep the students' interest and encourage them to develop their ideas. Teaching writing by using a good strategy is not enough to teach the students. They also need learning media that integrated with technology. As Taffe and Gwinn (2007:21) state that computers make the students enjoy learning and internet can be very engaging and increase students' self-efficiency to read and write. Today, activity in teaching process is done with the help of technology. Consequently, students will use website to work in a writing activity as a medium.

Therefore, the writer wants to offer TitanPad website as a medium in teaching writing hortatory exposition text with collaborative writing activity. TitanPad is a free website that provides collaborative writing. This website let the user work collaboratively on text in a single document in real-time.

According to Gerot and Wignell (1994:210), hortatory exposition text has different names such as argument and persuasion. He defines a hortatory as a text that argues something should or should not be the case. Furthermore, DiPrince (2005:9) explains that persuasive writing is any type of writing that try to adopt point of view, agree with an opinion, and take an action from a belief that involves an argument. DiPrince (2005:13) adds that in writing a persuasive text, the writer must present an opinion, make a point and try to convince the readers that writer's opinion is the correct one. In brief, hortatory exposition text is a text that persuades the reader about a case.

Based on 2013 Curriculum, the purpose of teaching writing a hortatory exposition text is to make the students understand and have an ability to construct a hortatory exposition text. It is based on 2013 Curriculum, the basic competency in writing hortatory exposition text for Senior High School students, particularly grade XI is to analyze the social function and linguistic elements of exposition analytic about a hot topic discussed according to the context of it is used (Depdiknas, Indonesian Educational Department, 2013:90).

TitanPad website provides some features that help the user to collaborate. Schneider (2013) explains that TitanPad provides color code, chat feature and time slider. TitanPad website enables a group of people to access the document at the same time. For each member of the group there will be a color-coded and the user will know who are contributing in the writing. A chat feature will help the member in TitanPad to communicate each other. In addition, there is a time slider that enables user to go back to the previous version of document.

There are four strengths of using TitanPad website in teaching writing hortatory exposition text with collaborative writing activity for Senior High School students. The first strength is that teacher will not lose classroom meeting time because of the long registration process. Luaran (2012:12) states “as accounts are not necessary, the teacher will not lose any classroom or meeting time colleagues or students online through a long registration process”. TitanPad can be created quickly or easily because TitanPad provides two options for the user: public pad and pro pad. To create a public TitanPad the user needs to click the option and they will have their own TitanPad less than one minute. For specific group there is a Pro Pad that requires the other users to log in by their e-mail address and to create this, the user needs to sign up by using e-mail address and share it to her group. Even though there is a pro pad, public pad is safe enough because there is a QR code or link that only the user knows about it. Thus, there will not be an extra meeting to create and explain about TitanPad.

The second strength of TitanPad is that TitanPad motivates the students in doing collaborative writing. The use of technology will motivate students in teaching and learning process because it can attract students’ attention. In addition, all of the students will active in the teaching and learning process, they have their own computer and group. Furthermore, McHugh (2013) notes that the students will do their best because Titanpad encourage discussion. As a result, all of the students are interacting each other by sharing their own knowledge and opinion in brainstorming and will improve their grammar understanding and awareness because they are doing a collaborative writing. In conclusion, TitanPad can motivate, make an improvement in grammar and help in brainstorming.

The third strength of using TitanPad is that TitanPad provide features that help the students and the teacher in the teaching and learning process. For each member of the group there will be a color-coded and the teacher will know who are contributing in the writing because for each member of the group they have their own color. There is a chat feature that will help the member in TitanPad to communicate each other. Furthermore, the chat feature can be used by the teacher to give feedback as Luaran (2012:15) states that teacher use the chat features to give students feedback on the content of students’ writing. TitanPad has time slider feature that let the user to go back to the previous version to see what is typed if something is deleted. Furthermore, the TitanPad can be exported into some document types such as word or Pdf format and the user can download the document.

The last strength of using TitanPad is it helps the teacher to control the classroom. By sitting in her desk, the teacher will monitor the students work by using main computer. In the teacher’s computer, all of the progress that the students make in their brainstorming and collaborative writing activity will be recorded in TitanPad. As a result, there is no need for the teacher to walk around because the students’ progress already recorded in the TitanPad.

