

UTILIZING DIGITAL TECHNOLOGY IN INDONESIAN LANGUAGE EDUCATION TO ENHANCE STUDENTS' ABILITY TO COMPOSE EXPOSITORY TEXTS

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Abstrak

Penelitian ini bertujuan untuk mengkaji pemanfaatan teknologi digital dalam pembelajaran Bahasa Indonesia untuk meningkatkan kemampuan siswa dalam menyusun teks eksposisi. Teks eksposisi merupakan keterampilan penting dalam pembelajaran Bahasa Indonesia yang melibatkan kemampuan untuk mengorganisasi ide, informasi, dan argumentasi secara sistematis dan terstruktur. Namun, banyak siswa yang mengalami kesulitan dalam menyusun teks eksposisi karena kurangnya pemahaman terhadap struktur dan kaidah bahasa yang tepat. Teknologi digital, dengan berbagai aplikasi dan platform e-learning, menawarkan solusi untuk memfasilitasi pembelajaran yang lebih interaktif dan menarik. Penelitian ini menggunakan metode kualitatif dengan pendekatan studi kasus untuk mengeksplorasi penerapan teknologi digital dalam pembelajaran teks eksposisi di sekolah. Hasil penelitian menunjukkan bahwa pemanfaatan teknologi digital, seperti aplikasi penulisan, platform kolaboratif, dan video tutorial, dapat meningkatkan pemahaman siswa mengenai struktur teks eksposisi serta meningkatkan keterampilan menulis mereka. Penelitian ini diharapkan dapat memberikan wawasan baru bagi pendidik untuk mengintegrasikan teknologi digital secara lebih efektif dalam pembelajaran Bahasa Indonesia, khususnya dalam pengajaran teks eksposisi.

Kata Kunci: *Pemanfaatan Teknologi Digital; Teks Eksposisi; Kemampuan Menulis; Aplikasi Pembelajaran; Pembelajaran Interaktif*

Abstract

This study aims to examine the utilization of digital technology in Indonesian language learning to improve students' ability to compose expository texts. Expository text writing is an important skill in Indonesian language learning that involves the ability to organize ideas, information, and arguments in a systematic and structured manner. However, many students face difficulties in composing expository texts due to a lack of understanding of the correct structure and language rules. Digital technology, with its various applications and e-learning platforms, offers a solution to facilitate more interactive and engaging learning. This study uses a qualitative method with a case study approach to explore the application of digital technology in expository text learning at schools. The research findings indicate that the use of digital technology, such as writing applications, collaborative platforms, and tutorial videos, can enhance students' understanding of expository text structure and improve their writing skills. This study is expected to provide new



insights for educators to integrate digital technology more effectively in Indonesian language learning, especially in the teaching of expository texts.

Keywords: *Utilization of Digital Technology; Expository Texts; Writing Skills; Learning Applications; Interactive Learning*

A. Introduction

The rapid development of digital technology has transformed various aspects of life, including the field of education. One form of utilizing digital technology in education is the use of digital-based learning media. Digital media provides various conveniences and flexibility in the learning process, including in the teaching of the Indonesian language. Indonesian language learning, especially in composing expository texts, is a crucial skill that students must master, as expository texts serve to convey information clearly and systematically (Darna Kristal Laia, 2024). Composing an expository text requires a deep understanding of its structure and proper language rules. However, many students face difficulties in writing expository texts due to a lack of understanding of writing principles and challenges in logically and systematically organizing their ideas. Therefore, the use of digital technology in the learning process can be an effective solution to enhance these skills. Digital technology allows students to access a variety of learning resources, such as videos, articles, and interactive applications, which can enrich their

understanding of expository texts. In addition, digital-based learning platforms also enable students to collaborate, share ideas, and receive feedback more quickly and efficiently. This study aims to explore how the utilization of digital technology in Indonesian language learning can assist students in improving their ability to compose proper and well-structured expository texts.

The use of digital technology in education has rapidly developed, especially with the emergence of e-learning platforms and learning applications that can be accessed anytime and anywhere. According to Wena (2018), digital technology in education can increase student engagement due to the use of more interactive, engaging, and varied media. Platforms such as Google Classroom, Edmodo, and Moodle allow teachers to deliver materials online, while applications like Kahoot and Quizizz can be used to enhance student engagement in the learning process. Furthermore, digital technology also provides broader access for students to learn beyond the classroom by offering a variety of relevant supplementary information sources (Sari Hulu, R., 2024).



