

**EXPLORING EFL STUDENTS' EXPERIENCES IN WRITING ENGLISH QUOTES ON SOCIAL MEDIA
AMONG FOURTH-SEMESTER CLASS B STUDENTS AT ISLAMIC UNIVERSITY OF RIAU****Syafa Azzahra**English Education Study Program, Faculty of Teacher Training and Education,
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Abstract: Social media has become an important platform for EFL students to communicate, express ideas, and practice English outside formal classroom settings. One common activity is writing English quotes on social media, which allows students to combine language learning with self-expression. This study aimed to explore EFL students' experiences in writing English quotes on social media among fourth-semester Class B students at the English Education Department of Islamic University of Riau. This study employed a qualitative descriptive approach with a narrative inquiry design. The data were collected through a questionnaire distributed to 21 students consisting of 15 close-ended statements and one open-ended question based on John Dewey's Theory of Experience. The findings revealed that students generally had positive experiences in writing English quotes on social media. The activity helped students improve vocabulary, grammar awareness, and writing skills while encouraging self-expression, personal reflection, motivation, and creativity. Students also reported that social media provided opportunities for authentic language use and interaction with wider audiences. Although some participants experienced challenges related to confidence and fear of making mistakes, the overall findings indicate that writing English quotes contributes positively to students' English learning experiences. Therefore, writing English quotes can be considered a meaningful digital writing practice that supports language development, self-expression, and digital literacy among EFL students.

Keywords: EFL Students, English Quotes, Social Media, Digital Writing Practice, Students' Experiences.

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I. INTRODUCTION

The rapid development of digital technology has significantly transformed the way people communicate, interact, and learn in everyday life. In educational contexts, technology has created new opportunities for students to engage in learning activities beyond traditional classroom boundaries. Social media platforms such as Instagram, WhatsApp, and TikTok have become an inseparable part of university students' daily lives, serving not only as tools for communication and entertainment but also as platforms for self-expression, idea sharing, and identity construction. Through these platforms, students actively create and share various forms of digital content, including photos, videos, captions, reflections, and written quotes.

In the context of English as a Foreign Language (EFL), social media offers valuable opportunities for language learning, particularly in writing. Writing is considered one of the most challenging productive skills because it requires learners to generate ideas, organize information, select appropriate vocabulary, apply grammatical rules, and communicate

meaning effectively. According to Harmer (2004), writing is a process of expressing ideas and thoughts in written language that requires both linguistic competence and cognitive organization. Therefore, writing plays an essential role in developing students' communicative competence and language proficiency.

One increasingly popular activity among EFL students is writing English quotes on social media. English quotes are short written expressions used to communicate ideas, emotions, beliefs, values, and personal reflections. Students often post motivational messages, life lessons, religious reflections, emotional experiences, and personal opinions through English quotes. Unlike formal classroom writing tasks, writing English quotes on social media is usually voluntary, authentic, and personally meaningful. Students write because they want to express themselves, share ideas, and connect with others through English.

Writing English quotes may contribute positively to students' language development. Before publishing their posts, students often search for new vocabulary, pay attention to grammatical structures, and organize their ideas carefully. This process allows learners to practice English in authentic situations outside the classroom. In addition, writing English quotes may increase learners' confidence, motivation, creativity, and engagement in language learning. Through regular practice, students can develop their writing skills while simultaneously expressing their personal thoughts and experiences.

The phenomenon of writing English quotes on social media can be explained through John Dewey's (1938) Theory of Experience. Dewey argues that meaningful learning occurs through continuous interaction between individuals and their environment. Learning is not merely the acquisition of knowledge but also involves reflection, participation, emotion, and social interaction. Through writing English quotes on social media, students engage in meaningful experiences that may influence their linguistic, emotional, and social development. Therefore, Dewey's theory provides an appropriate framework for understanding students' experiences in digital writing practices.

Several previous studies have highlighted the positive role of social media in language learning. Researchers have found that social media can increase students' motivation, confidence, communication skills, and opportunities to practice English outside formal educational settings. Other studies have also shown that digital writing activities contribute to vocabulary development, writing fluency, learner autonomy, and digital literacy. Furthermore, students often perceive social media as a flexible and engaging learning environment that supports language development.

Despite the growing number of studies on social media and language learning, limited research specifically explores EFL students' experiences in writing English quotes as an independent digital writing practice outside formal classroom settings. Most previous studies focus on classroom implementation, social media usage in general, or digital literacy practices rather than students' personal experiences in creating English quotes. In addition, limited studies have investigated this phenomenon among university students in the Indonesian higher education context, particularly at Islamic University of Riau.

