Bliss Journal : Broadening Linguistics, Literature, Education, and Study of Learning Media,
Vol. 02, No. 01 (01-19)

Enhancing Students' Recount Writing Skills through Meta AI Integration in WhatsApp: A Study of Eighth-Grade Learners

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Abstract

The rapid advancement of digital technology has reshaped the way students learn and teachers deliver instruction, particularly in the area of writing. Writing is one of the most challenging skills for students in English as a Foreign Language (EFL) learning, and many learners struggle with grammar accuracy, vocabulary range, coherence, and organization. This study aimed to explore the use of Meta AI through WhatsApp as a digital support tool for teaching recount text writing among eighth-grade students at SMPN 1 Sukodadi, Lamongan. Employing a qualitative descriptive design, the study involved classroom observation, writing samples, and semi-structured interviews with students and their English teacher. The findings revealed that students made notable progress in several aspects of writing, with the most significant improvements observed in grammar, coherence, and organization. Students also reported higher confidence and motivation when writing, as they felt supported by the immediate feedback provided by Meta AI. The teacher observed similar benefits but also highlighted challenges such as students' over-reliance on AI suggestions and occasional technical issues. These results indicate that Meta AI can serve as an effective complementary tool to enhance students' writing skills when mediated by teacher guidance. The study concludes that integrating AI into familiar platforms like WhatsApp provides both opportunities and challenges for language learning, and further research is recommended to examine its long-term effects across different writing genres.

Keywords: Meta AI; WhatsApp; recount text; writing skills; English as a Foreign Language (EFL); digital learning

Introduction

Writing in English as a Foreign Language (EFL) has long been recognized as a crucial skill that not only supports students in expressing their thoughts but also serves as a medium for critical thinking and assessment in academic settings. Students who are able to write effectively demonstrate greater competence in organizing ideas, reflecting on experiences, and presenting knowledge in structured ways (Grigorenko, 2021; Isroyani et al., 2023). However, despite its importance, writing remains one of the most challenging skills for EFL learners to master. Learners often face difficulties in generating ideas, maintaining coherence, and applying correct grammar in their compositions (Chicho, 2021; Baharudin et al., 2023). Limited exposure to English, insufficient vocabulary, and a lack of structured writing practice frequently exacerbate these difficulties. For junior high school students, particularly those in the eighth grade, this stage represents a transition from basic sentence-level writing to more complex paragraph and text-level writing. Unfortunately, many students continue to struggle, which results in

low motivation and reduced confidence in writing tasks (Lucky & Anis, 2024; Sariakin & Mahmud, 2022).

One text genre widely used to support the development of writing skills at the secondary level is recount text. A recount text requires students to retell past events in chronological order, thereby encouraging them to organize ideas systematically while practicing the use of the simple past tense. It also provides opportunities to enrich vocabulary and apply cohesive devices to maintain logical flow (Fitriana et al., 2024; Maharani et al., 2025). Studies have shown that recount writing can help learners improve grammar and vocabulary while enhancing paragraph coherence and overall text organization (Sianipar et al., 2020; Noor, 2020). Beyond structural development, recount writing has motivational benefits, since it allows students to narrate personal experiences that are meaningful to them, thereby increasing engagement and a sense of ownership in the learning process (Sulasri et al., 2020; Situmorang et al., 2023). Yet, the potential of recount text is often not fully realized in classrooms due to limited feedback and monotonous teaching methods, which leave many students unable to develop confidence in their writing abilities (Rao, 2023).

The rise of digital technologies has introduced new avenues for addressing these challenges by transforming teaching and learning practices. Digital integration in education facilitates access to information, supports collaboration, and creates interactive learning environments that can enhance motivation (Alenezi et al., 2023; Emma, 2024). Information and communication technology (ICT) in particular has proven to be an effective tool in supporting both teachers and learners. Its integration helps students practice skills beyond classroom walls while enabling teachers to provide more varied instruction and resources (Esather & Amam, 2024; Djibran et al., 2024). As the global demand for digital literacy grows, being able to adapt and utilize digital tools has become a necessity for students in the 21st century, preparing them not only for academic success but also for competitiveness in future workplaces (Anita, 2024; Umar, 2024).

