

AI-Supported Creative Writing Instruction in Improving the Writing Skills of Junior High School Students

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Abstract. *This study aimed to determine the effectiveness of AI-supported creative writing instruction in improving the writing skills of Grade 10 students at Marigondon National High School during the School Year 2025–2026. Utilizing a quasi-experimental research design, specifically the one-group pretest–posttest design, the research involved respondents selected through total enumeration. The study focused on three key indicators: grammar, vocabulary, and sentence structure; organization and coherence; and creativity and originality. Data were gathered using a validated writing assessment rubric and analyzed using descriptive statistics and t-test for paired samples. The results revealed that prior to the intervention, students demonstrated a Beginning level of proficiency across all areas, with creativity and originality obtaining the lowest performance. After the implementation of the intervention, improvements were observed, even if all indicators are still in the Beginning level. Statistical analysis confirmed a significant difference between pre-test and post-test scores, proving that the enhancement in performance was a direct result of the treatment. The findings established that integrating AI tools effectively addresses critical gaps in writing competence, particularly in stimulating idea generation, improving content structure, and refining language accuracy. It is concluded that AI-Supported Creative Writing Instruction is a valuable approach to developing students' writing proficiency. Based on these findings, this program is proposed to sustain and expand these benefits, encouraging the integration of technology in writing instruction to help learners achieve higher levels of competence and confidence.*

Keywords: *AI-supported instruction, creative writing, writing skills, quasi-experimental design, Marigondon National High School.*

INTRODUCTION

THE PROBLEM AND ITS SCOPE

Rationale of the Study

The integration of Artificial Intelligence (AI) in education has opened new possibilities for enhancing student learning, particularly in writing. AI-powered writing tools have the potential to improve creativity, writing proficiency, and overall academic outcomes when used ethically and responsibly[1]. Research indicates that AI can help students generate ideas, refine grammar, provide real-time feedback, and enhance engagement, yet over-reliance may reduce critical thinking and cause cognitive fatigue[2]. Looking at both, AI supported writing instruction might have potential in improving the writing skills of the students.

Many studies across different countries show that AI is transforming English Language Teaching and learning outcomes. Afifah[3] emphasized students' positive experiences using AI for academic writing, noting its usefulness for brainstorming, outlining, editing, and proofreading, while

emphasizing ethical concerns such as plagiarism and information credibility. Zhou, Peng[4] demonstrated that AI use enhances creativity, particularly when paired with high learning engagement and AI literacy. Similarly, Syaifei, Nuraeningsih found that AI integration significantly improved ELT students' writing performance, boosting lexical variety, grammatical accuracy, and confidence. On a broader scale, global reports from 2018 to 2023 reveal that AI adoption in education has surged across countries such as the United States, China, Europe, India, and South Korea, with AI supporting personalized learning, automated feedback, and curriculum development while prompting policymakers to address ethics, equity, and AI literacy.

The Philippines has similarly introduced AI in public schools through initiatives such as Project AGAP.AI, providing guidance and training for teachers and learners to use AI responsibly while strengthening digital skills[5]. At Malinta Elementary School in Valenzuela City, DepEd Secretary Sonny Angara and local officials observed students using AI tools as part of the rollout of the Foundational Guidelines on Artificial Intelligence in Basic Education. These guidelines allow teachers and students to explore AI tools, such as chatbots and generative AI applications, provided their use follows ethical and pedagogical standards and is supervised.

At Marigondon National High School (MNHS), the writing skills of Grade 10 students have been observed to be declining. Many Grade 10 English teachers reported that a significant number of students have not met the essential competencies in English, particularly in writing argumentative essays. When tasked to produce written outputs, students often ask for guidance on how to begin a paragraph or request templates to help organize their ideas. In the absence of such scaffolding, some students tend to rely on AI-generated responses instead of developing and expressing their own ideas. This situation has become a growing concern within MNHS. As artificial intelligence becomes increasingly accessible and unavoidable in education, English teachers are challenged to find ways to integrate it responsibly. There is a need to promote balanced use of AI tools so that students can benefit from technological support while still ensuring that their writing outputs genuinely reflect their own thinking and creativity. Best practices for integrating AI in junior high school classrooms.

Recent studies have shown the growing role of artificial intelligence (AI) in supporting students' writing development, like the study of Kalidas[6], which explored the use of AI in text generation and writing assistance among junior high school students in the Philippines and found that AI tools help learners generate ideas, organize texts, and improve writing fluency; and the study of Desmiyanti, Silvia[7], which investigated the use of the ChatGPT platform in improving writing skills and revealed that AI can enhance students' writing performance through instant feedback and language support. However, both studies mainly focused on the benefits of AI in improving writing skills and did not fully examine its possible effects on specific writing components such as grammar, vocabulary, and sentence structure, organization and coherence, and creativity and originality. This gap emphasizes the need for further research on how AI-supported writing instruction can be implemented to improve students' writing skills while ensuring that their outputs remain genuinely their own, particularly among Grade 10 learners.

Theoretical Background

This study on AI-Supported Creative Writing Instruction in Improving the Writing Skills of Junior High School Students assumes that AI-supported creative writing instruction can provide valuable guidance in improving Grade 10 learners' creative writing skills. This study is further anchored on the following theories: Technological Pedagogical Content Knowledge (TPACK) Theory by Punya Mishra, Matthew J. Koehler[8], Technology Acceptance Model (TAM) by Fred D. Davis, Constructivist Learning Theory by Jean Piaget, Sociocultural Theory by Lev Vygotsky, and Cognitive Load Theory by John Sweller.

Technological Pedagogical Content Knowledge (TPACK) Theory serves as the primary foundation of this study as it emphasizes the integration of technology, pedagogy, and content knowledge in effective teaching. According to Jiménez Sierra[9], TPACK serves as a critical framework for enhancing teachers' integration of technology in instruction. Similarly, Yanti[10] found that teachers' TPACK significantly influences the effectiveness of subject instruction,

particularly in improving learning outcomes. Moreover, a systematic review by Li[11] highlighted that TPACK is widely used in designing lessons and professional development programs, further strengthening its relevance in modern education. In addition, Hava, Babayigit[12] emphasized that TPACK is essential in integrating emerging technologies such as artificial intelligence (AI) in teaching, while Yang[13] confirmed that TPACK remains a validated framework in understanding teachers' competencies in digital and language education. In the context of AI-supported creative writing instruction, this theory highlights the importance of teachers' ability to combine their knowledge of English content, teaching

