

ABSTRACT

Ramadhan, Muhammad Bagja (2025): Exploring Students' Experience in Writing Narrative Text on Quora Application

Writing is an essential skill in language learning that allows students to express their ideas, thoughts, and creativity. Among various types of writing, narrative text plays a crucial role in helping students develop storytelling abilities, engage readers, and enhance their writing proficiency. However, many students face challenges in writing narrative texts due to difficulties in structuring their ideas, maintaining coherence, and utilizing appropriate language features.

With the advancement of digital platforms, social media, and online forums, students now have various opportunities to practice and improve their writing skills outside traditional classroom settings. One such platform is *Quora Application*, a widely used question-and-answer website that allows users to share knowledge, experiences, and opinions. Over the years, *Quora Application* has also become a space for students to write and share their narratives, receiving feedback from a diverse audience, which can contribute to their learning process.

Despite its growing popularity, research on students' experiences in writing narrative texts on *Quora Application* remains limited. While some studies have explored the role of digital platforms in enhancing students' writing skills, few have specifically investigated how *Quora Application* influences their motivation, engagement, and improvement in writing narratives. Understanding students' experiences on this platform is essential to uncover the potential benefits and challenges associated with online writing.

This study aims to explore students' experiences in writing narrative texts on *Quora Application* by examining their perceptions, challenges, and learning outcomes. By analysing students' reflections, engagement levels, and feedback received on their narratives, this research seeks to provide insights into how digital platforms like *Quora Application* can support and enhance students' writing skills. The findings from this study may also offer valuable implications for educators in integrating online platforms into writing instruction and fostering a more interactive and engaging learning environment.

Keywords: Narrative Writing, EFL, English as a Foreign Language, *Quora Application*, Digital Platform.