Artificial intelligence (AI) has emerged as one of the most influential technologies in education. Its adaptive systems provide personalized feedback, track progress, and support learning in real time. In writing instruction, AI-based tools are increasingly valued for their ability to assist students in grammar correction, vocabulary development, and idea organization (Vieriu & Petrea, 2025; Hennekeuser et al., 2024). The integration of AI into educational settings has also been associated with reducing writing anxiety by encouraging revision and providing immediate feedback (Marzuki et al., 2023; Nurmala et al., 2023). Nonetheless, researchers have also pointed out several challenges, such as the danger of over-reliance on AI tools, algorithmic bias, and the risk of students misinterpreting suggestions without critical evaluation (Porayska-Pomsta et al., 2024; Zawacki-Richter et al., 2019). These considerations highlight the need for AI

integration to be carefully guided by teachers so that students can develop not only accuracy but also independence and critical engagement in writing.

One of the most accessible and widely used platforms that incorporates AI is WhatsApp, which has integrated Meta AI as a conversational assistant. WhatsApp is already familiar to students, making it a practical medium for embedding AI into their daily learning activities (Leenah et al., 2025). Through this integration, students can receive instant suggestions for grammar, vocabulary, and content organization, which supports the development of recount writing skills. Research has noted that Meta AI can encourage students to revise their writing, reduce anxiety, and develop more coherent texts by offering feedback in real time (Sajja et al., 2023). In addition, its presence in a platform students already use daily lowers barriers to technology adoption and allows learning to extend beyond classroom hours (Askaree et al., 2025; Solehudin & Rahmawati, 2024). However, while Meta AI has shown potential, it must be implemented responsibly to ensure that students engage critically with its suggestions and do not become overly dependent on automated assistance.

Previous studies have focused on the role of Meta AI in higher education contexts and on general academic writing. For example, Soriano et al. (2024) demonstrated the effectiveness of Meta AI in improving the academic writing proficiency of ESL university students, while Rehman and Khalil (2024) highlighted its impact on grammar learning through WhatsApp integration. Hussain et al. (2024) compared Meta AI and ChatGPT in detecting morphosyntactic errors among accounting students, showing Meta AI's relative effectiveness in handling complex grammatical issues. Although these findings illustrate the promise of AI in supporting academic writing, they largely center on higher education and broad academic skills. Very few studies have examined its impact on secondary school students or genre-specific writing such as recount texts, leaving a gap in the literature (Zawacki-Richter et al., 2019).

This study therefore seeks to fill that gap by exploring the perceptions of students and their teacher at SMPN 1 Sukodadi, Lamongan, regarding the use of Meta AI in WhatsApp to support recount text writing. The focus is on understanding how eighth grade students interact with AI during writing tasks, what benefits and challenges they experience, and how teachers perceive its role in instruction. By situating the research in a junior high school context, this study contributes insights into how widely available digital tools can be leveraged to enhance language learning. The findings are expected to inform teaching practices by demonstrating how AI, when balanced with teacher guidance, can support students in developing greater confidence and proficiency in writing recount texts.

Literature Review

Writing has been a central focus in language education research, as it is one of the essential productive skills that reflects learners' mastery of linguistic, cognitive, and social dimensions of communication. Numerous scholars argue that writing requires higher-order thinking skills since learners must plan, organize, and revise their work continuously (Coffin et al., 2005; Grigorenko, 2021). However, writing difficulties remain a persistent problem for many EFL learners, particularly in relation to coherence, organization, and grammatical accuracy. Baharudin et al. (2023) found that EFL students often fail to produce well-structured texts due to limited exposure to English and weak writing strategies. Similarly, Chicho (2021) emphasized that psychological factors, such as anxiety and lack of confidence, also play a role in hindering students' writing performance. These studies highlight that writing is not merely a linguistic activity but also a cognitive and affective process that demands effective instructional support.