Therefore, this study aims to explore EFL students' experiences in writing English quotes on social media among fourth-semester Class B students at the English Education Department of Islamic University of Riau. The study focuses on students' experiences based on five aspects derived from Dewey's Theory of Experience, namely reflection, interaction, emotion, action or participation, and social engagement. Understanding these experiences may provide valuable

insights into how digital writing practices contribute to students' language development and personal growth.

Based on the objective above, this study is designed to answer the following research question:

RQ: How do fourth-semester Class B EFL students at Islamic University of Riau experience writing English quotes on social media as a form of digital writing practice

II. REVIEW OF RELATED LITERATURE

2.1 Experience Theory

Experience refers to the interaction between individuals and their environment that contributes to learning and personal growth. According to Dewey (1938), meaningful learning occurs when individuals actively engage with situations and reflect on those experiences. Experience is not limited to what happens to a person but also includes how individuals interpret and give meaning to events. Through continuous interaction and reflection, learners develop new knowledge, attitudes, and behaviors. Therefore, Dewey's theory provides an appropriate framework for understanding students' experiences in writing English quotes on social media.

2.2 Writing

Writing is a productive language skill used to communicate ideas, thoughts, and feelings through written language. Harmer (2004) explains that writing involves several processes, including generating ideas, organizing information, selecting appropriate vocabulary, and applying grammatical structures. Writing also requires learners to consider their audience and purpose to communicate effectively. Through regular writing practice, students can improve both their linguistic competence and critical thinking skills. In this study, writing refers to the activity of composing and sharing English quotes on social media platforms.

2.3 Social Media and Language Learning

Social media has become an important platform for communication and information sharing in modern society. According to Kaplan and Haenlein (2010), social media consists of internet-based applications that enable users to create and exchange user-generated content. In language learning contexts, social media provides opportunities for learners to use English in authentic situations and interact with broader audiences. Students can engage in meaningful communication, receive feedback, and practice language skills beyond classroom boundaries. Therefore, social media can function as a supportive environment for language development and learner autonomy.

2.4 English Quotes as Self-Expression

English quotes are short written expressions used to communicate ideas, emotions, beliefs, and personal reflections. Pennebaker (1997) argues that expressive writing allows individuals to organize thoughts, reflect on experiences, and communicate emotions effectively. Through writing English quotes, students can share meaningful messages while practicing their language skills. The activity also enables learners to connect personal

experiences with language use in authentic contexts. As a result, English quotes serve both educational and personal functions for EFL students.

2.5 Relevant Studies

Previous studies have highlighted the positive role of social media in language learning. Researchers have found that social media can increase students' motivation, confidence, and opportunities to practice English outside formal educational settings. Other studies have also shown that digital writing activities contribute to vocabulary development, writing fluency, and learner autonomy. Furthermore, students often perceive social media as a flexible and engaging learning environment. These findings support the importance of investigating students' experiences in writing English quotes on social media.

III. METHODOLOGY

3.1 Research Design

This study employed a qualitative descriptive approach using a narrative inquiry design. Narrative inquiry focuses on understanding participants' experiences, perceptions, and interpretations of a particular phenomenon. The phenomenon investigated in this study was students' experiences in writing English quotes on social media.

3.2 Participants

The participants of this study were 21 fourth-semester Class B students from the English Education Department at Islamic University of Riau. The participants were selected through purposive sampling because they had direct experience in writing English quotes on social media. Their experiences provided relevant information related to the phenomenon investigated in this study. The participants actively use social media platforms such as Instagram, WhatsApp, and TikTok for sharing English content. Therefore, they were considered suitable sources of data for this research.

3.3 Research Instrument

The primary instrument used in this study was a questionnaire distributed through Google Forms. The questionnaire consisted of 15 close-ended statements and one open-ended question developed based on John Dewey's Theory of Experience. The statements were categorized into five aspects: reflection, interaction, emotion, action or participation, and social engagement. The close-ended items used a four-point Likert Scale consisting of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The open-ended question was included to obtain richer descriptions of students' experiences and perceptions.