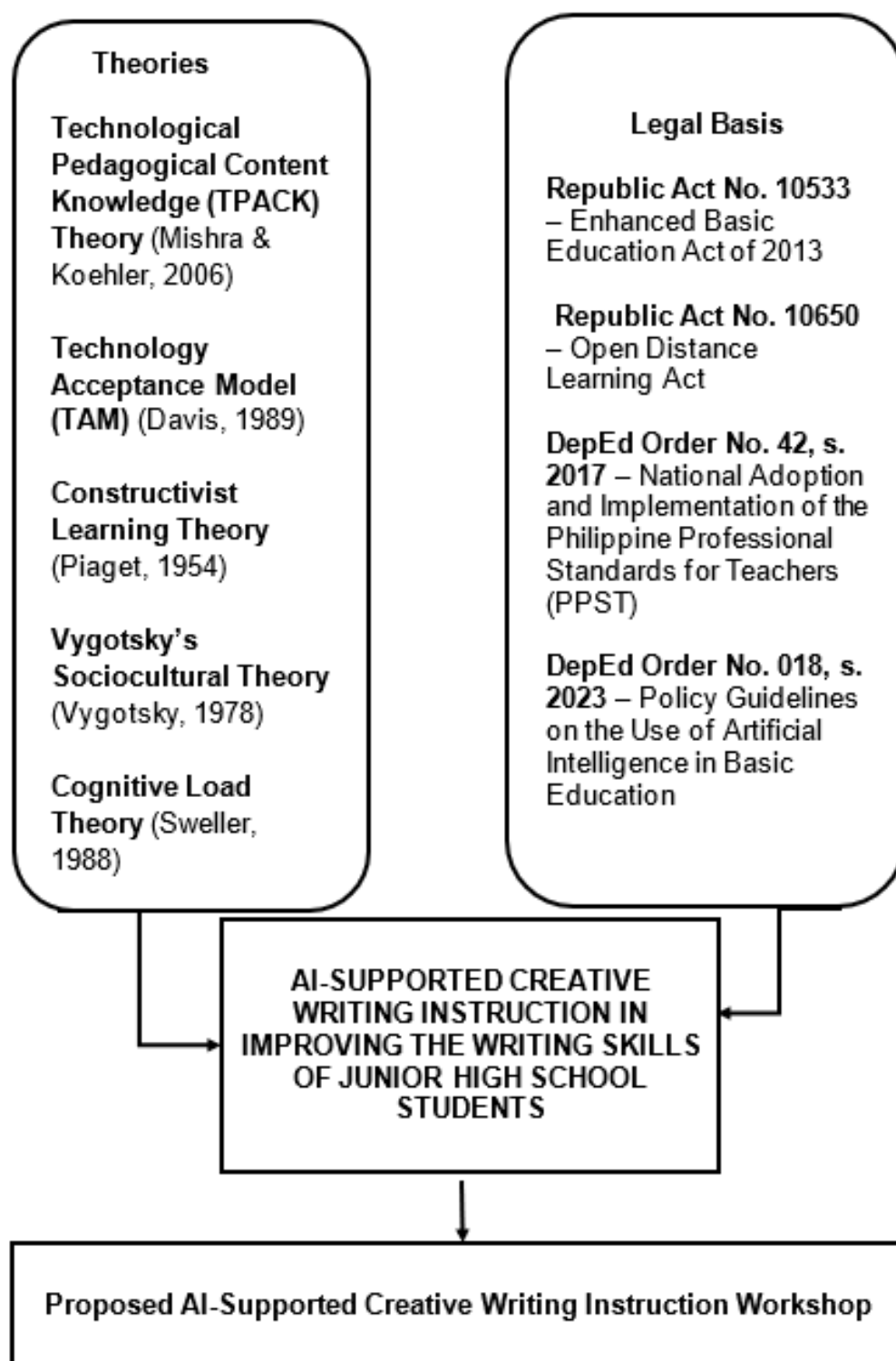


Figure 1. Theoretical and Conceptual Framework

strategies, and AI tools to enhance student learning. It supports the idea that successful implementation of AI in the classroom depends on how well teachers can align these three domains.

Thus, this theory helps the study examine how English teachers utilize AI as a pedagogical tool to improve creative writing instruction in junior high school.

Moreover, **the Technology Acceptance Model (TAM).**

Moreover, the Technology Acceptance Model (TAM) explains how teachers' perceptions influence their willingness to use AI in instruction. Specifically, TAM emphasizes perceived usefulness and perceived ease of use as key factors affecting technology adoption. In this study, TAM provides a framework for understanding English teachers' perspectives on AI-supported creative writing, particularly whether they find AI tools beneficial and easy to integrate into their teaching practices. Consequently, this theory helps explain teachers' level of acceptance and readiness to adopt AI in the classroom. Supporting this, Al-Adwan found that perceived usefulness and related TAM constructs significantly influence students' intentions to adopt new learning technologies, such as metaverse platforms. Similarly, Ranellucci[14] demonstrated that TAM variables, including perceived usefulness and perceived ease of use, help explain pre-service teachers' readiness to integrate technology into their teaching. These studies reinforce the relevance of TAM in examining factors that shape teachers' acceptance of emerging educational technologies. These studies reinforce the relevance of TAM in examining factors that shape teachers' acceptance of emerging educational technologies, as they emphasize how perceptions of usefulness and ease of use directly influence both motivation and readiness to adopt new tools. By demonstrating that teachers' beliefs about the benefits and practicality of technology affect their willingness to integrate it into instruction, these findings underscore the importance of considering psychological and behavioral factors when implementing AI-supported or digital learning interventions. In essence, TAM provides a structured lens to understand not only whether teachers are likely to use a technology but also the underlying reasons for their adoption decisions, making it a critical framework for designing professional development programs and instructional strategies that foster effective technology integration in classrooms.

In addition, **Constructivist Learning Theory** posits that learners actively construct knowledge through experience, reflection, and social interaction. In the context of AI-supported creative writing instruction, this theory emphasizes how students can use AI tools to explore ideas, revise their work, and engage more deeply in the writing process. By encouraging creativity, critical thinking, and independent learning, AI serves as a means to create meaningful learning experiences aligned with constructivist principles. A recent study by Nyamekye, Zengulaaru, and Nana Frimpong[15] applied Constructivist Learning Theory to examine junior high school teachers' perceptions and classroom practices. Their findings revealed that, although teachers generally held positive attitudes toward constructivist teaching, they seldom implemented its core principles in instruction, highlighting a gap between theoretical beliefs and actual practice. This underscores the continued relevance of constructivist frameworks in analyzing instructional approaches grounded in Piagetian perspectives on active knowledge construction. Similarly, Almulla[16] demonstrated that constructivist learning environments that promote active engagement and collaborative learning positively influence students' critical thinking, creativity, and problem-solving skills. In addition, Erawati, Adnyana[17] noted that Piaget's constructivist principles are effectively implemented through methods such as project-based activities and collaborative learning, which enhance students' meaningful understanding. Together, these studies affirm the value of constructivist theory in guiding the design and application of AI-supported instructional strategies that foster student-centered, experiential learning.

Furthermore, **Vygotsky's Sociocultural Theory** emphasizes the critical role of social interaction and guided support in learning, particularly through the concept of the Zone of Proximal Development (ZPD). Within this framework, learners develop skills more effectively when assistance is provided just beyond their current capabilities. In the context of AI-supported creative writing, AI tools can function as a form of scaffolding by offering suggestions, feedback, and guidance that help students enhance their writing skills. This perspective underscores the importance of guided learning and interaction, whether provided by teachers, peers, or AI technologies, and explains how AI can support students in developing their creative writing abilities with appropriate guidance. Empirical studies

reinforce this theoretical perspective. Chen[18] applied Vygotsky's sociocultural lens to examine how preschool children's play reflects cultural identities and social interactions, demonstrating the significance of social context in shaping learning experiences. Similarly, the ARAL program study (2025) highlighted that guided support and peer interaction, grounded in sociocultural theory, significantly improved reading comprehension outcomes among elementary learners. Together, these findings illustrate the relevance of Vygotsky's theory in designing instructional strategies that leverage social interaction and scaffolding to enhance student learning outcomes, including the integration of AI as a supportive educational tool.

Finally, **Cognitive Load Theory** also emphasizes the mental effort involved in learning and the importance of managing cognitive overload to optimize student performance. In the context of AI-supported creative writing, AI tools can help reduce cognitive load by assisting students with grammar, vocabulary, idea generation, and organizational strategies. This support allows learners to focus on higher-order thinking, such as developing creativity and refining their writing skills. However, excessive reliance on AI may lead to cognitive fatigue or diminish opportunities for independent thinking, highlighting the need for careful instructional design. Empirical research reinforces the relevance of this theory. Alam found that AI-assisted learning tools can significantly enhance students' academic outcomes by managing cognitive load and promoting engagement. Meng demonstrated that aligning AI technology with cognitive load principles and learner psychology improves both engagement and learning effectiveness. Meanwhile, Jose cautioned that while AI can reduce extraneous cognitive load, overuse may compromise the deeper germane load necessary for higher-order thinking and problem-solving. Applying Cognitive Load Theory in this study strengthens the investigation of English teachers' perspectives on AI-supported creative writing instruction in junior high school by providing a theoretical lens to examine how AI affects students' cognitive processes. It helps the study explore whether teachers perceive AI as a tool that effectively scaffolds learning without overwhelming students, and how they strategically integrate AI to balance support with opportunities for independent creative thinking. This framework, therefore, informs both the analysis of teacher perspectives and the practical recommendations for implementing AI in creative writing instruction.

Legally and institutionally, this study is anchored on key educational policies and national mandates that support the English teachers' perspective on AI-supported creative writing instruction in Junior High School. These include the following: Republic Act No. 10533 – Enhanced Basic Education Act of 2013, Republic Act No. 10650 – Open Distance Learning Act, DepEd Order No. 42, s. 2017 – National Adoption and Implementation of the Philippine Professional Standards for Teachers (PPST), and DepEd Order No. 018, s. 2023 – Policy Guidelines on the Use of Artificial Intelligence in Basic Education.

Republic Act No. 10533 – Enhanced Basic Education Act of 2013. This law strengthens the country's basic education system by extending formal education to 12 years, which includes Kindergarten, six years of elementary, and six years of secondary education. It also emphasizes the importance of improving the quality of teaching and using effective instructional methods to enhance student learning outcomes. In the context of this study, RA 10533 provides a legal foundation for exploring how English teachers can integrate AI tools to support creative writing instruction. By aligning AI-supported strategies with the enhanced curriculum, teachers can deliver lessons that meet modern educational standards, foster student creativity, and improve writing skills in junior high school students. This law ensures that the use of AI in teaching is grounded in the national commitment to quality education.

Republic Act No. 10650 – Open Distance Learning Act. This law promotes flexible and accessible learning options, including online and distance education programs, allowing students to continue learning anytime and anywhere. It encourages the use of technology in teaching and learning to expand educational access. For this study, RA 10650 is significant because AI-supported creative writing aligns with the law's vision of integrating technology into instruction. Investigating teachers' perspectives on AI tools allows the study to evaluate how these technologies can make learning more

interactive, engaging, and accessible, especially in settings where traditional face-to-face instruction may be limited or supplemented by digital resources.