Genre-based approaches have been widely used to address challenges in EFL writing classrooms. Derewianka (2015) explains that genre pedagogy helps learners understand how different types of texts are structured and the purposes they serve. Among the genres emphasized in school curricula, recount texts have gained considerable attention because of their potential to enhance students' narrative competence. Fitriana et al. (2024) showed that recount writing activities improved students' ability to construct ideas and sequence them logically, while Maharani et al. (2025) reported that topical approaches in recount writing encouraged learners to relate their personal experiences to academic contexts. Other research revealed that recount writing is effective in developing grammar, vocabulary, and discourse organization (Sianipar et al., 2020; Noor, 2020). Despite these advantages, students still face difficulties in recount writing when teachers provide limited feedback or rely on conventional teaching methods (Sulasri et al., 2020; Situmorang et al., 2023).

The integration of digital technology has been recognized as a promising solution to support writing development. According to Alenezi et al. (2023), the digitalization of education provides opportunities for flexible and personalized learning environments. Anita (2024) also stressed that digital literacy is essential for preparing students to meet the demands of the 21st century workforce. ICT-based tools offer teachers more creative ways to design interactive tasks and allow students to practice writing beyond classroom constraints (Djibran et al., 2024; Esather & Amam, 2024). Empirical studies have confirmed that platforms such as Facebook, Google Sites, and Jamboard can improve writing competence through collaborative tasks and interactive feedback (Astuti et al., 2020; Lucky & Anis, 2024; Irmayani et al., 2022). These findings suggest that the integration of technology does not only enhance writing skills but also improves student motivation and engagement.

In recent years, attention has shifted toward the role of artificial intelligence in education. AI-based tools have the ability to analyze student writing in real time,

providing suggestions for grammar correction, vocabulary enrichment, and text coherence (Hennekeuser et al., 2024; Vieriu & Petrea, 2025). Holstein et al. (2019) demonstrated how AI can complement teacher instruction by offering adaptive support during classroom activities. Research has also shown that AI reduces writing anxiety and encourages students to engage in self-revision (Marzuki et al., 2023; Nurmala et al., 2023). Nevertheless, scholars have raised concerns regarding the ethical implications and pedagogical limitations of AI, particularly when students rely heavily on automated feedback without critical evaluation (Porayska-Pomsta et al., 2024; Owoc et al., 2021). This duality underscores the importance of balancing AI integration with teacher supervision to maximize its benefits while minimizing risks.

Meta AI, integrated into WhatsApp, represents one of the most accessible AI tools for students. Leenah et al. (2025) investigated its use among university students and found that Meta AI enhanced psychological capital by providing immediate responses and adaptive feedback. Sajja et al. (2023) further highlighted its potential in creating personalized and adaptive learning experiences, which can be applied to writing activities. The familiarity of WhatsApp among students makes it a practical medium for integrating AI into learning, as it requires little additional training and aligns with students' daily communication practices (Askaree et al., 2025). This combination of accessibility and functionality positions Meta AI as a promising tool for improving writing skills in secondary school contexts. However, as Zawacki-Richter et al. (2019) noted in their systematic review, most AI research in education has focused on higher education, leaving limited exploration of its use in secondary schools and genre-specific tasks.

Several studies provide valuable insights into AI's role in writing instruction. For example, Hussain et al. (2024) compared Meta AI and ChatGPT in detecting errors among accounting students and concluded that Meta AI offered more precise morphosyntactic corrections. Rehman and Khalil (2024) studied grammar learning through WhatsApp integration and found improvements in accuracy and student engagement. Soriano et al. (2024) emphasized the potential of Meta AI in refining academic writing skills at the university level. While these studies show positive outcomes, their focus on higher education highlights a gap in understanding how AI can support younger learners, particularly in tasks such as recount writing. Therefore, further research at the junior high school level is essential to provide new perspectives and inform pedagogical practices.

Research Methods

This research employed a qualitative descriptive approach to explore how students and their teacher perceived the use of Meta AI in WhatsApp for supporting recount text writing. A descriptive design was considered appropriate since the

purpose of the study was not to test hypotheses, but rather to capture the natural experiences and perspectives of participants. In the context of EFL writing, descriptive studies provide valuable insights into how students engage with learning tools and how these tools influence their skills development.