3.4 Data Collection

The questionnaire was distributed online using Google Forms to all participants. Before completing the questionnaire, participants were informed about the purpose of the study and the instructions for answering the questions. They were asked to respond honestly based on their actual experiences in writing English quotes on social media. The questionnaire remained accessible for four days to ensure that all participants had sufficient time to submit their

responses. After the data collection period ended, all responses were downloaded and prepared for analysis

3.5 Data Analysis

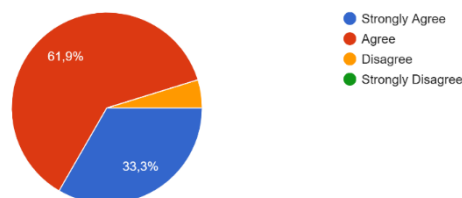
The collected data were analyzed using descriptive qualitative analysis. Responses from the close-ended items were classified according to the five aspects of experience derived from Dewey's theory. The researcher then identified dominant response patterns and interpreted them descriptively. Meanwhile, responses from the open-ended question were analyzed using thematic analysis to identify recurring ideas and themes. Finally, the findings were interpreted to explain how students experience writing English quotes on social media and how the activity influences their English learning.

IV. FINDINGS AND DISCUSSION

4.1 Findings

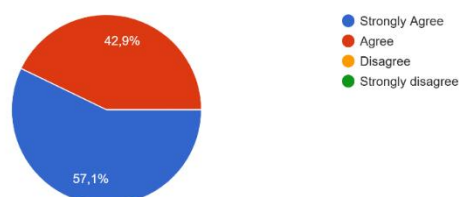
The findings of this study were obtained from a questionnaire distributed to 21 fourth-semester Class B students at the English Education Department of Islamic University of Riau. The questionnaire consisted of fifteen close-ended statements and one open-ended question based on John Dewey's Theory of Experience. The findings are presented according to five aspects: reflection, interaction, emotion, action or participation, and social engagement.

Reflection 1. Writing English quotes on social media helps me organize my ideas more clearly.
21 jawaban



The results showed that 33.3% of students strongly agreed, 61.9% agreed, 4.8% disagreed, and none strongly disagreed. The majority of respondents gave positive responses to this statement. This finding suggests that writing English quotes helps students organize and express their thoughts in a clearer and more structured way. Several students also mentioned in the open-ended responses that writing quotes allows them to communicate their ideas more effectively.

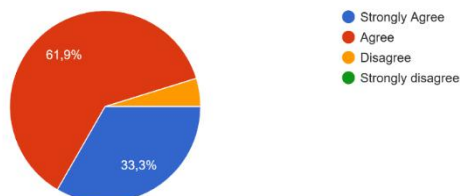
2. I think carefully before posting English quotes on social media.
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The findings revealed that 57.1% of students strongly agreed and 42.9% agreed with the statement, while no students selected disagree or strongly disagree. These results indicate that

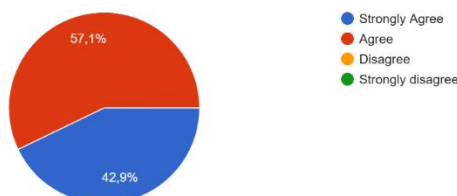
students tend to reflect carefully before sharing content online. They consider vocabulary choice, sentence meaning, and overall message before posting their English quotes.

3. Writing English quotes helps me reflect on my ideas and experiences
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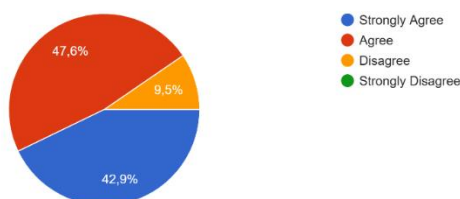
A total of 33.3% of respondents strongly agreed, 61.9% agreed, and 4.8% disagreed. Most students believed that writing English quotes encourages personal reflection. The open-ended responses showed that students often use quotes to express feelings, experiences, and personal thoughts, making the activity meaningful beyond language practice.

Interaction 4. Writing English quotes helps me learn new English vocabulary.
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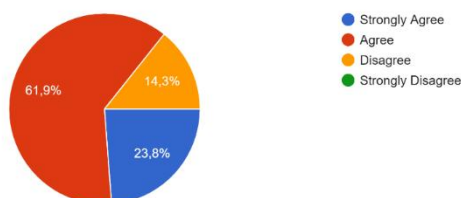
The results indicated that 42.9% strongly agreed and 57.1% agreed with the statement. No students selected negative responses. This means that 100% of participants viewed writing English quotes as beneficial for vocabulary development. Many students explained that they often searched for new words and expressions before posting content.