Composing an expository text requires critical, logical, and analytical thinking skills, where students must be able to organize ideas, data, and facts into a systematic written form. Unfortunately, many students face difficulties in composing expository texts due to a lack of understanding of the text structure and proper language rules (Mastawati Ndruru, 2023). Digital technology, with its various applications, can serve as a solution to help students overcome these difficulties. Digital-based learning applications, such as e-learning platforms, instructional videos, and writing aids, offer an interactive and engaging approach to exploring the techniques of composing expository texts.

Indonesian language learning in the digital age presents its own challenges, as students are exposed to various types of information media that often do not follow proper language conventions. However, digital technology can also be leveraged to improve the quality of Indonesian language learning. Resources such as interactive learning applications, tutorial videos, and multimedia-based learning modules can help students understand various aspects of Indonesian language learning, including the skill of writing expository texts.

The ability to compose expository texts is an essential writing skill that students, particularly at the secondary school level, must possess. Expository texts function to

inform, explain, and present opinions or ideas objectively and systematically. According to Tarigan (2008), an expository text consists of a structure that includes a thesis, arguments, and a reiteration. In order for students to compose expository texts effectively, they need to understand each part of the text and be able to arrange them systematically. Conventional learning methods are often considered less effective in helping students master this skill, thus requiring a more innovative and technology-based approach.

Research conducted by Rani (2020) shows that the use of digital-based learning applications can improve students' writing skills, including in composing expository texts. Applications such as Google Docs, which allow students to collaborate in composing texts, and text editing applications like Grammarly that help students correct grammatical errors, can be very beneficial in writing instruction (Denita Giawa, 2024). Additionally, video learning platforms such as YouTube or Vimeo can provide concrete examples of how to compose expository texts, which will help students better understand structure and writing techniques. Technology-based learning also offers advantages in terms of accessibility and flexibility. According to Kusumaningrum (2019), digital learning is not limited by space and time, allowing students to learn outside of school hours. With various



applications supporting learning, students can directly access materials, exercises, and feedback. This allows students to learn independently and at more flexible times, which can improve their ability to compose expository texts more effectively.

Given the significant potential offered by digital technology in Indonesian language learning, particularly in enhancing the ability to compose expository texts, this study aims to explore how digital technology can be applied within the context of education in Indonesia. In this research, the researcher will analyze various digital applications that can be used by teachers and students to improve the skills of composing expository texts and contribute to the development of more innovative and effective learning. This study aims to examine the utilization of digital technology in Indonesian language learning as an effort to improve students' ability to compose expository texts. In this research, the researcher will investigate how digital technology can facilitate students in understanding the structure of expository texts and enhance their ability to compose well-structured and correct texts.

A. Research Method

This study employs a qualitative method with a case study approach to explore the utilization of digital technology

in Indonesian language learning to improve students' ability to compose expository texts. This approach is chosen because it allows the researcher to gain a deep understanding of how digital technology is applied in the learning process and its impact on students' writing skills.

1. Research Design

The research design is a descriptive case study, aimed at describing and analyzing the process of Indonesian language learning using digital technology and its impact on students' ability to compose expository texts. The researcher will directly observe the implementation of technology in the classroom and analyze students' interactions with digital-based learning media.

2. Participants

The participants in this study are students from grade X and XI at a senior high school (SMA) in Indonesia who are engaged in Indonesian language learning with the integration of digital technology. In addition, several Indonesian language teachers who teach these classes will also be involved in the research to provide their perspectives on the utilization of technology in the learning process.

3. Data Collection Techniques

Several data collection techniques will be used in this study, including:

a. Classroom Observation



The researcher will observe the Indonesian language learning process that incorporates digital technology, both in the form of learning applications and e-learning platforms used in teaching expository texts.

b. Interviews

Semi-structured interviews will be conducted with Indonesian language teachers and several students to explore their views on the use of digital technology in assisting the composition of expository texts. These interviews aim to gather in-depth qualitative data on their experiences and perceptions.

c. Documentation

The researcher will collect students' work, specifically expository texts composed during lessons using digital technology, to be analyzed further regarding the quality and progress of their writing skills.

d. Questionnaires

Questionnaires with both closed and open-ended questions will be given to students to gather data on the effectiveness of using digital technology in supporting their learning process, particularly in composing expository texts.