The study was carried out at SMPN 1 Sukodadi, Lamongan, focusing on eighth grade students. This group was chosen because learners at this stage are expected to master the ability to write simple recount texts as part of the national English curriculum. Previous research has shown that junior high school students often encounter difficulties in expressing ideas, organizing events chronologically, and applying correct grammatical forms, which makes this group particularly suitable for an investigation of AI-assisted writing (Astuti et al., 2020).

Participants in the study consisted of a group of eighth grade students along with their English teacher. Students were selected purposively to represent varying levels of writing ability, from those with higher proficiency to those still struggling with basic text production. Purposive sampling was deemed appropriate as it ensured that the participants directly reflected the phenomenon under study. The inclusion of the teacher was also important since teacher perceptions provide a pedagogical perspective that complements student experiences (Holstein et al., 2019).

Data were gathered through classroom observations, writing samples, and semi-structured interviews. Observations allowed the researcher to document how students used Meta AI in authentic classroom interactions. Writing samples were collected to analyze improvements in grammatical accuracy, coherence, and organization. Semi-structured interviews were conducted to explore in greater depth the benefits and challenges students experienced, as well as the teacher's evaluation of the tool. The use of multiple instruments enabled triangulation of data sources, which increased the trustworthiness of the findings (Sulasri et al., 2020).

The analysis of the data was conducted thematically. Writing samples were examined for patterns of improvement in language accuracy and text organization, while interview transcripts were coded to identify recurring themes related to student and teacher perceptions. This process involved categorizing the data into meaningful units and interpreting them in light of the research questions. Thematic analysis was chosen because it allows for flexibility in capturing both expected and unexpected insights from the participants (Green & Appel, 2024).

Ethical considerations were prioritized during the research process. Participation was voluntary, and students gave assent with parental consent, while the teacher provided informed consent prior to the study. The identities of all participants were kept confidential to ensure privacy. Ethical principles such as respecting participants' rights and minimizing potential harm were observed throughout the data collection and reporting process (Porayska-Pomsta et al., 2024).

Findings and Discussion

Findings

The findings of this study are presented in two major parts. The first part focuses on the improvement of students' recount text writing after using Meta AI through WhatsApp, covering four main aspects: grammar, vocabulary, organization, and coherence. The second part describes students' and the teacher's perceptions regarding the use of Meta AI in the classroom, including benefits and challenges they experienced. Together, these findings provide a comprehensive picture of how Meta AI influenced the teaching and learning process in recount writing.

Before the intervention, students' writing revealed frequent grammatical inaccuracies. Many students confused verb forms, particularly in applying the past tense, which is fundamental to recount writing. For example, sentences such as "I go to school yesterday" or "She buy a book last week" were common. After using Meta AI, there was a noticeable improvement in accuracy. Students revised these sentences to "I went to school yesterday" and "She bought a book last week." This demonstrates that the instant corrections offered by Meta AI guided students toward more accurate usage of tense. Improvements in grammar were consistent across most students, though the degree of progress varied depending on their initial proficiency.

Vocabulary use also showed positive development. Initially, students tended to rely on limited and repetitive word choices such as "good," "bad," or "happy." After engaging with Meta AI, their word range became more varied and precise. Suggestions from the tool encouraged them to use words like "enjoyable," "memorable," "unpleasant," and "excited." For instance, one student originally wrote, "The trip was good," but revised it into, "The trip was enjoyable and memorable." This indicates that Meta AI not only corrected linguistic errors but also expanded students' lexical repertoire, making their texts richer and more engaging.

In terms of organization, recount texts produced before the intervention often lacked chronological order. Students tended to list events randomly or left out crucial details that connected one event to another. After receiving feedback, their recounts displayed clearer sequencing of events, often marked with transition signals such as "first," "then," "after that," and "finally." One student, who initially wrote a fragmented paragraph with no logical flow, was able to restructure her story into a coherent sequence using transitional phrases. This improvement suggests that Meta AI played an important role in scaffolding students' ability to organize their ideas effectively.

