

ABSTRACT

Devi, Chintya. 2025. 21033003. *The Students' And Teacher's Perceptions Of Meta Ai Integration In Whatsapp To Support Recount Text Writing At Smpn 1 Sukodadi*. Faculty of Teaching and Training Education of English Department. Islamic University of Darul 'Ulum Lamongan.

Advisor (1) Syifa Khuriyatuz Zahro. M.Pd, Advisor (2) Dr. Hj. Irmayani, S.S., M.Pd

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This study investigates students' and the teacher's perceptions of integrating Meta AI via WhatsApp to support recount text writing in an EFL context at SMPN 1 Sukodadi. Employing a descriptive qualitative design with a case study approach, the research involved nine eighth grade students with low writing proficiency and one English teacher as participants. Data were collected through semi structured interviews and students' written work, and analyzed using Reflexive Thematic Analysis (RTA).

Findings revealed generally positive perceptions. After guidance and repeated use, 77.8% of the students interacted effectively with Meta AI. The most frequently reported benefit was grammar improvement (66.7%), followed by increased confidence/reduced writing anxiety and instant feedback utilization (each 55.6%), idea/content development (44.4%), and vocabulary and sentence variety enrichment (33.3%). Meta AI also facilitated idea organization, paragraph coherence, and encouraged self-revision. From the teacher's perspective, Meta AI served as a supplementary tool that boosted productivity (around 80% of students) and enhanced linguistic accuracy across all participants. However, the teacher emphasized the need to prevent over-reliance, address potential misinterpretation of AI suggestions, and strengthen students' digital literacy.

In conclusion, integrating Meta AI through WhatsApp is a feasible approach to support recount text writing in junior high school settings, provided it is accompanied by appropriate pedagogical guidance and promotes responsible, critical use