

ABSTRACT

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The advancement of information and communication technology (ICT) can promote students' self-directed language learning (SDLL). The affordances of ICT can provide learners with opportunities to experience and enhance the SDLL process. The use of ICT enables students to take control of planning, implementing, and evaluating their own learning. This current study was conducted to investigate the potentials of ICT use in promoting SDLL and examine factors influencing the use of ICT for self-directed language learning. The explanatory sequential mixed-method design was applied in which researcher generated quantitative data at the first phase and followed up with qualitative data at the second phase. The intent of this design is to use qualitative data to assist explain the initial quantitative results thoroughly. The quantitative phase included 1,022 students of English department from nine universities in Jambi, Indonesia. A questionnaire was used to collect data, and analysed using PLS-SEM. While, the qualitative data was collected through semi-structured interviews and analysed using thematic analysis. The findings revealed that the integration of ICT is beneficial to develop language skills, access to information and resources, personalized learning, provide autonomy and responsibility, and collaboration and communication. The qualitative data analysis revealed that motivation, ICTSE, FC, SN, SDLLR, and attitude are all associated with the use of ICT for self-directed language learning. While the results of PLS-SEM analysis showed that nine out of ten hypotheses were supported, indicating a significant relationship between various factors and self-directed language learning with ICT. In addition, there is no relationship between OCSE and SDLLICT, indicating that the online communication self-efficacy variable is not related to self-directed language learning with ICT. Furthermore, the attitude towards ICT mediates the influence of ICTSE, OCSE, FC, and SN on SDLLICT. The results of this study are beneficial for both students and teachers in utilizing ICT for SDLL. For students, they need to equip themselves with ICT literacy and positive attitudes towards the use of ICT in English learning activities. Teachers should also equip themselves with ICT skills so that they can provide learning experiences based on students' needs and preferences in today's digital age.

Keywords: EFL University Students, English Language Learning, ICT, Self-Directed Language Learning