Coherence was another area where students benefited from Meta AI. Before using the tool, many texts lacked cohesive devices, making the writing appear disjointed. Sentences often stood in isolation rather than forming a connected

narrative. With AI assistance, students began incorporating linking words such as "because," "so," "however," and "although." This enabled them to establish clearer cause-and-effect relationships between events. The average improvement in coherence scores, as shown in Table 1, was the highest among the four assessed aspects. This reinforces the finding that Meta AI strongly supported students in building more logical and connected texts.

Table 1. Students' Writing Performance Before and After Using Meta AI

Aspect	Before Meta AI	After Meta AI	Improvement
Grammar	62	78	+16
Vocabulary	65	80	+15
Organization	60	76	+16
Coherence	58	75	+17

The table demonstrates that all four aspects showed improvement, with coherence and organization reflecting the most significant gains. This suggests that the tool was particularly effective in helping students connect and structure their ideas.

In addition to linguistic improvements, students reported changes in their confidence toward writing. Many stated that they felt less anxious about making errors since they knew Meta AI would provide feedback. One student mentioned, "I was not afraid to write a long paragraph because if I made mistakes, Meta AI helped me fix them." Another explained, "It makes me want to write more, because I know there is support." Such comments highlight the psychological benefits of the tool, which contributed to greater willingness to engage in writing activities.

Not all experiences were entirely positive. Some students expressed that they became dependent on Meta AI, often accepting suggestions without fully understanding the rules. One student admitted, "Sometimes I just click accept without thinking why it is correct." Another mentioned, "It gave me suggestions that I don't understand, so I just use them anyway." These reflections underline the risk of over-reliance on AI feedback, which could hinder the development of independent writing skills if not mediated by teacher guidance.

The teacher's perspective added an important dimension to the findings. She observed that Meta AI motivated students to participate more actively in writing activities, especially those who were previously reluctant to write. She explained, "Students who usually only write two or three sentences now try to make a whole paragraph because they feel supported." However, she also cautioned that "some students become too dependent and trust the AI completely, so I must remind them to learn from the suggestions." The teacher emphasized her role as a mediator, ensuring that students use Meta AI critically rather than passively.

A noteworthy variation was observed between students with different proficiency levels. High-achieving students tended to use AI feedback selectively, accepting some suggestions while rejecting others based on their own judgment. In

contrast, lower-achieving students often adopted suggestions directly without much modification. This shows that while Meta AI benefited all students, its impact was mediated by their initial writing ability.

To better illustrate student and teacher perceptions, common themes that emerged from the interviews are summarized in Table 2.

Table 2. Themes from Student and Teacher Perceptions

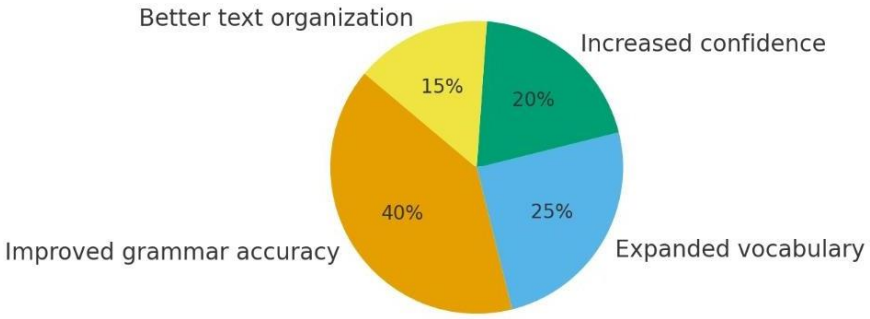
Category	**Students' Responses**	**Teacher's Observations**
Benefits	Improved grammar, richer vocabulary, reduced anxiety	Increased motivation, longer texts written
Challenges	Over-reliance, confusing suggestions, internet issues	Students trust AI blindly, need mediation
Learning Engagement	More willingness to write, curiosity to explore words	More active participation in class

The table indicates that both students and the teacher acknowledged benefits in terms of motivation and skill improvement. However, challenges such as over-reliance and occasional irrelevant feedback also emerged as significant themes.