## **B. DISCUSSION**

To implement TitanPad in writing activity, the teacher has to consider two things: teaching preparation and teaching procedure.

### **1. Teaching Preparation**

Teacher has to prepare everything that is related to teaching and learning process before coming into classroom. The good preparation will determine the success of teaching and learning process. The first preparation that must be done by the teacher is having a special classroom. The classroom must have computers and internet connection. Material is the next preparation that must be done by the teacher. The teacher should organize the material based on the syllabus and take topic that is based on students' real life. Creating the lesson plan is the next preparation that has been done by the teacher. The media that the teacher need in teaching writing hortatory exposition text with TitanPad are: a projector and a video about Smartphone in teens' life. The next preparation that has been done in preparing the media is design the TitanPad. The teacher and the students will make their own TitanPad. The teacher will design the TitanPad for group discussion and the students will make their own to write their text later.

### **2. Procedure of Teaching Writing Hortatory Exposition text by Using TitanPad Website**

In the teaching procedure, the teacher adapts writing process from Ozagac (2006:1) that consist of brainstorming stage, planning stage, writing stage, editing and final product. Firstly, the teacher recalls students' background knowledge about the material of hortatory exposition text in reading skill. The teacher asks one or more students to mention what hortatory exposition is, purpose, generic structure and language features of hortatory exposition text.

Then, the teacher tells the students the objective of the lesson and introduces all of the main and basic competences that the students should achieve at the end of the lesson. The teacher says to the students that they are studying writing hortatory exposition, and later they will do collaborative writing by using TitanPad.

After that, the teacher divides students into group, introduces and explains how to use TitanPad to the students. After that, the teacher instructs students to make their own TitanPad with her guidance and explain how to use TitanPad and features of TitanPad. After that, the teacher comes to the activity in teaching writing hortatory exposition text by using TitanPad.

#### **a) Brainstorming Stage**

In this stage, the teacher plays a video about Smartphone in teenagers' life and asks students to observe and give a question about students' opinion toward Smartphone. Teacher asks the students to go to TitanPad in group by giving them the link and ask them to write their answer in TitanPad. Firstly, the teacher will give an example of the answer to the students. By giving a model, the students will easily understand how to give their idea in TitanPad. After that, the teacher discusses the brainstorming activity and the answers in TitanPad.

Public Pad

Version 398  
July 8, 2014

Viewing latest content  
[Link to this version](#)  
[Link to read-only page](#)  
[Edit this pad](#)

**Download as**

- HTML
- Plain text
- Microsoft Word
- PDF

**Authors**

- Group 2
- Kelas XI
- Group 3
- Group 1

What is your opinion about Smartphone?

In my opinion, Smartphone is part of my life, it support my daily activities.

We think Smartphone is expensive

We think Smartphone makes our life easier. We can do our homework with help of our Smartphone.

Smartphone makes us lazy in study

We can cheat in test. It is not fair.