4. Data Analysis Techniques

The data obtained from observations, interviews, documentation, and questionnaires will be analyzed using qualitative descriptive data analysis

techniques. The analysis process will involve several steps:

a. Data Coding

Interview and questionnaire data will be coded to identify emerging themes related to the utilization of digital technology and its impact on students' expository text composition skills.

b. Categorization and Thematization

The collected data will be grouped into relevant categories, such as the types of technology used, students' responses to technology, and the changes observed in students' writing skills after using digital technology.

c. Data Interpretation

The analyzed data will be interpreted to identify patterns and relationships between the utilization of digital technology and the improvement of students' ability to compose expository texts.

5. Data Validity and Reliability

To ensure the validity of the data, the researcher will use data triangulation by comparing the results from observations, interviews, documentation, and questionnaires. In addition, to ensure the reliability of the data, the researcher will conduct a recheck of the interview and observation results and ensure consistency in data collection and analysis.

The research method used is expected to provide an in-depth understanding of



the application of digital technology in Indonesian language learning and its impact on students' ability to compose expository texts. The findings of this study are expected to provide recommendations for educators on how to effectively utilize digital technology to improve the quality of Indonesian language learning.

B. Results and Discussion

Based on the data collected through observations, interviews, documentation, and questionnaires, the analysis results can be divided into several main categories that reflect the impact of utilizing digital technology in Indonesian language learning to enhance students' ability to compose expository texts. This data analysis aims to identify the effectiveness of using digital technology, students' and teachers' responses to technology use, and improvements in students' ability to compose expository texts.

1. Utilization of Digital Technology in Learning

Based on the results of observations and interviews with teachers, the utilization of digital technology in Indonesian language learning has involved the use of various applications and platforms, such as:

a. E-learning Platforms (Google Classroom, Edmodo)

Used to upload learning materials, assignments, and provide feedback to students. Teachers also facilitate online discussions and collaboration related to expository text materials.

b. Text Writing Applications (Google Docs, Grammarly)

Used for composing and editing expository texts. These applications help students in editing their texts and detecting writing or grammatical errors.

c. Learning Videos (YouTube, Vimeo)

Used to provide examples of how to compose expository texts, as well as in-depth explanations about the structure and writing rules of expository texts.

d. Collaboration Platforms (Padlet, Jamboard)

Students work in groups to brainstorm ideas and collaboratively create expository texts online. These technologies provide a more interactive and collaborative space for students to actively engage in the learning process, which was previously difficult to achieve in traditional learning settings.

2. Student Responses to the Use of Digital Technology

Based on interviews with students and questionnaires provided, the majority of students gave positive responses to the use of digital technology in Indonesian language learning, particularly in



composing expository texts. Some key findings include:

a. Increased Student Engagement

The majority of students expressed that digital technology made learning more interesting and less boring. Features such as learning videos and online discussion platforms made them more active in the learning process.

b. Easier Access to Learning Materials

Students felt that access to learning materials through e-learning platforms made it easier for them to understand and review the material at any time, without time or place constraints.

c. More Effective Collaboration

Platforms like Google Docs and Padlet allowed students to work collaboratively, share ideas, and edit expository texts together. This made them feel more confident in composing expository texts as a group.

d. Technology Challenges

Some students reported difficulties in accessing technology, such as unstable internet connections or a lack of initial understanding of the applications used. However, these issues were resolved with further guidance from teachers.

3. Improvement in Composing Expository Texts

The analysis of expository texts composed by students revealed improvements in both the structure and

quality of the texts after the use of digital technology:

a. More Organized Structure of Expository Texts

Before utilizing digital technology, many expository texts written by students lacked clear structure, particularly in distinguishing between the thesis, argumentation, and reassertion sections. After using technology such as tutorial videos and collaborative applications, students were able to organize their ideas more systematically and follow the correct structure of an expository text.

b. Improved Language Quality

Applications like Grammarly, which help students check for grammatical errors, spelling, and punctuation, contributed to an improvement in the language quality of expository texts. Many students who previously made frequent errors in punctuation and constructed less effective sentences were now able to correct these mistakes with the help of technology.

c. Stronger Use of Arguments

Students became more critical in using data and information as part of their argumentation. With access to various sources through technology, students found it easier to search for relevant data that supported their arguments in the expository texts.

d. Increased Confidence in Writing



Students reported feeling more confident in composing expository texts after being guided through digital applications that provided practice and immediate feedback from teachers and peers. Collaboration and peer revision also contributed to increasing their confidence in writing.

