

**THE ANALYSIS OF SELF-DIRECTED LEARNING IN ENHANCING
WRITING SKILLS AMONG FIFTH SEMESTER STUDENTS OF
ENGLISH EDUCATION DEPARTMENT AT UNIVERSITAS
MUHAMMADIYAH OF PONOROGO**

THESIS

*Presented to partial fulfillment of the requirement
for the degree of Sarjana Pendidikan In English Education Department*



By:

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**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
UNIVERSITAS MUHAMMADIYAH PONOROGO**

2026

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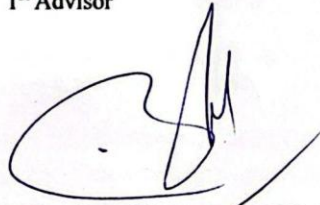
AGREEMENT PAGE

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Writing Skills Among Fifth Semester Students of English
Education Department at Universitas Muhammadiyah Ponorogo**

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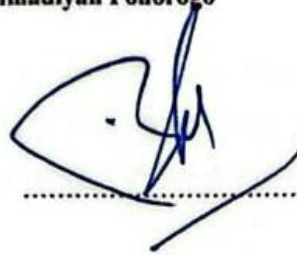
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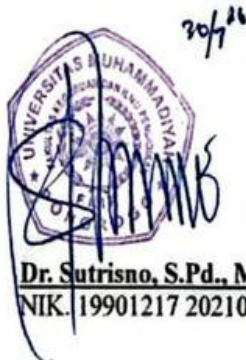


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ABSTRACT

Aisyah Nika O.S 2026.*The Analysis of Self-Directed Learning in Enhancing Writing Skills among Fifth Semester Students of English Education Department at Universitas Muhammadiyah of Ponorogo.* Thesis. Department of English Education, Muhammadiyah University of Ponorogo. Advisor 1: Dr. Bambang Harmanto, M.Pd., Advisor 2: Dr. Dyah Atiek Mustikawati, S.Pd., M.Hum.

This study aims to: (1) analyze how fifth-semester students of the English Education Department at Universitas Muhammadiyah Ponorogo apply Self-Directed Learning (SDL) in developing their academic writing skills; (2) analyze the challenges students encounter in academic writing and the Self-Directed Learning strategies they use to overcome those challenges; and (3) analyze how students apply Self-Directed Learning strategies in enhancing their academic writing development.

This study employed a descriptive qualitative approach. The participants were fifth-semester students of the English Education Department at Universitas Muhammadiyah Ponorogo in the 2024/2025 academic year. The participants were selected using purposive sampling based on the research criteria. Data were collected through semi-structured interviews to obtain in-depth information about the participants' experiences, learning strategies, and challenges in applying Self-Directed Learning during the academic writing process. The collected data were analyzed using the interactive model of Miles and Huberman (1994), which consists of data reduction, data display, and conclusion drawing and verification.

The findings show that the participants demonstrated the five aspects of Self-Directed Learning in developing their academic writing skills: initiative and planning, self-awareness and problem solving, goal setting and personal targets, learning resources and technology, and self-monitoring and evaluation. The participants independently searched for academic references, prepared writing outlines, managed their writing schedules, utilized digital tools such as Google Scholar, Grammarly, and artificial intelligence (AI), and continuously reviewed and revised their writing before submitting their assignments. The findings also reveal that the participants encountered several challenges, including difficulties in grammar, developing ideas, organizing writing structure, selecting appropriate theories and research methodology, identifying errors independently, and managing time during the writing process. To address these challenges, the participants applied various Self-Directed Learning strategies, such as consulting lecturers and peers, searching for additional academic references, learning from journal articles, and utilizing technological tools to support their writing.