DepEd Order No. 42, s. 2017 – National Adoption and Implementation of the Philippine Professional Standards for Teachers (PPST). The PPST establishes clear professional standards for teachers, outlining the knowledge, skills, and competencies they must possess to provide high-quality education. It emphasizes ongoing professional development and the use of effective instructional strategies. In this study, the PPST serves as a framework for examining how English teachers perceive and implement AI in creative writing instruction while maintaining professional teaching standards. By analyzing teachers' attitudes, experiences, and practices in using AI, the study can determine whether their approaches align with national expectations for quality teaching and continuous professional growth.

DepEd Order No. 018, s. 2023 – Policy Guidelines on the Use of Artificial Intelligence in Basic Education. This policy provides guidelines for the responsible and effective use of AI in schools. It encourages teachers to integrate AI tools in a way that ensures ethical use, safety, and meaningful learning outcomes. For this study, DO 018, s. 2023 directly supports the examination of teachers' perspectives on AI-supported creative writing instruction, offering a legal and institutional basis for using AI in the classroom. The policy ensures that AI integration is not only innovative but also aligns with educational standards and ethical guidelines, making it relevant for analyzing how teachers adopt, adapt, and evaluate AI tools to enhance students' creative writing skills.

Together, these laws and policies provide a strong legal and institutional foundation for this study. They not only establish the standards and expectations for quality teaching but also support the integration of technology, including AI, into the learning process. By grounding this research in RA 10533, RA 10650, PPST, and DO 018, s. In 2023, the study ensures that examining English teachers' perspectives on AI-supported creative writing instruction aligns with national educational goals, professional standards, and ethical guidelines. These legal bases guide the study in exploring how AI can be effectively used to enhance students' creativity, engagement, and writing skills while maintaining high-quality instruction and responsible use of technology.

On the other hand, several studies also tackle on the same topic, such as the technological competence of teachers in other learning areas as well as their pedagogical competence, regardless of age and rank.

Recent research has increasingly explored how artificial intelligence (AI) can support students' writing development across diverse contexts. Song, Song[19] investigated the use of ChatGPT in AI-assisted language learning for Chinese EFL students, examining both the improvement of writing skills and the impact on students' motivation. Fifty students were divided into two groups: one group received AI-assisted instruction, while the other followed traditional teaching methods. The study reported that students using AI demonstrated notable improvements in various aspects of writing, including organization, coherence, grammar, and vocabulary. Semi-structured interviews revealed that AI helped students practice writing more consistently, provided immediate feedback, and kept learners motivated. However, some students expressed concerns about the potential for over-reliance on AI and occasional contextual errors. Overall, the study indicates that AI tools, when implemented with guidance from teachers, can effectively scaffold writing, enabling students to develop their creativity, organizational skills, and language accuracy.

Farhan[20] examined the effects of AI-powered writing tools such as Grammarly, ChatGPT, QuillBot, and Hemingway Editor on students' writing performance through content analysis of AI-assisted essays. The study found that students using AI tools improved in grammar, sentence structure, coherence, and overall writing style. Nevertheless, the study cautioned that excessive dependence on these tools could limit creativity and reduce students' ability to independently edit and refine their work. Farhan emphasized that AI should be integrated in a way that promotes personalized learning and critical thinking, rather than being used solely as an error-correction tool. This research complements the findings of Song, Song, reinforcing the notion that AI can enhance

mechanical and organizational aspects of writing while highlighting the importance of thoughtful use to avoid over-reliance.

Building on the benefits and challenges of AI integration, Salleh, Ismail explored ScaffoldED AI, a pedagogical strategy that incorporates structured scaffolding into AI-assisted writing for secondary and tertiary ESL learners. Grounded in Vygotsky's Sociocultural Theory and the Flower and Hayes Cognitive Process Model, ScaffoldED AI employs platforms such as ChatGPT, Gamma, and Canva to assist learners with planning, translating ideas, and revising essays. The study revealed that students experienced reduced cognitive load, enhanced organization, improved idea generation, and sustained writing momentum. Participants reported lower writing anxiety, increased confidence, and greater efficiency in completing writing tasks. At the same time, ethical considerations and the potential for over-reliance were acknowledged. This study emphasizes that structured and theory-informed AI support can significantly enhance writing proficiency while fostering learner autonomy, thereby positioning AI as a valuable partner in language instruction rather than a replacement for teacher guidance.

Similarly, Graham, Milan examined the impact of AI tools on the writing process and compositional fluency. Using a mixed-methods approach, the researchers analyzed pre- and post-intervention writing samples, surveys, interviews, and focus group discussions to explore AI's influence on brainstorming, outlining, drafting, revising, and editing stages. The study found that AI tools improved efficiency, provided immediate feedback, and supported multiple stages of writing. However, the research also identified potential drawbacks, such as over-reliance on AI, reduced critical thinking, and homogenization of writing styles. When used as supplementary aids with careful guidance, AI tools were effective in enhancing writing mechanics and broadening students' linguistic abilities. This study reinforces the idea that strategic and controlled integration of AI can strengthen student writing development without undermining independent thinking.

Alangari employed a quasi-experimental design to assess how AI-assisted learning affected high school EFL students' writing proficiency across five dimensions: content, organization, vocabulary, language use, and mechanics. Over a three-week period, students used ChatGPT to practice writing with real-time feedback. Results revealed significant improvements in content, vocabulary, and language use, though gains in organization and mechanics were minimal. Two-Step Cluster Analysis emphasized differences among learners, indicating that some students benefitted more than others from AI-supported writing. This study demonstrates the selective effectiveness of AI tools in improving specific aspects of writing proficiency, highlighting the need for tailored guidance to maximize overall gains.

From the perspective of teachers, Dumandan, Ibojo investigated English teachers' experiences in managing AI-generated student work in the Philippines. Ten teachers were interviewed about their challenges, coping strategies, and pedagogical insights regarding AI output. Teachers reported difficulties in identifying AI-generated content due to unnatural phrasing and sophisticated vocabulary, making grading time-consuming and emotionally demanding. To address these challenges, educators implemented more in-class writing exercises, increased manual reading, promoted responsible AI use, and designed specific writing tasks to discourage AI dependence. The study emphasizes the critical role of teacher training, AI literacy, and adaptive pedagogical strategies to ensure academic integrity and maintain authentic learning outcomes in AI-integrated classrooms.

Complementing teacher-focused research, Dja'far, Hamidah examined AI-based technology in improving academic English writing skills among college students. Using a mixed-method approach with experimental and control groups, the study provided AI feedback on writing tasks over seven weeks. Results indicated that students who received AI support demonstrated significant improvements in grammar, coherence, and overall writing quality compared to those in traditional classrooms. Participants expressed positive attitudes toward AI-assisted learning, appreciating its personalized guidance and ability to address gaps in feedback that teachers may be unable to provide due to time constraints. This research highlights AI's potential to enhance learning outcomes, build student confidence, and address challenges inherent in conventional instruction.

Irawan explored the role of AI-based automatic feedback systems in enhancing English essay writing proficiency. Pre- and post-tests, along with surveys, revealed significant improvements, particularly in grammar and sentence structure, and a strong positive correlation between the frequency of AI feedback use and overall writing improvement. The findings suggest that integrating AI feedback into English curricula can provide structured guidance that supports learners in refining essays and enhancing writing proficiency, complementing classroom instruction where individualized attention may be limited.

In a similar nature, Gatlabayan examined the use of chatbots to improve students' writing skills through interactive, personalized e-learning experiences. Using a mixed-methods design, the study found that students who engaged with chatbots demonstrated improvements in writing performance. The chatbots allowed learners to proceed at their own pace, reducing cognitive overload and enhancing motivation. Utilizing the Technology Acceptance Model (TAM), the research showed that students' perceptions of chatbot usefulness and ease of use positively influenced engagement, which translated into higher writing assessment scores. This study highlights the potential of digital, AI-mediated tools to offer flexible, student-centered writing support.

Finally, Li and Wilson conducted a systematic review examining AI-integrated scaffolding in K-12 English classrooms, with a focus on preserving student creativity and agency. Synthesizing 14 empirical studies published between 2018 and 2024, the review identified three categories of AI scaffolding: cognitive support tools (e.g., grammar correction, idea organization), creative support systems (e.g., story generation, narrative feedback), and language enhancement tools (e.g., vocabulary expansion, stylistic refinement). Findings indicated that AI can reduce cognitive load, support idea generation, and encourage self-regulated learning without limiting autonomy. The study also highlighted the need to balance AI guidance with student decision-making, align tool use with learning theories, and ensure equitable access. Limitations in current literature include short study durations, inconsistent metrics for creativity and agency, and a predominance of research in EFL contexts, suggesting directions for future investigation.

