

**EFL STUDENTS' EXPERIENCES IN USING AI FROM SELF-DIRECTED
LEARNING THEORY**

THESIS

Presented to in partial fulfilment of the requirement
For Bachelor degree of English Education



by :

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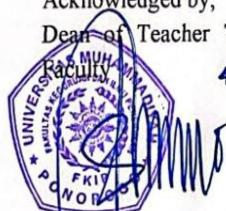


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DEDICATION

This thesis is special dedicated to:

1. My parents, especially my beloved mother, who has taken care of and raised me with love.
2. My sister. Thank you for the support, motivation, and all that you have given to me.
3. My advisors, Dr. Elok Putri Nimasari, M.Pd, and Rohfin Indria Gestanti, M.Pd, who always guide, direct, motivate, and support me in completing this thesis.
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The researcher is very aware that this thesis still requires improvement. So, suggestions and criticism will be very valuable for the progress of this thesis and future discoveries.

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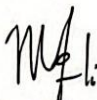

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ABSTRACT

The rapid advancement of Artificial Intelligence (AI) has changed the way EFL students learn English, particularly in supporting their independence in managing the learning process. However, limited studies have specifically examined how AI contributes to Self-Directed Learning (SDL) among EFL students through a structured framework. This study aimed to explore how AI encourages SDL among EFL students based on the five components of Knowles' (1975) SDL framework: identifying learning needs, setting learning goals, selecting learning resources, implementing learning strategies, and evaluating learning outcomes.

This study employed a qualitative research design with a narrative approach, conducted in the English Education Department at Universitas Muhammadiyah Ponorogo. Eight undergraduate students were selected using purposive sampling. Data were collected through semi-structured interviews and documentation of students' interactions with AI applications, then analyzed using the Interactive Model proposed by Miles et al. (2014), consisting of data condensation, data display, and conclusion drawing and verification.

The findings revealed that AI played a significant role in encouraging SDL across all five components of Knowles' framework. AI helped students identify their learning needs through immediate explanations and feedback, set learning goals and organize study plans, select resources suited to their individual needs, implement adaptive learning strategies, and evaluate their learning outcomes through continuous feedback and self-reflection. AI functioned as a learning companion that strengthened students' autonomy, confidence, and responsibility in managing their English learning, while also encouraging more active and independent learning practices among EFL students.

Keywords: Artificial Intelligence, Self-Directed Learning, EFL students, English language learning