Another finding was the role of Meta AI in encouraging collaborative learning. Several students reported that they sometimes compared AI feedback with their peers, discussing whether the corrections made sense. This peer interaction was observed during classroom activities, where students engaged in short discussions about which suggestion to use. Such collaboration enhanced their critical thinking and gave them opportunities to negotiate meaning.

Figure 1 provides a visual representation of the benefits most frequently reported by students.

Figure 1. Reported Benefits of Using Meta AI in Writing



The figure shows that grammar improvement was the most recognized benefit, but psychological and organizational aspects were also valued by a considerable portion of students.

The findings also highlighted several external challenges that affected the use of Meta AI. Technical problems, such as weak internet connections, sometimes interrupted writing sessions and reduced the effectiveness of the tool. Additionally, some students expressed concern that they could not always distinguish between AI-generated suggestions and their own original ideas. This created uncertainty

about ownership of their writing, reflecting a new dimension of academic integrity in the use of AI tools.

Overall, the findings reveal that Meta AI had a significant positive impact on students' recount text writing, particularly in improving grammar, coherence, and organization. It also contributed to reducing writing anxiety and increasing motivation. At the same time, challenges such as dependence on AI and occasional technical difficulties indicate the need for careful implementation. Teacher mediation remained crucial in ensuring that students engaged critically with AI feedback rather than relying on it unreflectively.

Discussion

The findings of this study indicate that the integration of Meta AI through WhatsApp had a positive impact on students' recount writing skills, particularly in grammar, coherence, and organization. These improvements resonate with previous research highlighting the complexity of writing as a cognitive and linguistic process that requires scaffolding and support (Coffin et al., 2005; Grigorenko, 2021). In line with Baharudin et al. (2023) and Chicho (2021), students initially struggled with accuracy, confidence, and organization, yet with guided technological assistance, they demonstrated greater progress. This suggests that technology, when used appropriately, can address persistent barriers in EFL writing instruction.

The observed improvements in grammar are consistent with research showing that corrective feedback enhances linguistic accuracy. For instance, Faqeabdulla (2023) highlighted the importance of transition words in achieving coherence, while Olive et al. (2009) showed that fluency and accuracy are influenced by both cognitive load and text genre. Similarly, Noor (2020) demonstrated that peer feedback helped students refine narrative texts, which parallels how Meta AI feedback supported learners in this study. The improvements found here align with those insights, confirming that systematic feedback is vital for writing development.

Vocabulary expansion also emerged as a strong benefit of AI integration. This finding resonates with Anita (2024), who argued that digital literacy equips students with tools to access richer lexical resources for future workforce readiness. It also parallels the findings of Astuti et al. (2020), who observed that collaborative tasks on Facebook enhanced students' lexical diversity. In this study, students used synonyms and alternative phrases suggested by Meta AI, demonstrating that AI tools can function as a source of vocabulary enrichment in similar ways to peer collaboration.

Organization and coherence were the two aspects with the highest improvement. Previous research confirmed that recount writing requires logical sequencing of events (Sianipar et al., 2020; Fitriana et al., 2024). Maharani et al. (2025) also emphasized that topical approaches encouraged learners to relate ideas coherently to their experiences. The finding that students began to use chronological connectors such as "first" and "after that" after interacting with Meta AI supports

Derewianka's (2015) argument about genre pedagogy: providing explicit guidance in structure enhances textual clarity. This suggests that AI can complement genre-based pedagogy by giving learners additional scaffolding in real time.

Student perceptions of increased confidence and reduced anxiety also reflect prior research. Rao (2023) argued that writing ability strengthens communication skills when students feel confident to produce texts. Similarly, Haryanto et al. (2021) showed that journal writing strategies built confidence in elementary students' early writing. In the current study, Meta AI functioned as a digital journal assistant that gave students immediate reassurance, reducing their hesitation to produce longer texts. These psychological benefits echo Olive and Favart's (2009) findings that reducing cognitive burden allows students to allocate more resources toward content generation.