5. Writing English quotes allows me to use English in real situations.
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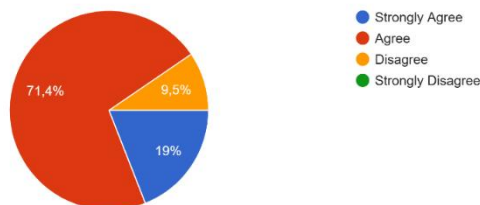
The findings showed that 42.9% strongly agreed, 47.6% agreed, and 9.5% disagreed. Most students felt that social media provides opportunities to use English in authentic contexts outside the classroom. Through writing quotes, students can communicate with real audiences and apply their English skills in everyday situations.

Emotion 6. I feel confident when sharing English quotes on social media.
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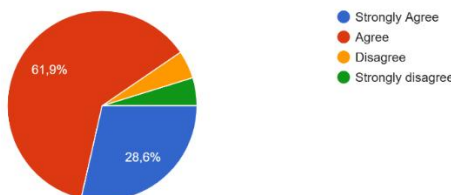
The results revealed that 23.8% strongly agreed, 61.9% agreed, and 14.3% disagreed. Although most students felt confident, some still experienced uncertainty when posting in English. Based on the open-ended responses, concerns about grammar mistakes and language accuracy were the main reasons for lower confidence.

7. I enjoy writing English quotes on social media.
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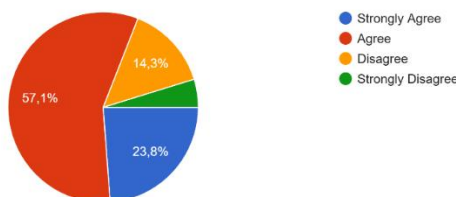
A total of 19.0% strongly agreed, 71.4% agreed, and 9.5% disagreed. These findings indicate that students generally enjoy writing English quotes. Many participants described the activity as interesting, enjoyable, and creative, making English practice feel less formal and more engaging

8. Writing English quotes motivates me to improve my English skills.
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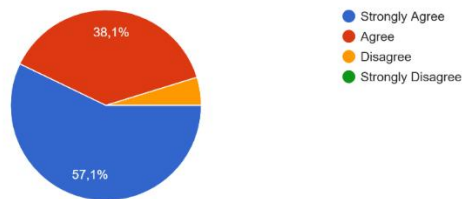
The results showed that 28.6% strongly agreed, 61.9% agreed, 4.8% disagreed, and 4.8% strongly disagreed. Overall, 90.5% of respondents expressed positive views. This finding suggests that writing English quotes can motivate students to improve their English proficiency, particularly in vocabulary and writing skills.

Action/Participation 9. I regularly write English quotes on social media.
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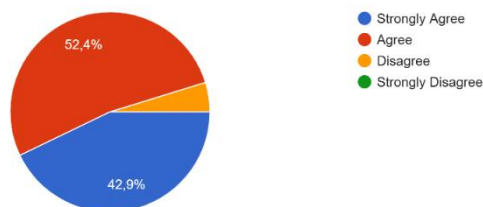
The findings shows that 23.8% strongly agreed, 57.1% agreed, 14.3% disagreed, and 4.8% strongly disagreed. Although most students reported regularly writing English quotes, the responses suggest that participation levels vary. Some students stated that they only write occasionally because they lack confidence or inspiration.

10. I revise my English quotes before posting them.
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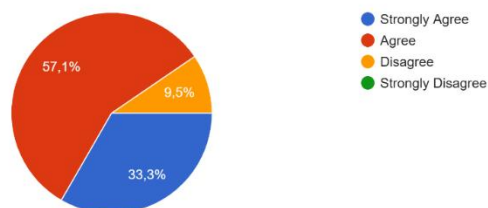
The results indicated that 57.1% strongly agreed, 38.1% agreed, and 4.8% disagreed. Nearly all respondents reported revising their writing before posting. This suggests that students are concerned about the quality and accuracy of their English quotes and often review their work before sharing it publicly.

11. I pay attention to grammar and vocabulary when writing English quotes.
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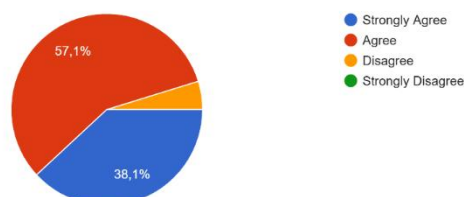
The findings showed that 42.9% strongly agreed, 52.4% agreed, and 4.8% disagreed. The majority of students were aware of the importance of grammar and vocabulary when writing. Their responses indicate that language accuracy is an important consideration during the writing process.