Synthesis. Across multiple studies, AI tools, ranging from chatbots and automated feedback systems to structured strategies like generative AI, demonstrate the ability to improve writing skills, including grammar, vocabulary, coherence, and organization. While improvements are consistent, studies emphasize the importance of guided, structured, and theory-informed integration to prevent over-reliance and to maintain critical thinking and creativity. Teacher preparedness, ethical considerations, and institutional support are crucial for maximizing AI's potential while ensuring authentic learning outcomes. Overall, the literature indicates that AI can serve as a valuable scaffold for writing instruction when applied thoughtfully across different educational levels and contexts.

THE PROBLEM

Statement of the Problem

This study on *AI-Supported Creative Writing Instruction in Improving the Writing Skills of Junior High School Students*, aimed to examine how AI-supported creative writing instruction influences the writing skills of Grade 10 students in Marigondon National High School for School Year 2025–2026

Specifically, it sought to answer the following questions:

1. What is the level of students' writing skills before AI-supported creative writing instruction in terms of:
 - 1.1 Grammar, vocabulary, and sentence structure
 - 1.2 Organization and coherence
 - 1.3 Creativity and originality
2. What is the level of students' writing skills after AI-supported creative writing instruction in terms of:

2.1 Grammar, vocabulary, and sentence structure

2.2 Organization and coherence

2.3 Creativity and originality

3. Is there a significant difference in students' writing skills before and after the AI-supported creative writing instruction?
4. Based on the findings, what program can be proposed to enhance AI-supported creative writing instruction plan?

Statement of the Null Hypothesis

Based on the objectives of the study, the following null hypotheses is tested at a 0.05 level of significance:

H₀: There is no significant difference in students' writing skills before and after the AI-supported creative writing instruction.

Significance of the Study

The conduct of this study primarily benefits the following:

Grade 10 Students of Marigondon National High School. They are the direct recipients of the AI-supported creative writing instruction. They will benefit through the improvement of their writing skills in terms of grammar, vocabulary, and sentence structure; organization and coherence; and creativity and originality. The study is expected to enhance their confidence, independence, and overall performance in writing tasks.

English 10 Teachers of Marigondon National High School. They will benefit by gaining practical knowledge and strategies on how to integrate AI-supported creative writing instruction in their lessons. The findings can help them design more effective and engaging writing activities, improve instructional delivery, and better support students' writing development.

School Head of Marigondon National High School. The school head can utilize the findings as a basis for instructional planning and decision-making. This includes the possible adoption of AI-supported teaching strategies, development of teacher training programs, and improvement of English language instruction policies to enhance overall academic performance in writing.

METHODOLOGY

This chapter deals with the study's research, the flow of the study, the environment, respondents, instruments, data gathering, statistical treatment, and scoring procedure.

Design

This study utilized a quasi-experimental research design, specifically the one-group pretest–posttest design, to determine the effect of AI-supported creative writing instruction on the writing skills of Grade 10 students in Marigondon National High School for School Year 2025–2026. This type of design was commonly used in educational research to examine the effect of an intervention on a single group of participants[21].

In this design, the students were given a pretest to measure their initial level of writing skills in terms of grammar, vocabulary, and sentence structure; organization and coherence; and creativity and originality. After the implementation of the AI-supported creative writing instruction, the same group of students underwent a posttest using the same indicators to determine any improvement in their writing performance[22].

The difference between the pretest and posttest results was analyzed to determine whether there was a significant improvement in students' writing skills after the intervention. This design was appropriate because it allowed the researcher to measure the effect of the AI-supported instruction without the need for a control group.

Flow of the Study

The flow of the study was anchored on the Input-Process-Output (IPO) model, which provided a systematic representation of how data were gathered, analyzed, and transformed into meaningful outputs. According to McGregor[23], the IPO model was a useful framework in research as it clearly illustrated the relationship between variables, research procedures, and expected outcomes in a structured manner.

The **input** of the study focused on the level of students' writing skills before and after the implementation of AI-supported creative writing instruction. These skills were measured in terms of grammar, vocabulary, and sentence structure; organization and coherence; and creativity and originality.

The **process** began with securing approval through the submission of transmittal letters to the appropriate authorities, including the Schools Division Office and the school head of Marigondon National High School. Upon approval, the researcher proceeded with data gathering. The study employed a quasi-experimental research design, specifically the one-group pretest–posttest design, where students first took a pretest, followed by the implementation of AI-supported creative writing instruction, and then a posttest to measure improvement. The collected data were then organized through tabulation and analyzed using appropriate statistical tools.



Figure 2. The Flow of the Study

The **output** of the study was a Proposed AI-Supported Creative Writing Instruction Workshop designed to enhance the teaching of writing and improve students' writing skills.

Environment

The study was conducted at Marigondon National High School, a very large secondary school located in Marigondon, Lapu-Lapu City. As one of the schools categorized under the very large school classification, it served a diverse population of junior high school learners and was supported by a team of experienced and dedicated educators. The school was recognized as one of the outstanding public secondary schools in Lapu-Lapu City due to its strong academic performance, active participation in educational programs, and commitment to continuous improvement in teaching and learning.

Marigondon National High School consistently demonstrated excellence in implementing innovative instructional practices and school-based initiatives that aimed to enhance student outcomes. It promoted a learner-centered environment where teachers were encouraged to adopt modern teaching strategies and integrate technology into their lessons. The presence of trained and qualified English teachers, along with their exposure to professional development programs, made the school a suitable setting for examining teachers' perspectives on AI-supported creative writing instruction.