Despite the benefits, over-reliance on AI emerged as a concern. The teacher's observation that some students copied suggestions without critical thinking resonates with the warnings of Porayska-Pomsta et al. (2024), who cautioned against ethical and pedagogical risks of AI in education. Owoc et al. (2021) likewise highlighted challenges of AI implementation, including the possibility of fostering passive learning behaviors. The current findings reinforce these concerns, showing that while AI can accelerate improvement, teacher mediation remains essential to cultivate independent and critical writing skills.

The teacher's role in mediating AI use also aligns with Siemens' (2005) connectivism theory, which emphasizes that knowledge emerges from networks of human and technological interactions. Holstein et al. (2019) similarly argued that teacher–AI complementarity is necessary for effective orchestration of classroom activities. This study demonstrated that AI should not replace teacher instruction but rather serve as a collaborative partner in guiding students toward better writing.

Variation in students' reliance on Meta AI between high and low proficiency learners reflects patterns found in other studies. Situmorang et al. (2023) showed that lower-achieving students required more explicit scaffolding, while higher-achieving students demonstrated greater autonomy. Similar tendencies were observed in the current study, where stronger students engaged critically with feedback, while weaker students accepted it uncritically. This implies that differentiated strategies are necessary to balance AI use according to student ability levels.

The findings also contribute to the growing discussion on the role of AI in language learning. Hennekeuser et al. (2024) and Vieriu and Petrea (2025) both reported that AI positively impacted students' academic development by providing adaptive feedback. Marzuki et al. (2023) confirmed that AI writing tools improved content and organization of student texts, while Nurmala et al. (2023) emphasized that technology-enhanced learning tools supported motivation and linguistic growth. The present study strengthens this body of evidence by showing that Meta

AI specifically supports recount writing in junior high school contexts, an area less explored in previous studies.

Meta AI's accessibility through WhatsApp was another distinctive contribution. Leenah et al. (2025) and Askaree et al. (2025) found that WhatsApp Meta AI enhanced psychological capital among students, fostering confidence and motivation. Rehman and Khalil (2024) also demonstrated that WhatsApp integration improved grammar learning. In this study, students benefited from the familiar platform, which reduced barriers to adoption. These findings illustrate that AI tools embedded in everyday applications can bridge the gap between formal learning and students' daily digital practices.

The use of WhatsApp also fostered collaborative interactions among peers. Students occasionally compared AI feedback and discussed which suggestions to adopt, reflecting Green and Appel's (2024) argument about narrative transportation, where learners co-construct meaning through shared stories. This echoes Sulasri et al. (2020), who found that personal journals fostered peer support in writing, and Taufik and Cahyono (2019), who showed that self-assessment tools in digital platforms encouraged reflection. Together, these insights demonstrate how AI-enhanced platforms can stimulate both individual and collaborative learning.

In terms of broader technological integration, the study aligns with Alenezi et al. (2023) and Djibran et al. (2024), who argued that digital education provides opportunities and challenges in reshaping pedagogical practices. Esather and Amam (2024) also confirmed that ICT tools in language learning enhance student engagement and outcomes. These perspectives validate the current findings, where AI was not simply a correction tool but also a motivational and organizational aid for learners.

The issue of academic integrity also surfaced in students' reflections about originality. Some expressed uncertainty about distinguishing their own work from AI-generated suggestions. This finding echoes Zawacki-Richter et al. (2019), who noted that research on AI in education must consider the shifting roles of authorship and agency. Song and Abdullah (2024) similarly emphasized that writing instruction in the digital age requires careful attention to balancing support with authenticity. The present study underscores the importance of integrating digital ethics education alongside AI-supported learning.

When compared with prior approaches to improving writing, Meta AI appears to extend existing strategies rather than replace them. For instance, Astuti et al. (2020) improved writing through Facebook collaboration, Lucky and Anis (2024) through Google Sites, and Irmayani et al. (2022) through Jamboard. Each of these tools enhanced writing by providing interactive environments. The current study shows that Meta AI performs a similar role, but with the added advantage of intelligent feedback, thereby combining interactivity with adaptive correction.