4. Teacher Evaluation of the Use of Digital Technology

Based on interviews with teachers, the use of digital technology was acknowledged to have a positive impact on Indonesian language learning, although there were several challenges that needed to be addressed:

a. Availability of Infrastructure

While the majority of students had access to devices and the internet, some students still faced challenges regarding infrastructure, such as limited internet quotas or inadequate devices.

b. The Role of the Teacher as a Facilitator

Teachers felt that with the presence of digital technology, their role had shifted more towards being facilitators and motivators, rather than just providers of content. They could give faster and more comprehensive feedback through e-learning platforms.

c. Improvement in Learning Quality

Teachers noted that the use of technology made learning more flexible and based on individual needs. Each

student could work at their own pace and learning style, and receive more personalized feedback.

Based on the data analysis, it can be concluded that the utilization of digital technology in Indonesian language learning significantly improved students' ability to compose expository texts. Digital technology not only made learning more engaging and interactive but also helped students understand the structure of expository texts and improve the quality of their writing. This improvement occurred through the use of applications and digital platforms that support collaboration, revision, and provide immediate feedback.

Discussion

In this study, the use of digital technology in teaching Indonesian, specifically for enhancing students' ability to write expository texts, shows significant results. This discussion will delve deeper into the impact of digital technology on learning, as well as discuss the findings of this research in the context of relevant learning theories.

1. Improvement of Expository Writing Skills with Digital Technology

One of the key findings in this study is the improvement in students' ability to write more structured and high-quality expository texts after utilizing digital technology. Digital technology, through various platforms such as Google



Classroom, Google Docs, and Grammarly, assists students in organizing their ideas, correcting language errors, and understanding the correct structure of an expository text. The researcher found that these applications allow students to collaborate and revise texts in real-time, which accelerates their understanding of the material and improves the quality of the texts they produce.

Previous studies also support this finding. For instance, Arsyad (2017) states that digital technology, such as the use of e-learning applications and collaborative platforms, can enhance the effectiveness of learning by providing a more interactive and practical learning experience. This enables students to actively engage in the learning process, which contributes to a better mastery of the material, including in the learning of how to write expository texts.

2. Increase in Student Motivation and Engagement

In this study, students reported an increase in motivation and engagement in learning that utilized digital technology. The facilities provided by technology, such as learning videos, access to materials that can be reviewed anytime, and collaborative applications, allowed students to learn in a more independent and interactive manner. This result aligns with the findings of Barker and McNaught (2009), who showed

that the use of technology in learning can enhance students' interest and engagement, as technology offers flexibility in the way and time they learn.

Collaborative Learning and Technology Johnson & Johnson (2014), in their research on collaborative learning, stated that technology supports collaborative learning by enabling students to share ideas and resources online. In this case, applications such as Google Docs and Padlet greatly support the collaborative learning of writing expository texts, which improves the quality and creativity of students' writing. The use of technology also allows students to collaborate in groups online, which not only enhances their social skills but also boosts their confidence in composing expository texts. Rahmawati (2019) also found that technology-based learning, especially when it involves collaboration, can enhance students' communication and problem-solving skills.

3. The Role of Technology in Developing Writing Skills

In the context of composing expository texts, digital technology helps students develop better writing skills by providing tools to evaluate and correct errors. Applications such as Grammarly offer instant feedback on grammar and spelling, while Google Docs makes it easier for students to revise their work and receive input from classmates or teachers. This



enables students to understand the mistakes they make and learn to avoid similar errors in the future. This is supported by research conducted by Sharma & Krishnan (2018), which emphasizes that technological tools, such as spell check and grammar correction applications, can significantly improve the quality of students' writing. These applications not only enhance the quality of the language but also teach students to be more meticulous and cautious when writing.