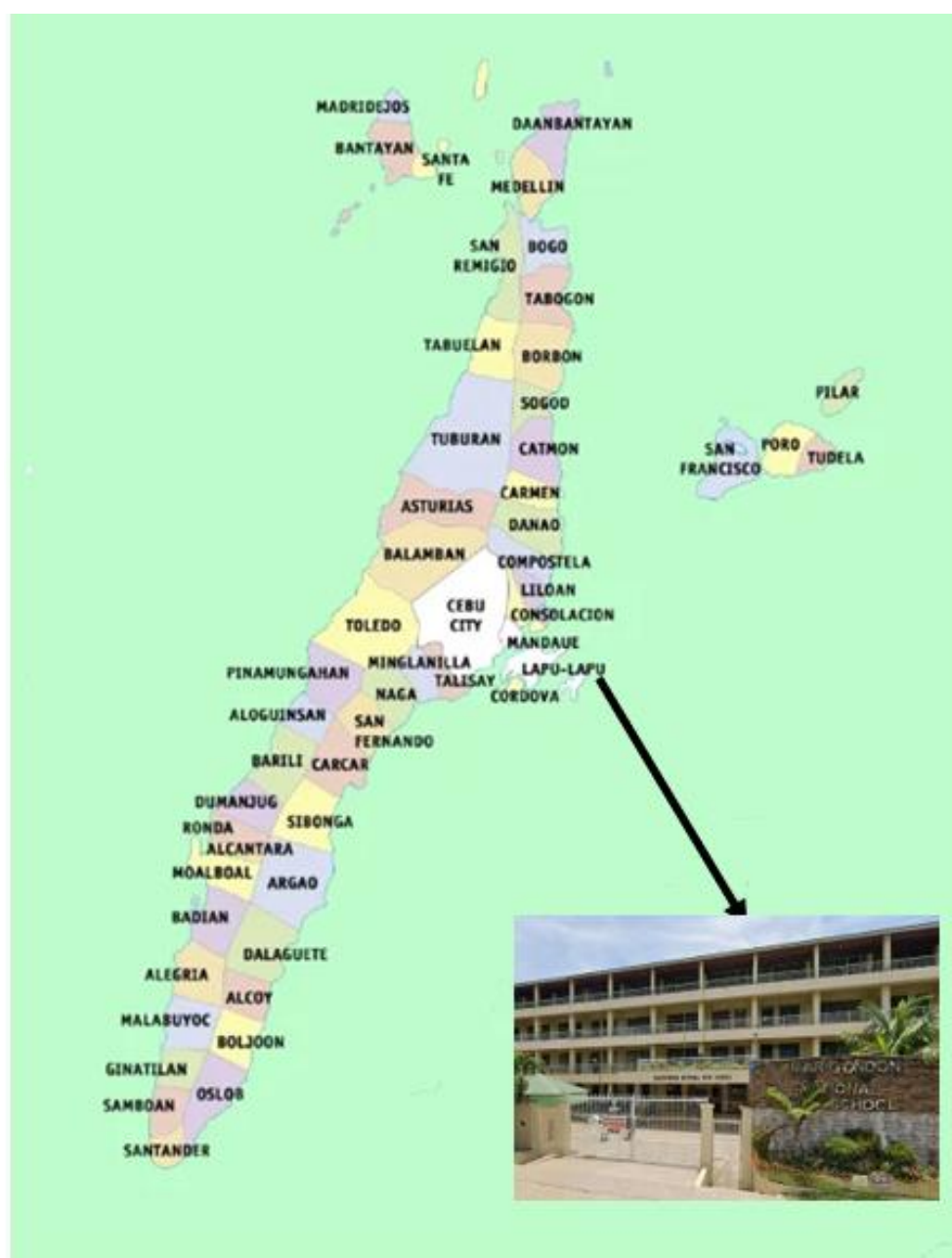


Figure 3. Location Map of the Research Environment

Respondents

The respondents of the study were the forty-three (43) Grade 10 students of Marigondon National High School for School Year 2025–2026. These students were selected using purposive sampling, as they met the specific criteria required for the study. The respondents were Grade 10 learners who were exposed to writing-intensive tasks, particularly in English, where most competencies focused on developing writing skills. Moreover, the selected students had prior experience in using AI-generated essays, specifically those who tended to rely on AI tools in completing their writing tasks with minimal or no revision, or who simply modified AI-generated outputs without fully developing their own ideas. This sampling technique was appropriate because it allowed the researcher to intentionally select participants who exhibited relevant behaviors and experiences necessary to examine the effectiveness of AI-supported creative writing instruction in improving authentic writing skills.

Table 1 presents the distribution of respondents.

Table 1. Distribution of Respondents

School	Respondents	Percentage (%)
Marigondon National High School	43	100
TOTAL	43	100

Instrument

The researcher utilized a researcher-made instrument tailored to the specific needs of the study. The instrument consisted of essay writing tasks and an analytic scoring rubric designed to assess the writing skills of the respondents.

As part of the procedure, an AI-generated essay was produced using ChatGPT based on a given prompt such as “The Benefits of AI on Students’ Academic Endeavors.” This AI-generated text served as reference material during the AI-supported creative writing instruction.

The respondents were asked to produce their own essays before and after the intervention. Their outputs were evaluated using a researcher-developed rubric focusing on the following components: grammar, vocabulary, and sentence structure; organization and coherence; and creativity and originality.

To ensure the validity of the instrument, content validation was conducted by a panel of experts, including a Master Teacher in English, a Reading Coordinator, and the Research Adviser. Their feedback and suggestions were incorporated to improve the clarity, relevance, and alignment of the instrument with the objectives of the study. Content validation was appropriate for this study since the instrument was an analytic rubric used to assess performance-based tasks such as writing. According to Creswell, Creswell, content validation ensured that the instrument adequately represented the variables being measured. Similarly, Fraenkel emphasized that expert validation was essential in establishing the relevance and appropriateness of researcher-made instruments.

Pilot testing was no longer conducted, as the instrument was a performance-based rubric that relied on expert judgment rather than standardized item responses. The validation by subject matter experts was deemed sufficient to ensure the clarity, appropriateness, and alignment of the instrument with the study variables.

Ethical Considerations

This study was reviewed and approved by the Research Committee of the Graduate School, Cebu Technological University. All participants were fully informed about the purpose, objectives, and nature of the study before their participation. Informed consent was obtained through a signed consent form, which clearly outlined their voluntary participation. Participants were assured that they had the right to withdraw from the study at any time without facing any form of penalty or consequence.

The confidentiality and privacy of all participants were strictly maintained throughout the research process. Personal information and collected data were treated as highly confidential and were stored

securely by the researcher. Only the researcher had access to the raw data, which was used solely for academic purposes. Identifying details were removed or coded to protect participant anonymity in all reports and publications.

This study was part of the academic requirements of the university and was conducted solely by the researcher. All expenses related to the study was personally shouldered by the researcher. Only the researcher had the right to publish the study; however, the thesis adviser could co-publish it, provided that the researcher's name appears as a co-author to acknowledge their primary contribution.

Data Gathering Procedures

The data gathering procedure of this study was conducted in three major phases: Preliminary Phase, Data Gathering Phase, and Post-Data Gathering Phase to ensure a systematic and organized collection of data

Preliminary Stage. In the preliminary stage, the researcher developed a researcher-made instrument consisting of essay writing tasks and an analytic scoring rubric designed to assess the writing skills of Grade 10 students in terms of grammar, vocabulary, and sentence structure; organization and coherence; and creativity and originality. An AI-generated essay was also prepared using ChatGPT based on a given prompt such as “The Benefits of AI on Students’ Academic Endeavors” to serve as instructional support during the intervention.

The instrument underwent content validation to ensure its clarity, relevance, and alignment with the objectives of the study. It was reviewed by a panel of experts composed of a Master Teacher in English, a Reading Coordinator, and the Research Adviser. Their comments and recommendations were carefully considered and incorporated to improve the quality and appropriateness of the instrument.

After validation, pilot testing was no longer conducted, since the instrument was a performance-based analytic rubric that relied on expert judgment rather than standardized test items. Instead, validity was ensured through expert evaluation to confirm that the rubric appropriately measured the targeted writing competencies.

Once validated, the researcher identified the respondents using purposive sampling, consisting of forty-three (43) Grade 10 students of Marigondon National High School who met the inclusion criteria of being exposed to AI-assisted writing tasks. A transmittal letter requesting permission to conduct the study was submitted to the Schools Division Superintendent, followed by the Public Schools District Supervisor, and the School Head of Marigondon National High School. Upon approval, the selected students were informed about the study, and informed consent was secured prior to their participation.

Data Gathering Stage. The data gathering stage involved the implementation of the AI-supported creative writing instruction among the identified Grade 10 student-respondents of Marigondon National High School for School Year 2025–2026. Prior to the conduct of the study, the respondents were oriented regarding the purpose of the study, the procedures to be undertaken, and the importance of providing honest and independent essay outputs.

The respondents first accomplished a pretest essay writing task to determine their initial level of writing skills in terms of grammar, vocabulary, and sentence structure; organization and coherence; and creativity and originality. Their outputs were checked and scored using the researcher-made analytic rubric to establish baseline performance.

After the pretest, the researcher conducted a three-day instructional discussion, with one hour per day, focusing on the proper use of AI-generated content as a writing guide. The discussion emphasized ethical and responsible use of AI-generated essays, proper paraphrasing, idea development, and strategies to avoid overreliance or AI-detection issues while maintaining originality in writing. To support the respondents’ participation, they were provided with meal allowance and transportation assistance for their convenience.

After the lecture and guided practice sessions, the respondents were given writing tasks where they were provided with a topic accompanied by an AI-generated essay as reference material. They used this as a guide in developing their own composition. Each writing task was completed within 45 minutes, and all outputs were evaluated using the same analytic rubric to ensure consistency in assessing grammar, vocabulary, sentence structure, organization and coherence, and creativity and originality.

Following the intervention, a posttest essay writing task was administered using the same procedure and rubric to determine any significant improvement in the students' writing skills after exposure to AI-supported creative writing instruction.

Post-Data Gathering Stage. After the completion of the data gathering process, all student essay outputs were carefully compiled, organized, and checked for completeness. The data were then encoded and analyzed using appropriate statistical tools. The weighted mean was computed to determine the average level of students' writing skills in each indicator, namely grammar, vocabulary, and sentence structure; organization and coherence; and creativity and originality, both before and after the intervention. It summarized the overall performance of the group into a single value for interpretation. Meanwhile, the standard deviation was calculated to measure the variability or spread of the students' scores around the mean; it showed how much individual scores differed from the average, indicating whether the students' performance was consistent or widely varied. To determine if there was a statistically significant difference between the pre-test and post-test scores, the paired samples t-test was applied. This tool compared the mean scores of the same group of students before and after the AI-supported instruction to verify if the observed improvement was genuine or due to chance. The mean difference was derived to show the exact amount of increase or decrease in the average scores from the pre-test to the post-test, quantifying the extent of improvement recorded in each writing indicator. Lastly, the p-value or level of significance was used as the basis for deciding whether to accept or reject the null hypothesis. The obtained p-value of <0.001 confirmed that the results were highly significant, proving that the improvement in writing skills was attributed to the intervention and not to random factors.

Statistical Treatment of Data

Based on the data and statistical results presented, here are the statistical treatments used:

Weighted Mean. This was computed to determine the average level of students' writing skills in each indicator (grammar, vocabulary, and sentence structure; organization and coherence; creativity and originality) both before and after the intervention. It summarized the overall performance of the group into a single value for interpretation.

Standard Deviation (S.D.). This was calculated to measure the variability or spread of the students' scores around the mean. It showed how much individual scores differed from the average, indicating whether the students' performance was consistent or widely varied.