Social Engagement 12. I consider my audience when writing English quotes.
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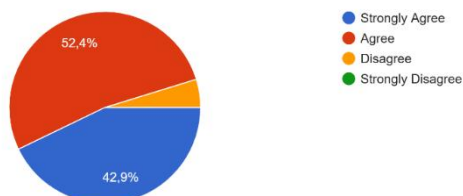
The results revealed that 33.3% strongly agreed, 57.1% agreed, and 9.5% disagreed. Most respondents considered who would read their posts before publishing them. This suggests that audience awareness influences the way students construct and present their messages.

13. Feedback from others encourages me to continue writing in English.
21 jawaban



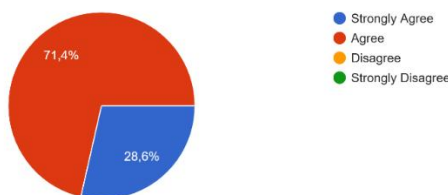
The findings indicated that 38.1% strongly agreed, 57.1% agreed, and 4.8% disagreed. Most students felt encouraged by feedback received from other users. Positive comments and reactions appeared to increase their motivation to continue practicing English writing.

14. Interacting with other users helps me improve my English writing.
 21 jawaban



The results showed that 42.9% strongly agreed, 52.4% agreed, and 4.8% disagreed. Most respondents believed that interaction with others contributed to their writing improvement. Through reading comments and observing other users' writing, students were able to learn new expressions and writing styles.

15. Writing English quotes allows me to share my thoughts with others.
 21 jawaban



The findings revealed that 28.6% strongly agreed and 71.4% agreed, while no students selected negative responses. This means that 100% of participants viewed writing English quotes as a way to express ideas and communicate with others. The result highlights the role of social media as a platform for self-expression and communication.

To gain a deeper understanding of students' experiences, participants were asked an open-ended question about their experiences in writing English quotes on social media and how this activity influences their English learning. The responses were analyzed using thematic analysis. Four major themes found from the data: language improvement and writing development, self-expression and personal reflection, motivation and enjoyment, and challenges in writing English quotes.

Theme	Frequency (n=21)	Percentage
Language Improvement and Writing Development	15	71.4%
Self-Expression and Personal Reflection	9	42.9%
Motivation, Creativity, and Enjoyment	7	33.3%
Challenges and Lack of Confidence	3	14.3%

The most dominant theme identified in the responses was language improvement and writing development. Fifteen out of twenty-one participants (71.4%) stated that writing English quotes helped them improve various aspects of their English skills, including vocabulary, grammar, sentence structure, fluency, and writing ability.

Many participants explained that writing quotes encouraged them to practice English regularly and exposed them to new vocabulary and expressions. Some students also reported becoming more aware of grammar usage and sentence construction when preparing quotes for publication on social media. These findings indicate that writing English quotes functions as an informal learning activity that supports language development through continuous practice.

The second most common theme was self-expression and personal reflection. Nine participants (42.9%) described English quotes as a medium for expressing thoughts, feelings, opinions, and personal experiences.

Students mentioned that they often write motivational, inspirational, or emotional messages that reflect their personal perspectives. Through this activity, they were able to communicate ideas that might be difficult to express in everyday conversations. This finding suggests that writing English quotes allows students to connect language learning with meaningful personal experiences.

Seven participants (33.3%) emphasized the enjoyable and motivating nature of writing English quotes. Students described the activity as fun, interesting, creative, and aesthetically appealing. Several respondents reported that writing quotes made English learning more enjoyable because it allowed them to create content based on their own interests and feelings. Others appreciated the opportunity to share positive messages with others through social media. These responses indicate that positive emotional experiences contribute to students' willingness to engage in English writing activities outside the classroom.

Although most participants reported positive experiences, three participants (14.3%) mentioned challenges related to writing English quotes. The primary difficulties involved fear of grammatical errors, limited experience, and lack of confidence when sharing English content publicly. Some students expressed concerns about making mistakes in grammar or vocabulary, which made them hesitant to post English quotes on social media. Despite these challenges, the responses suggest that students remain interested in improving their English skills through writing activities.