### b) Planning Stage

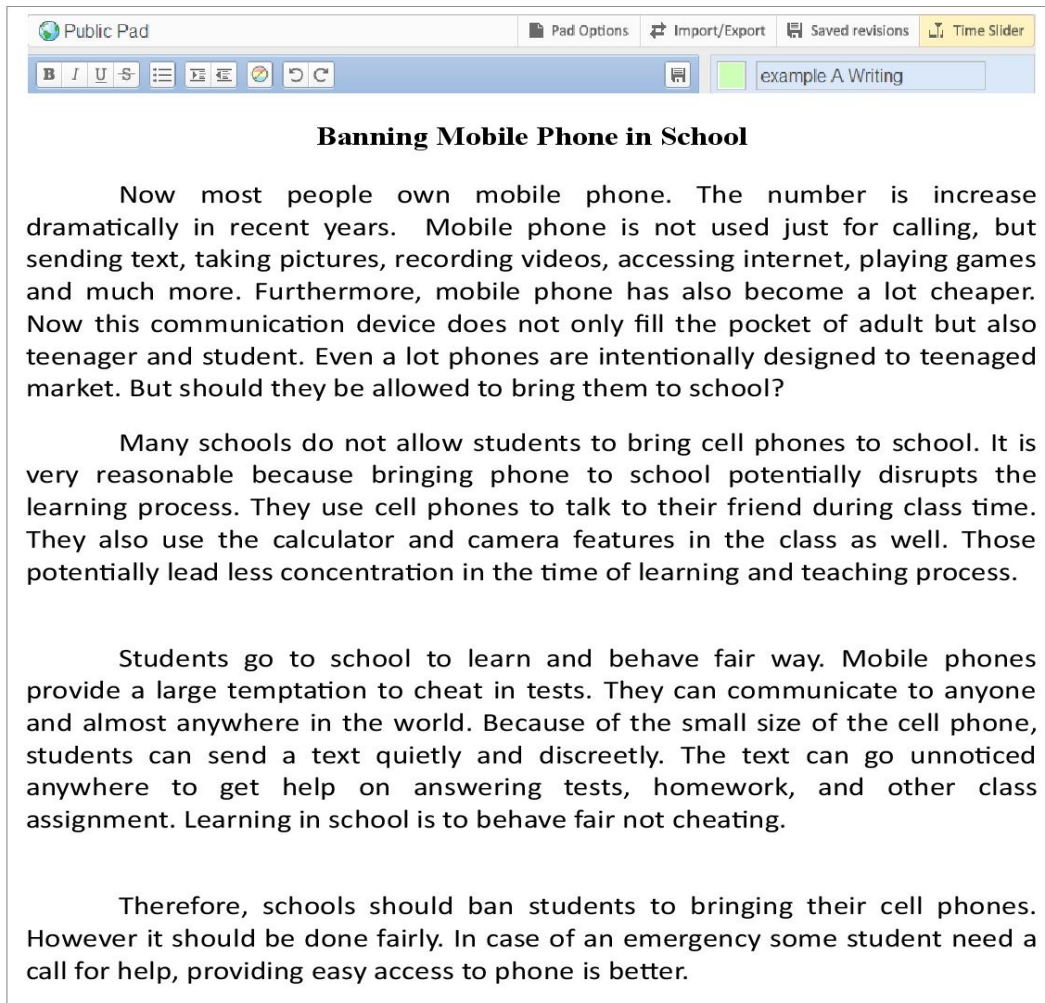
In this stage, the teacher and the students together plan the draft of the ideas. “Banning Smartphone in school” is the topic of the writing. The teacher will guide and ask the students the ideas to support the title based on brainstorming stage. After that, each of the group writes their ideas in TitanPad.

Banning Smartphone in school

- Smartphone disturb the learning process
  - Students texting when the teacher explains the lesson
  - Students will use camera and disrupts friends' concentration
- Cheat in test and fairness
  - Students exchange the answer each other
  - Ask Google the answer

### c) Writing Stage

In this stage, the teacher shows a model of writing in TitanPad that might be written by the students. The model of writing must be based on the previous activities. The writing that the teacher shows has some mistakes in the grammar because the teacher will lead the students to correct it in the next stage.



The screenshot shows a web-based writing application interface. At the top, there is a header with the text 'Public Pad' and several utility buttons: 'Pad Options', 'Import/Export', 'Saved revisions', and 'Time Slider'. Below the header is a toolbar with various text formatting icons (bold, italic, underline, strikethrough, list, link, unlink, undo, redo) and a text input field containing 'example.A Writing'. The main content area displays a writing task with the following text:

**Banning Mobile Phone in School**

Now most people own mobile phone. The number is increase dramatically in recent years. Mobile phone is not used just for calling, but sending text, taking pictures, recording videos, accessing internet, playing games and much more. Furthermore, mobile phone has also become a lot cheaper. Now this communication device does not only fill the pocket of adult but also teenager and student. Even a lot phones are intentionally designed to teenaged market. But should they be allowed to bring them to school?

Many schools do not allow students to bring cell phones to school. It is very reasonable because bringing phone to school potentially disrupts the learning process. They use cell phones to talk to their friend during class time. They also use the calculator and camera features in the class as well. Those potentially lead less concentration in the time of learning and teaching process.