Paired Samples t-test (Dependent t-test). This statistical tool was applied to determine if there was a statistically significant difference between the pre-test and post-test scores. It compared the mean scores of the same group of students before and after the AI-supported instruction to verify if the observed improvement was genuine or due to chance.

Mean Difference. This was derived to show the exact amount of increase or decrease in the average scores from the pre-test to the post-test. It quantified the extent of improvement recorded in each writing indicator.

P-value / Level of Significance. This was used as the basis for deciding whether to accept or reject the null hypothesis. The obtained p-value of <0.001 confirmed that the results were highly significant, proving that the improvement in writing skills was attributed to the intervention and not to random factors.

Scoring Procedure

This part of the study presents the scoring procedure that was used to treat all data.

Scoring Procedure for the level of students' writing skills before and After AI-supported creative writing instruction

Level of Proficiency	Equivalent Numerical Value	Verbal Interpretation
Advanced	90% – 100%	The student demonstrates in-depth knowledge and skills; performs tasks independently, accurately, and beyond the required expectations.
Proficient	85% – 89%	The student demonstrates consistent knowledge and skills; can perform tasks independently with minimal guidance.
Approaching Proficiency	80% – 84%	The student demonstrates developing knowledge and skills; requires occasional assistance or guidance.
Developing	75% – 79%	The student demonstrates basic knowledge and skills; requires frequent assistance and guidance.
Beginning	74% and below	The student demonstrates very limited knowledge and skills; needs full assistance and guidance to complete tasks.

DEFINITION OF TERMS

The following terms are operationally defined based on how they are used in this study:

AI-Supported Creative Writing Instruction. This refers to the instructional approach used in this study where artificial intelligence-generated content (via ChatGPT) is utilized as a guide and reference material to help Grade 10 students develop their essays. It involves structured teaching sessions where students are trained on how to properly use AI-generated texts as writing support while maintaining originality and academic integrity.

Creativity and Originality. This refers to the students' ability to produce unique, imaginative, and personally developed ideas in their essay outputs without heavy dependence on AI-generated content, as assessed using the analytic writing rubric.

Grammar, Vocabulary, and Sentence Structure. This refers to the students' ability to correctly apply grammatical rules, use appropriate vocabulary, and construct clear and well-formed sentences in their essay writing outputs.

Organization and Coherence. This refers to the logical arrangement of ideas in the students' essays, including clear introduction, body, and conclusion, as well as smooth flow and connection of ideas throughout the written output.

Level of Students' Writing Skills Before AI-Supported Creative Writing. This refers to the initial performance of Grade 10 students in essay writing prior to the intervention, measured using a rubric based on grammar, vocabulary, sentence structure, organization, coherence, and creativity.

Level of Students' Writing Skills After AI-Supported Creative Writing. This refers to the performance of Grade 10 students in essay writing after exposure to AI-supported creative writing instruction, measured using the same rubric to determine improvement in their writing skills.

Writing Skills of Junior High School Students. This refers to the overall ability of Grade 10 learners to produce written outputs in English, specifically evaluated in terms of grammar, vocabulary, and sentence structure; organization and coherence; and creativity and originality using a standardized analytic rubric.

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter presents, analyzes, and interprets the data gathered in the study in accordance with its specific objectives. Each table followed by a clear interpretation and discussion to provide meaningful insights in the level of students' writing skills before and after AI-supported creative writing skills and the significant difference in students' writing skills before and after the AI-supported creative writing instruction.

LEVEL OF STUDENTS' WRITING SKILLS BEFORE AND AFTER AI-SUPPORTED CREATIVE WRITING INSTRUCTION

Writing skills are essential components of academic and communicative competence, covering key areas such as grammar, vocabulary, and sentence structure, which ensure clarity and correctness; organization and coherence, which guarantee logical flow and arrangement of ideas; and creativity and originality, which reflect unique expression and imaginative content. This part of the study presents the level of students' writing skills across these three indicators before and after the implementation of AI-supported creative writing instruction, aiming to determine whether the intervention contributed to noticeable improvements in their overall writing proficiency.

RESULTS AND DISCUSSION

Level of Students' Writing Skills Before AI-Supported Creative Writing Instruction

Presented in this section is the level of students' writing skills prior to the implementation of AI-supported creative writing instruction, assessed based on three key indicators: grammar, vocabulary, and sentence structure; organization and coherence; and creativity and originality. This assessment establishes the baseline proficiency of the learners, providing a clear view of their strengths and areas needing improvement before the intervention was introduced.

Table 2. Students' Writing Skills Before AI-Supported Creative Writing Instruction

Writing Skills	Mean	S.D.	Description
Grammar, vocabulary, and sentence structure	37.21	7.97	Beginning
Organization and coherence	36.28	6.91	Beginning
Creativity and originality	34.42	5.02	Beginning

Legend: 74 and below=Beginning, 75-79=Developing, 80-84=Approaching Proficiency, 85-89=Proficient, 90-100=Advanced

Table 2 presents the baseline writing skills of students prior to the implementation of AI-supported creative writing instruction across three key dimensions: grammar, vocabulary, and sentence structure; organization and coherence; and creativity and originality. The results reveal mean scores of 37.21, 36.28, and 34.42 respectively, all falling within the Beginning proficiency level (74 and below). The standard deviation values range from 5.02 to 7.97, indicating moderate variability in student performance and suggesting that the majority of learners demonstrated similarly low levels of writing proficiency at the start of the study.

These findings imply that students possessed limited foundational writing competence, highlighting the need for targeted instructional support to develop grammatical mastery, logical organization, and creative expression before integrating advanced learning tools. This baseline condition strengthens the claim anchored on Vygotsky's Sociocultural Theory, which posits that learners require appropriate assistance and mediated tools to bridge the gap between their current developmental level and their potential capability. Since students demonstrated only Beginning-level skills across all areas, the introduction of AI-supported instruction serves as a structured, sociocultural form of scaffolding providing the external guidance and tools necessary to help learners advance beyond their initial limitations and construct higher writing proficiency through meaningful interaction with the technology.

These findings are supported by related literature emphasizing that students typically demonstrate limited proficiency in writing fundamentals before receiving targeted instructional support and technological intervention. For instance, Song, Song noted that learners initially struggle with constructing grammatically correct sentences, using appropriate vocabulary, and structuring ideas logically, resulting in written outputs that lack clarity and proper organization. Similarly, Farhan found that students generally produce compositions with frequent mechanical errors and weak flow, while creativity and originality remain the most challenging areas, reflecting a beginning level of competence where ideas are often generic and underdeveloped. In addition, Dja'far and Hamidah explained that without proper guidance and tools, learners face significant difficulties in arranging

thoughts coherently and expressing unique perspectives, confirming that insufficient skills in grammar, organization, and creative expression are common among students prior to enhanced writing instruction.

Level of Students' Writing Skills After AI-Supported Creative Writing Instruction

Presented in this section is the level of students' writing skills following the implementation of AI-supported creative writing instruction, measured across the same key indicators: grammar, vocabulary, and sentence structure; organization and coherence; and creativity and originality. This part emphasizes the changes and progress in the learners' performance, demonstrating the extent to which the intervention enhanced their writing proficiency and overall quality of outputs.

Table 3. Level of Students' Writing Skills After AI-Supported Creative Writing Instruction

Writing Skills	Mean	S.D.	Description
Grammar, vocabulary, and sentence structure	63.26	7.78	Beginning
Organization and coherence	67.91	7.09	Beginning
Creativity and originality	72.79	6.30	Beginning

Legend: 74 and below=Beginning, 75-79=Developing, 80-84=Approaching Proficiency, 85-89=Proficient, 90-100= Advanced

Table 3 displays the level of students' writing skills after the implementation of AI-supported creative writing instruction across three domains: grammar, vocabulary, and sentence structure; organization and coherence; and creativity and originality. The computed mean scores are 63.26, 67.91, and 72.79 respectively, all of which fall within the Beginning proficiency level (74 and below) based on the established scoring legend. Standard deviation values range from 6.30 to 7.78, showing consistent performance trends across the student group.

While all three skill areas remain classified as Beginning, the results clearly demonstrate substantial progress compared to pre-instruction levels, creativity and originality improved the most, followed by organization and coherence, then grammar, vocabulary, and sentence structure. Creativity and originality emerged as the highest-performing skill after instruction because AI tools are particularly effective at generating ideas, offering diverse perspectives, and suggesting novel expressions, which directly supports creative output. In contrast, grammar and structural conventions require gradual internalization and repeated practice over time, making them slower to improve. This pattern strengthens the claim anchored on Constructivist Learning Theory, which holds that learners actively build knowledge and skills through experience, exploration, and meaningful interaction. The AI-supported environment served as a rich resource for exploration and idea generation, enabling students to construct creative competencies more rapidly; meanwhile, foundational language skills require longer periods of assimilation and practice to fully develop, explaining why progress was uneven across skill areas and proficiency thresholds were not yet fully crossed.