Finally, this study highlights directions for future research. Much of the prior work on AI has focused on higher education (Zhang et al., 2021; Popenici & Kerr, 2017; Zawacki-Richter et al., 2019), while limited studies address secondary schools. By focusing on eighth grade students, this study fills part of that gap, yet further exploration is needed to determine long-term effects and whether students can transfer improved recount writing skills to other genres such as narrative, descriptive, or argumentative texts. Scholars such as Chaves (2020) and Purnamasari et al. (2021) remind us that writing development is gradual and multifaceted, requiring sustained practice. Thus, future studies should investigate how Meta AI can support sustained development rather than short-term gains.

Another relevant aspect relates to the role of technology in accommodating students' diverse learning styles. Emma (2024) emphasized that technology can adapt to various learner needs, allowing students with different preferences—visual, auditory, or kinesthetic—to engage meaningfully. In this study, Meta AI provided multimodal support, such as textual corrections and lexical suggestions, which catered to both students who preferred explicit grammatical explanations and those who benefited from contextual examples. This finding illustrates how AI, when integrated thoughtfully, can address heterogeneous learning profiles within a single classroom.

Feedback practices also deserve attention. Laila Isroyani et al. (2023) revealed that teacher feedback significantly influenced students' writing performance, especially when delivered consistently and constructively. Complementing this, Zahro et al. (2023) and Zahro (2023) highlighted the role of screencast feedback in blended learning, which enabled students to revisit corrections repeatedly. The present findings show that Meta AI functioned as an additional feedback channel, offering immediate responses to errors. However, as Sari, N. et al. (2025) demonstrated, guided questions remain valuable in encouraging students to reflect actively on their revisions. This comparison suggests that AI feedback should be balanced with human feedback strategies to ensure deeper learning.

Error analysis research further contextualizes the challenges identified in this study. Sariakin and Mahmud (2022) observed frequent structural and grammatical errors among eighth-grade students, while Sari, Zakia P. et al. (2014) identified recurrent mistakes in recount writing at the senior high school level. Similar errors—particularly in tense and sequencing—were also found in the pre-intervention texts of this study's participants. Meta AI was effective in reducing these errors, but consistent with the conclusions of Purnamasari et al. (2021), complete mastery still requires sustained practice beyond digital correction.

Emerging technologies such as chatbots and adaptive systems also provide relevant parallels. Smutny and Schreiberova´ (2020) reviewed the role of chatbots in supporting personalized learning through conversational interaction, which mirrors the interactive nature of Meta AI feedback. Esather and Amam (2024) similarly

emphasized the benefits of ICT integration in enhancing language learning processes, though they noted that institutional and infrastructural challenges must be addressed for optimal outcomes. The present study supports these insights, showing that while Meta AI increases motivation and skill improvement, its success is partly contingent on reliable access to digital infrastructure.

Finally, the long-term sustainability of writing development must be considered. Zhang et al. (2021) demonstrated that expert writers employ lexical bundles more effectively than novices, suggesting that vocabulary and discourse competence develop gradually with experience. Green and Appel (2024) also reminded that narratives shape identity, implying that improvements in recount writing are not solely linguistic but also connected to how learners perceive themselves as writers. In this sense, Meta AI may accelerate certain aspects of writing growth, but cultivating sustainable writing competence requires integrating AI with pedagogical approaches that foster reflective and autonomous learning.

Conclusion

Please present the main conclusions of the study as the answer to the research objectives. The conclusions include a summary of the research, the contribution/implications of the study, the limitations of the study, and as far as possible, suggest potential areas for further research. The Conclusion section is written in a clear, concise, and does not re-quote previous research. In the form of a narrative, the conclusions presented do not use numbering and are not more than two paragraphs. This study demonstrated that the integration of Meta AI through WhatsApp improved students' recount writing skills, particularly in grammar, vocabulary, coherence, and organization. The tool also increased motivation and confidence, while providing immediate feedback that supported students' engagement in the writing process.

Despite these benefits, challenges such as over-reliance on AI suggestions and technical limitations were identified. Therefore, the role of the teacher remains crucial in mediating the use of AI to ensure critical engagement and independent learning. Future research is needed to examine the long-term effects of AI-assisted writing and its application across different text genres.

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