Students go to school to learn and behave fair way. Mobile phones provide a large temptation to cheat in tests. They can communicate to anyone and almost anywhere in the world. Because of the small size of the cell phone, students can send a text quietly and discreetly. The text can go unnoticed anywhere to get help on answering tests, homework, and other class assignment. Learning in school is to behave fair not cheating.

Therefore, schools should ban students to bringing their cell phones. However it should be done fairly. In case of an emergency some student need a call for help, providing easy access to phone is better.

**d) Editing Stage**

In this stage, the teacher leads the students to recognize some mistakes in the text from previous stage. Then, the teacher shows how to correct the mistakes and make a note in order to make the students know what or where the mistake is.

Public Pad | Pad Options | Import/Export | Saved revisions | Time Slider

B I U example A Writing

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Students go to school to learn and behave fair way. Mobile phones provide a large temptation to cheat on tests. They can communicate with anyone and almost anywhere in the world. Because of the small size of the cell phone, students can send a text quietly and discreetly. The text can go unnoticed anywhere to get help on answering tests, homework, and other class assignment. Learning in school is to behave fairly not to cheat.

Therefore, schools should ban students to bringing their cell phones. However, it should be done fairly. In case of an emergency some student needs a call for help, providing easy access to phone is better.

\* Now, = after now add ,      \* but = However,

\*should they be allowed to bring them to school? = should students be allowed to bring Mobile Phone to school?

\* Concentration in the time= at the time

\* Learning in school is to behave fair not cheating = Learning in school is to behave fairly not to cheat.

\*student need = student need

#### e) Final Product

After the editing process done, the teacher will make revision based on the correction. The teacher will give the chance for the students to ask about hortatory exposition text or the process of collaborative writing with TitanPad that the students still do not understand.

Then, the students are expected to combine the knowledge and skills that have been acquired in the previous activity. The students start to work in group in order to make a hortatory exposition text. The teacher gives a topic to the groups about homework and the group will decide their opinion about homework; whether they think homework is good or waste of time. After that, the students do the brainstorming activity and decide their ideas. Every member is expected to give their ideas as much as possible in TitanPad.

After eliminating and organizing all of the ideas, the students individually start to write their essay in their own page in TitanPad. In this activity, students

are expected to analyze the work that has been done and compare it with the work of other students. Each of the students will share their own QR or link. Each of the members is expected to do editing for their member's writing with TitanPad. They will do editing and proof reading and write their final text.

After all of the stages done, the teacher asks the difficulties faced by the students. By asking the students difficulties, the teacher will know about the students' problems in writing hortatory exposition text and problems with using TitanPad as a medium in collaborative writing hortatory exposition text.

The last activity is the teacher checks the students understanding about the lesson. It can be in form of quiz or questions about hortatory exposition text including function, language features and generic structure. In addition, teacher will give homework and ask students to work in group by using TitanPad and they will choose their own topic.

### **C. CONCLUSIONS AND SUGGESTIONS**

TitanPad is a good medium in teaching writing hortatory exposition text with collaborative writing activity because the students will not face the difficulty in generating their ideas. Besides, they will be more aware and improve their grammar. In addition, the students will motivate to write because it is done with technology. Furthermore, TitanPad helps teacher in monitoring the students' progress in learning.

Teaching writing hortatory exposition text by using TitanPad as medium is done by adapting writing process from Ozagac (2006:1) consist of brainstorming stage, planning stage, writing stage, editing and final product. In brainstorming, the teacher will gives questions about the topic and together with the students do brainstorming. In planning, the teacher leads the students to edit and add idea based on brainstorming activity before. Then, the teacher shows and explains writing process and editing process to the students by giving the example. After that, the teacher asks the students to work in group to make their own text based on the topic given by the teacher.

English teachers are suggested to do several things. First, the English teachers at Senior High School are suggested to use TitanPad for more than one meeting. In addition, the English teacher can give homework and ask students to work together. Second, the English teachers are suggested to always monitor the students because students can do anything else besides doing their work. The last is the teachers are suggested to conduct action research or other related researches to study the effectiveness of TitanPad in collaborative writing hortatory exposition text.

Note: This article is written based on the writer's paper under the supervision of her advisor, Leni Marlina, S.S, M.A.



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