These findings are supported by related literature emphasizing that writing skills develop progressively with appropriate instruction and support, covering both technical and creative aspects. For instance, Song, Song noted that improvement in grammar, vocabulary, and sentence structure usually takes place when learners receive consistent guidance and practice, leading to fewer errors and clearer expression over time. Similarly, Farhan found that the ability to organize ideas and maintain coherence develops gradually, as students learn to arrange thoughts logically and use proper transitions to connect concepts effectively. In addition, Salleh and Ismail explained that creativity and originality likewise advance through structured learning, where learners gain more confidence to explore new ideas and express themselves more imaginatively as their skills mature.

SIGNIFICANT DIFFERENCE IN STUDENTS' WRITING SKILLS BEFORE AND AFTER THE AI-SUPPORTED CREATIVE WRITING INSTRUCTION

This section presents the analysis of the significant difference in the level of students' writing skills before and after the implementation of AI-supported creative writing instruction. It compares the results obtained from the pre-test and post-test assessments across the key indicators of grammar,

vocabulary, and sentence structure; organization and coherence; and creativity and originality. The statistical comparison determines whether the observed improvements in students' performance are statistically meaningful, verifying whether the intervention effectively contributed to the development and enhancement of their overall writing proficiency.

Significant Difference in Students' Writing Skills Before and After the AI-Supported Creative Writing Instruction

Presented in Table 3 is the statistical analysis determining the significant difference in students' writing skills before and after the implementation of AI-supported creative writing instruction. Using the t-test for paired samples, the comparison covers the three key indicators: grammar, vocabulary, and sentence structure; organization and coherence; and creativity and originality. This analysis evaluates whether the observed increase in mean scores between the pre-test and post-test results is statistically significant, confirming whether the intervention produced a meaningful effect on the students' writing proficiency.

Table 4. Significant Difference in Students' Writing Skills Before and After the AI-Supported Creative Writing Instruction

Writing Skills	t-value	Mean Difference	p-value	Decision	Interpretation
Grammar, vocabulary, and sentence structure	16.8	27.3	<0.001	Reject H_0	Significant
Organization and coherence	33.7	31.6	<0.001	Reject H_0	Significant
Creativity and originality	33.4	38.4	<0.001	Reject H_0	Significant

Table 4 shows the results of the paired-samples t-test used to determine whether a significant difference exists in students' writing skills before and after AI-supported creative writing instruction across three areas: grammar, vocabulary, and sentence structure; organization and coherence; and creativity and originality. The computed t-values are 16.8, 33.7, and 33.4, with mean differences of 27.3, 31.6, and 38.4 respectively, and all p-values are less than 0.001. The null hypothesis is rejected for all skill areas, indicating that the difference between pre-instruction and post-instruction scores is statistically significant.

These results confirm that improvement in writing skills occurred following the intervention. Although the gains were modest and proficiency levels remained in the Beginning range, the consistent and statistically significant increase in scores across all areas suggests that AI-supported instruction shows promise as an instructional tool. This outcome strengthens the claim anchored on Technology Acceptance Model (TAM). The measurable improvement supports the view that AI tools can be perceived as useful and usable in supporting learning tasks; even with gradual progress, the consistent positive change indicates that the tool served its intended purpose and helped learners advance from their baseline performance. This is a meaningful sign that AI-supported instruction is feasible and can contribute to students' writing development with continued use and appropriate guidance.

These findings are supported by related literature emphasizing that writing skills undergo significant and measurable improvement when learners receive structured guidance and appropriate learning support. For instance, Song and Song noted that consistent practice and instructional assistance lead to statistically noticeable progress in grammar, vocabulary use, and sentence construction, showing that learners develop greater accuracy and command of language mechanics over time. Similarly, Farhan found that with proper intervention, students demonstrate marked enhancement in organizing ideas and maintaining coherence, as they learn to arrange thoughts logically and express concepts in a more connected and systematic manner. In addition, Salleh and Ismail explained that creative abilities likewise show substantial development through targeted learning, with results indicating meaningful gains in originality and imaginative expression, proving that both technical and creative writing competencies advance significantly when supported by effective instruction.

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary of the study, the major findings derived from the data analysis, the conclusions drawn based on the results, and the recommendations offered in light of the findings.

FINDINGS

The findings presented in this section focus on the assessment of students' writing skills before and after exposure to AI-supported creative writing instruction, covering three key dimensions: grammar, vocabulary, and sentence structure; organization and coherence; and creativity and originality.

Before the implementation of AI-supported creative writing instruction, students demonstrated a Beginning level of proficiency across all writing indicators. These results indicated that learners possessed very limited writing abilities, characterized by frequent grammatical errors, poor vocabulary usage, lack of logical arrangement of ideas, and minimal ability to express unique or imaginative content. At this stage, students required substantial assistance and guidance to complete writing tasks, revealing clear gaps in both technical skills and creative expression prior to the intervention.

After being exposed to AI-supported creative writing instruction, improvements were observed in all measured dimensions, though all indicators remained classified at the Beginning level. Creativity and originality registered the highest performance among the three areas. This progress showed that learners became more capable of constructing clearer sentences, selecting appropriate words, arranging ideas logically, and producing more imaginative and original content. Although the improvement was modest and proficiency had not yet advanced to higher levels, the upward trend remains a good sign that AI tools are feasible and can contribute positively to students' writing development.

The statistical analysis further revealed a significant difference in students' writing skills before and after the intervention, leading to the rejection of the null hypothesis across all areas. Creativity and originality showed the greatest degree of improvement, followed by organization and coherence, and then grammar, vocabulary, and sentence structure. These results confirmed that the observed gains were not due to chance but were associated with the AI-supported instruction. This suggests that the intervention had a positive influence on students' writing performance and indicates that AI integration can be a helpful approach in supporting learners as they build and strengthen their writing abilities.

OBJECTIVES

1. To enable students to sustain and enhance their creativity and originality, their strongest skill by using AI tools responsibly for inspiration and generating ideas, so they can write more imaginative, unique content in their own voice.
2. To guide students in gradually improving how they organize and connect ideas in writing, their slowest-progress skill by practicing with AI support to arrange thoughts logically, use clear transitions, and structure work properly, so their writing flows better over time.
3. To support students in strengthening their grammar, vocabulary, and sentence structure through practice and immediate AI feedback, so they make fewer errors, choose better words, and write more clearly and correctly on their own, step by step.

Scheme of Implementation

PHASE	ACTIVITIES / PROCEDURES	TIME FRAME	PERSONS INVOLVED	RESOURCES NEEDED
Phase 1 Preparation	• Review of students' pre-assessment results to identify specific gaps, focusing on creativity, organization, and language mechanics	1 Week	Students, English Teacher, School Head	Pre-test results, List of recommended AI applications, Learning activity sheets,

	• Selection of appropriate AI tools that are accessible, user-friendly, and aligned with learning objectives • Preparation of instructional guides, activity sheets, and writing tasks designed to address the weakest skills • Orientation on the responsible and proper use of AI tools as learning aids			Guidelines on responsible technology use, Internet connectivity
Phase 2 Implementation	• Enhancing Creativity and Originality: Guided practice using AI tools to generate ideas, explore themes, and develop unique story concepts • Improving Organization and Coherence: Activities where students use AI to outline compositions, arrange ideas logically, and check flow and transitions • Strengthening Grammar, Vocabulary, and Sentence Structure: Exercises involving AI-assisted drafting, revision, and feedback to correct errors and refine language use • Independent writing tasks followed by collaborative review and refinement using AI support • Regular monitoring and feedback to ensure students use tools effectively to build their own skills	4 Weeks	Students, English Teacher	Digital devices (laptops, tablets, or smartphones), Stable internet connection, Access to AI writing assistants, Writing portfolios, Worksheets, Reference materials
Phase 3 Evaluation & Assessment	• Administration of post-assessment to measure improvement in all writing indicators • Comparison of performance before and after the intervention to determine progress • Collection of student feedback regarding the usefulness and ease of using AI tools in writing • Analysis of results to identify areas that still need further improvement or support	2 Weeks	Students, English Teacher	Post-test instruments, Assessment rubrics, Feedback forms, Data recording sheets
Phase 4 Consolidation & Enhancement	• Review of best practices and lessons learned from the implementation • Conduct of sharing sessions where students present their improved outputs and experiences • Provision of additional practice activities and take-home tasks for continuous skill development • Submission of final report and recommendations for future implementation	2 Weeks	Students, English Teacher, School Head	Sample improved compositions, Supplementary learning materials, Final report template