Overall, the findings indicate that students generally have positive experiences in writing English quotes on social media. The closed-ended questionnaire revealed that most participants agreed that this activity helps them organize ideas, reflect on personal experiences, learn new vocabulary, and practice English in authentic situations. Students also reported paying attention to grammar and vocabulary, revising their writing before posting, and considering their audience when sharing content. In addition, many respondents stated that writing English quotes increases their motivation to improve their English skills and allows them to communicate their thoughts more effectively. These findings suggest that writing English quotes serves as a meaningful activity that supports both language learning and personal expression.

The open-ended responses further support these findings by highlighting several key themes, including language improvement, self-expression, motivation, and challenges in writing. Most participants explained that writing English quotes helped them develop

vocabulary, grammar awareness, and writing skills through regular practice. Students also viewed social media as a platform for expressing feelings, sharing experiences, and communicating ideas creatively. Although a small number of participants reported difficulties related to confidence and fear of making mistakes, the overall responses reflected positive attitudes toward the activity. Therefore, writing English quotes on social media can be considered a valuable digital writing practice that promotes linguistic development, creativity, and meaningful learning experiences among EFL students.

4.2 Discussion

The findings indicate that writing English quotes on social media provides meaningful learning experiences for EFL students. Based on the reflection aspect, students reported that writing English quotes encouraged them to think carefully, organize ideas, and reflect on personal experiences before publishing content. This finding supports Dewey's (1938) theory, which emphasizes reflection as an essential component of meaningful learning experiences.

Interaction aspect demonstrates that students actively use social media as a platform for language learning. Most participants reported learning new vocabulary and practicing English in authentic situations. This finding suggests that social media extends language learning beyond classroom boundaries and creates opportunities for authentic communication.

The emotional aspect reveals that students generally feel confident, motivated, and enthusiastic when writing English quotes. Positive emotional engagement may encourage students to participate more actively in language learning activities. These findings support Dewey's view that meaningful experiences involve emotional as well as cognitive dimensions.

The findings related to action and participation show that students actively engage in the writing process. Most participants reported revising their work, paying attention to grammar, and regularly creating English content. This finding is consistent with Harmer's (2004) perspective that writing is a process requiring planning, revision, and continuous improvement.

Social engagement aspect highlights the importance of interaction in digital learning environments. Students considered their audience, valued feedback, and believed that interactions with others contributed to writing improvement. This finding supports Vygotsky's (1978) theory, which emphasizes the role of social interaction in knowledge construction and learning development.

The open-ended findings further strengthen the quantitative results. Most students perceived writing English quotes as beneficial for vocabulary development, grammar awareness, writing skills, self-expression, and motivation. Although some students experienced challenges related to confidence and fear of making mistakes, these difficulties did not appear to outweigh the positive benefits reported by participants.

Overall, the findings suggest that writing English quotes on social media is not merely a social activity but also a meaningful educational experience. Through reflection, interaction, emotion, participation, and social engagement, students develop language skills while simultaneously expressing themselves and participating in digital communities. Therefore, writing English quotes can be considered a valuable digital writing practice for EFL students.

V. CONCLUSION AND SUGGESTIONS

5.1 Conclusion

This study aimed to explore EFL students' experiences in writing English quotes on social media among fourth-semester Class B students at the English Education Department of Islamic University of Riau. The study focused on five aspects derived from Dewey's Theory of Experience, namely reflection, interaction, emotion, action or participation, and social engagement.

The findings revealed that students generally had positive experiences in writing English quotes on social media. The activity helped students organize ideas, reflect on personal experiences, develop vocabulary, improve grammar awareness, and strengthen writing skills. Furthermore, students reported increased confidence, motivation, creativity, and engagement in English learning. Social media also provided opportunities for authentic communication and interaction with wider audiences.

The findings indicate that writing English quotes functions not only as a form of self-expression but also as a meaningful digital writing practice that supports language development and digital literacy. Although some students experienced challenges related to confidence and fear of making mistakes, the overall benefits outweighed the difficulties. Therefore, writing English quotes can be considered a valuable activity that contributes positively to EFL students' learning experiences.

5.2 Suggestions

1. For Students

Students are encouraged to continue writing English content on social media as a way to improve language skills and confidence. They should view social media not only as a platform for entertainment but also as an opportunity for authentic language practice and self-expression.

2. For Lecturers

Lecturers are encouraged to integrate digital writing activities into language learning programs. Encouraging students to create English content on social media may help increase motivation, creativity, and engagement in English learning.

3. For Future Researchers

Future researchers are encouraged to explore similar topics using interviews, observations, or mixed-method approaches to obtain deeper insights into students' experiences. Researchers may also investigate other forms of digital writing practices and involve larger participant groups from different educational contexts.

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