Keywords: *Self-Directed Learning, Academic Writing, Writing Development, Learning Strategies, Writing Challenges.*

ACKNOWLEDGEMENTS

Praise be to Allah Subhanahu Wa Ta'ala, the Most Merciful and the Most Compassionate. Peace and blessings be upon Prophet Muhammad Shallallahu 'Alaihi Wasallam. The writer would like to express her deepest gratitude to Allah Subhanahu Wa Ta'ala for His endless blessings, mercy, guidance, strength, and patience that have enabled her to complete this thesis entitled "The Analysis of Self-Directed Learning Components in Enhancing Academic Writing Skills among Fifth-Semester Students of the English Education Department at Universitas Muhammadiyah Ponorogo." This thesis is submitted to the English Education Department, Faculty of Teacher Training and Education, Universitas Muhammadiyah Ponorogo, as a partial fulfillment of the requirements for obtaining the degree of Bachelor of Education.

The writer realizes that the completion of this thesis would not have been possible without the support, guidance, and assistance of many individuals. Therefore, the writer would like to express her sincere gratitude to:

1. Dr. Rido Kurnianto, M.Ag., the Rector of Universitas Muhammadiyah Ponorogo.
2. Dr. Sutrisno, S.Pd., M.Pd., the Dean of the Faculty of Teacher Training and Education.
3. Dr. Elok Putri Nimasari, M.Pd., the Head of the English Education Department.
4. Dr. Bambang Harmanto, S.Pd., M.Pd., as the first advisor, for his valuable guidance, encouragement, suggestions, patience, and support throughout the process of completing this thesis.
5. Dr. Dyah Atiek Mustikawati, M.Hum., as the second advisor, for her guidance, constructive feedback, motivation, and continuous support during the completion of this thesis.
6. All lecturers of the English Education Department, Universitas Muhammadiyah Ponorogo, for their knowledge, guidance, and inspiration throughout the writer's academic journey.
7. The writer's beloved parents and family, for their endless love, prayers, sacrifices, encouragement, and unwavering support in every step of her life.

8. All friends and classmates who have shared experiences, support, motivation, and assistance during the completion of this thesis.
9. All respondents who willingly participated in this research and provided valuable information for this study.
10. Everyone who has contributed directly or indirectly to the completion of this thesis.

May Allah Subhanahu Wa Ta'ala reward all their kindness and generosity with abundant blessings.

The writer realizes that this thesis is still far from perfect. Therefore, constructive criticism and suggestions are highly appreciated for the improvement of this thesis. Finally, the writer hopes that this thesis will be beneficial for readers, researchers, and anyone interested in the field of Self-Directed Learning and academic writing.

Ponorogo, 7th July 2026



Nika Aisyah Oktaviano Sya'ba

THESIS STATEMENT

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Certify that this thesis is definitely my own work. I am completely responsible for the content of my thesis. Other researchers' opinions or findings included in the final project are cited or quoted in accordance with ethical standard.

Ponorogo, 7th July 2026



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DEDICATION

This thesis is sincerely dedicated to those who have guided, encouraged, and supported me throughout this journey:

1. Allah SWT, the ultimate source of my strength, guidance, and blessings. Every achievement I have reached is by His grace and mercy.
2. My beloved parents, for their endless love, sincere prayers, sacrifices, and unwavering support throughout my academic journey. This achievement is a reflection of your devotion and unconditional love.
3. My beloved family, for their encouragement, care, understanding, and prayers that have strengthened me in every step of this journey.
4. Dr. Bambang Harmanto, S.Pd., M.Pd. and Dr. Dyah Atiek Mustikawati, M.Hum., my thesis advisors, for their invaluable guidance, patience, support, and encouragement throughout the process of completing this thesis.
5. My lecturers of the English Education Department, for sharing their knowledge, experiences, and inspiration throughout my academic journey.
6. My closest friends, who have always been there to listen, encourage, support, and accompany me through both the challenges and achievements of my academic journey. Thank you for your kindness, motivation, laughter, and unforgettable memories.
7. My friends and classmates, for the togetherness, support, cooperation, and motivation throughout my years of study.
8. Lastly, to myself, for staying strong, trusting the process, and never giving up despite all the challenges faced along the way. This achievement is proof that perseverance and determination can turn dreams into reality.

Thank you for being part of this meaningful journey.

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