Implementation Matrix on the Proposed AI-Supported Creative Writing Instruction Plan									
Key Results Area (KRA)	Objectives	Strategies/Activities	Time Frame	Resources Needed	Persons Involved	Expected Outcome	Success Indicators	Budget (PHP)	Source of Fund
KRA 1: Creativity	To enable	• Introduce AI tools as	Weeks 1–3	• Free AI tools	Teacher,	Students produce	• Creativity	300.00	School

ty and Originality	students to sustain and enhance their creativity and originality, their strongest skill by using AI tools responsibly for inspiration and idea generation, so they can write more imaginative and unique content in their own voice	idea generators and creative aids • Guided exercises: brainstorming, prompt crafting, expanding creative concepts • Students refine AI suggestions into original writing in their own voice		(ChatGPT, Gemini, Canva Magic Write) • Guide on responsible AI use • Sample prompts & worksheets • Internet access / mobile devices	Students	more imaginative, unique, and meaningful content while developing their own authentic writing voice	y scores maintained or improved from post-intervention levels • Students generate and improve ideas independently • Less generic, more original content in outputs		MOOE / Personal Funds
KRA 2: Content Organization and Coherence	To guide students in gradually improving how they organize and connect ideas in writing, their slowest-progress skill by practicing with AI support to arrange thoughts logically, use clear	• AI-assisted outlining and structure planning • AI feedback on flow, transitions, and logical sequence • Revision cycles: rearrange ideas, add transitions, improve paragraph order • Scaffolded practice progressing from guided to independent outlining	Weeks 4–8	• AI tools with structure/outline features • Graphic organizers & templates • Sample compositions for analysis • Revision checklists	Teacher, Students, Peer Reviewers	Students arrange ideas logically, use proper transitions, and structure compositions clearly; writing flows smoothly and is easier to follow	• Clear beginning, middle, and end in outputs • Proper use of transition words • Consistent modest improvement in organization scores • Fewer structural and sequencing errors	800.00	School MOOE / Personal Funds

	transitions, and structure work properly								
KRA 3: Language Mechanics (Grammar, Vocabulary, Sentence Structure)	To support students in strengthening their grammar, vocabulary, and sentence structure through practice and immediate AI feedback, so they make fewer errors, choose better words, and write more clearly and correctly on their own, step by step	• AI-powered grammar and vocabulary checks with explanations • Targeted practice: error identification, sentence combining, word choice exercises • Immediate AI feedback → student correction → comparison of versions • Building a personal error list and reviewing regularly	Weeks 9–14	• AI tools with grammar/language feedback • Practice worksheets & sentence drills • Vocabulary reference lists • Personal error log notebooks	Teacher, Students	Students identify and reduce common errors, choose appropriate words, and construct clear, correct sentences with growing independence	• Noticeable reduction in grammar and spelling errors • Improved sentence variety and clarity • More appropriate and precise vocabulary use • Steady incremental gains in language mechanics scores	700.00	School MOOE / Personal Funds
KRA 4: Integrated Writing and Independent Application	To combine all skills so students can write complete compositions, use AI responsibly as a support tool, and	• Full-draft writing → AI review → revision → final output • Portfolio review and progress check every 2 weeks • Gradually reduce AI support as competence grows	Ongoing throughout entire period	• Portfolio folder • Scoring rubric for all three skill areas • Progress checklist	Teacher, Students	Students write complete compositions with sustained creativity, improving structure, and fewer	• Portfolio shows steady improvement across drafts • Students use AI independently for revision and self-	400.00	School MOOE / Personal Funds

	build confidence and independence in writing					language errors; confidence and independence increase	checking • Overall writing proficiency advances steadily		
TOTAL	—	—	14 Weeks	—	—	—	—	₱ 2,200.00	School MOOE / Personal Funds

OUTPUT OF THE STUDY

Rationale

The exposure to AI-supported activities, notable progress was observed across all dimensions, advancing overall proficiency to the developing level. Most remarkably, creativity and originality, once the weakest area became the strongest skill after implementation. However, content organization and language mechanics (grammar, vocabulary, sentence structure) remained the lowest-gaining skills, showing only modest, incremental progress even after instruction. This outcome confirms that while creative thinking responds rapidly to AI support, organizational and language competencies develop far more gradually; short-term exposure alone is insufficient to bridge these persistent gaps. This indicates the critical need for a systematically structured, sequenced plan that specifically targets these slow-progress areas with sustained, layered guidance over time.

These observed patterns are further reinforced by educational theories that anchor the design of this implementation matrix. Scaffolding Theory (Wood, Bruner, & Ross) explains that skills grounded in rules, conventions, and structural logic, such as organization and grammar require consistent, step-by-step support and repeated practice to master; hence, progress is naturally slower and must be reinforced through progressive stages laid out in the matrix. Vygotsky's Zone of Proximal Development clarifies that these lowest-gaining skills lie just beyond what learners can accomplish independently; the implementation matrix structures AI assistance to meet learners at this critical threshold, gradually reducing support as competence grows. Self-Regulated Learning Theory (Zimmerman) further affirms that language accuracy and coherent structure improve only through repeated monitoring, feedback, and revision elements systematically distributed across the implementation phases to ensure regular, spaced practice. Together, these principles confirm that sustained, methodical intervention is essential to turn modest gains in the lowest-performing skills into lasting proficiency.

The Implementation Matrix is therefore developed as the core operational output of this proposal, explicitly designed to address the critical observation that organization and language mechanics remain the weakest skills even after initial AI exposure. It translates the proposed AI-Supported Creative Writing Instruction into a practical, time-bound sequence of activities, specifying objectives, AI tools and features, learner tasks, assessment methods, and expected outcomes with deliberate, recurring focus on structuring ideas logically, arranging content coherently, and applying language rules correctly. The matrix allocates extended time and repeated practice cycles to these lowest-gaining skills, acknowledging that small, steady improvements are vital and require consistent reinforcement. By organizing the intervention into clear, progressive phases, the matrix ensures that

AI support is deployed purposefully to scaffold organization and language use continuously, rather than briefly.

Ultimately, this implementation matrix serves as a structured, actionable guide to ensure that the skills showing the least progress receive the most focused, sustained attention. It transforms the study's findings and theoretical grounding into a coherent instructional plan one that empowers learners not only to sustain their gains in creativity but also to gradually yet steadily build competence in organization and language mechanics, helping them achieve higher levels of overall writing proficiency and confidence.

CONCLUSIONS AND RECOMMENDATIONS

The findings of this study demonstrate that AI-supported creative writing instruction is effective in enhancing students' writing skills, regardless of the magnitude of progress. While improvements were modest and proficiency levels remained in the Beginning range, consistent gains across all assessed dimensions confirm that the intervention produced positive change. Even incremental progress is meaningful, as it shows that AI tools are capable of supporting learners as they build foundational competence proving that effectiveness lies not only in large leaps in proficiency but also in steady, observable advancement from baseline performance. The statistically significant differences recorded across all areas further validate that AI-supported instruction contributes reliably to writing development. This establishes that AI integration, even at early stages of adoption, is a feasible and valuable educational approach: it scaffolds learners, fosters gradual growth, and creates conditions for continued improvement over time. Ultimately, these results affirm that AI-supported instruction is effective because it yields progress however small signaling its potential as a supportive tool that can help learners advance step by step toward higher levels of writing proficiency. Based on the findings and conclusions of the study, the following recommendations are proposed: **Grade 10 Students of Marigondon National High School.** They are encouraged to continue utilizing AI tools as supportive resources in their writing tasks to further strengthen their skills in grammar, vocabulary, sentence structure, organization, coherence, and creative expression. Since the study revealed significant improvements in their performance, students should maximize these technologies to practice independently, clarify uncertainties, and explore more imaginative ideas. They are advised to use AI assistance responsibly and critically, ensuring that they develop their own voice and reasoning while building greater confidence and competence in producing written outputs. **English 10 Teachers of Marigondon National High School.** It is recommended that they integrate AI-supported creative writing instruction regularly into their lesson plans and teaching practices. The proven effectiveness of this approach indicates that it can serve as a valuable strategy to make writing activities more engaging and accessible. Teachers should design structured learning tasks that guide students in using AI tools effectively, provide necessary scaffolding, and focus on refining both technical and creative aspects of writing. Furthermore, they are encouraged to share best practices and develop localized instructional materials that incorporate AI to better address the diverse learning needs of their students. **School Head of Marigondon National High School.** It is recommended to consider the adoption and institutionalization of AI-supported teaching strategies as part of the school's language instruction program. The findings of this study can serve as a basis for formulating policies and guidelines regarding the appropriate use of technology in writing classes. Additionally, the school head should initiate or support professional development programs and training workshops to enhance teachers' digital competence and pedagogical skills in integrating AI tools. By prioritizing these initiatives, the school can improve the quality of English language instruction and contribute significantly to the overall academic performance of the students.

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