4. Challenges in the Utilization of Digital Technology

However, this study also identifies several challenges that arise in the use of digital technology, particularly related to infrastructure gaps and technology access among students. Some students expressed difficulty in accessing learning materials or submitting assignments due to limited internet connections or inadequate devices. This finding reflects the statement by Satriawan (2020), who mentioned that although technology offers many benefits, access gaps in various regions can become a major barrier in implementing effective educational technology.

Utilization of Digital Technology in Education Bates (2015) stated that digital technology provides many benefits in education, such as facilitating individualized learning and offering

broader access to learning materials. In the context of writing instruction, Clark (2012) emphasized that the use of technology allows students to receive faster and more relevant feedback, which is crucial in the process of composing expository texts.

Additionally, while most students feel helped by the use of technology, some students reported feeling anxious or overwhelmed by the use of applications that were new to them, indicating a need for further training for both students and teachers to optimally utilize technology. Pangestu (2018) also noted that students' lack of understanding of new technology could reduce the benefits of technology in learning.

The use of technology also improves students' writing skills, both in terms of the structure of expository texts and language quality. However, to achieve optimal results, attention must be paid to equitable access to technology, especially for students living in areas with limited infrastructure. Furthermore, it is important for teachers to provide more intensive guidance, particularly in utilizing the available applications and platforms. This study shows that with the right integration of technology and conventional teaching methods, the learning process of Bahasa Indonesia, especially in composing expository texts, can be significantly enhanced. Technology-based learning can



provide a more engaging, relevant, and effective learning experience for students, preparing them to face challenges in the digital age.

C. Conclusion

Based on the research results on the utilization of digital technology in learning Indonesian to improve students' ability to compose expository texts, it can be concluded that:

1. Effective Utilization of Digital Technology to Improve Expository Writing Skills

The use of digital technology, such as Google Classroom, Google Docs, YouTube, and Grammarly, has proven to be effective in helping students understand the structure and rules of expository writing. These applications enable students to work collaboratively, correct language errors, and improve the quality of their texts.

2. Increased Student Engagement and Motivation

Digital technology also increases student engagement and motivation in learning. Easier access to learning materials, video tutorials, and opportunities to collaborate online make students more active and motivated to learn.

3. Improvement in the Quality of Expository Texts

Students showed significant improvement in the quality of the expository texts they created, especially in terms of structure, correct use of grammar, and more logical organization of ideas. Digital technology helps students revise their texts more efficiently and receive immediate feedback from teachers.

4. Challenges in Access to Technology

Although many students benefited from technology, the gap in access to technology in certain areas or among specific groups of students remains a challenge. Some students faced difficulties accessing online learning materials, which affected the smoothness of the learning process.

Suggestions

Based on the findings and conclusions obtained, several suggestions can be provided to improve the effectiveness of utilizing digital technology in Indonesian language learning, particularly in composing expository texts, as follows:

1. Improving Access to Technology

Schools and the government need to collaborate to improve access to technology across all regions, especially for students living in areas with limited infrastructure. Providing more equal access to devices and internet services will allow all students to benefit equally from the use of technology in learning.



2. Training and Guidance for Teachers and Students

To optimize the use of technology, teachers should receive more intensive training on how to use various digital platforms that support learning. Additionally, students need guidance on how to effectively use technology to compose expository texts.

3. Diversification of Digital Learning Methods

To make learning more inclusive, teachers are advised to use a variety of digital methods, such as video-based learning, project-based learning, and collaborative platforms, that accommodate different learning styles. This will enhance students' learning experiences and make them more engaged in the learning process.

4. Regular Evaluation of Technology Use

To ensure the effectiveness of technology use in learning, periodic evaluations should be conducted regarding learning achievements and the challenges faced by students and teachers. This evaluation can provide a clear picture of the successes and challenges in utilizing technology in the classroom.

5. Integrating Technology into the Curriculum

The application of technology should be well-integrated into the existing curriculum. Therefore, updates to the

curriculum should be made to allow digital technology to become an essential part of the language learning process, so that students can become accustomed to using technology in their daily learning lives.

With these steps, it is hoped that the use of digital technology in Indonesian language learning will continue to develop and yield maximum results, especially in enhancing students' ability to compose well-structured expository texts.

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