

CHAPTER V

CONCLUSION, IMPLICATIONS, AND SUGGESTIONS

This chapter presents the summary or conclusion based on the findings of the study. It provides a comprehensive overview of the key points, insights, and outcomes derived from the research process. The chapter begins by summarizing the main findings, highlighting the significant patterns, trends, and relationships identified within the collected data. It then moves on to discuss the implications and contributions of the research findings, both in terms of theoretical and practical implications. Additionally, the chapter may address any limitations or challenges encountered during the research process. By presenting a comprehensive summary or conclusion, this chapter aims to provide a comprehensive understanding of the research outcomes and their significance, while also paving the way for future research directions and potential areas of exploration.

5.1 Conclusion

The research findings provide insights into self-directed English language learning using ICT by EFL university students in Jambi Province, Indonesia. The students believe that they have utilized ICT to independently encourage their self-directed language learning. They have demonstrated this by using various ICT tools to set learning goals, identify and select their own learning resources, and evaluate their learning outcomes. However, the students' use of ICT in self-directed language learning is not yet optimal. Therefore, the role of teachers as learning facilitators is crucial in guiding students on how to utilize ICT more effectively to support their self-directed English language learning.

The key findings of this study highlighted 4 main points that directly addressed the research questions being investigated:

1. The integration of ICT in English language learning is beneficial in improving language skills, accessing information and resources, personalized learning, autonomy and responsibility, and collaboration as well as communication.
2. Factors influencing the use of ICT for self-directed language learning including ICT self-efficacy, online communication self-efficacy, facilitating conditions, subjective norms, attitude, self-directed language learning readiness, and motivation.
3. The students have strong attitudes towards ICT use for English language learning. Nine out of ten hypotheses were supported with the exception of the relationship between OCSE and SDLLICT, indicating that the online communication self-efficacy variable is not related to self-directed language learning regarding the use of ICT for learning English.
4. Attitude towards ICT has mediating influences of ICT self-efficacy, online communication self-efficacy, facilitating condition, and subjective norm on students' SDLL with ICT.

In summary, the understanding of the potentials of ICT use and factors affecting the use of ICT could improve the quality of the English learning process, and allow students to benefit from the potential and advantage of ICT use for self-directed English language learning. In addition, the findings promote and encourage the integration of ICT as an innovative approach for students to implement self-directed language learning. This suggests a need for teacher guidance to help students maximize their use of ICT for self-directed English language learning.

5.2 Implications

The following elaboration below, the researcher specifically describes theoretical implications and practical implications.

5.2.1 Theoretical Implication

In terms of theoretical implications, this current study aims to fill the gap identified in previous studies by integrating a model to explain the use of ICT for self-directed language learning in Indonesia. In the technological aspect, this research integrates several variables that can influence self-directed language learning with ICT. The results indicated that students should not only consider the potentials and advantages of using ICT, but also the effects of students' acceptance and readiness towards ICT use for self-directed language learning should also be emphasized.

Thus, the integrated model developed in this study can be applied to research conducted in developing countries such as Indonesia. Furthermore, the model used in this study to integrate aspects of student attitudes and readiness can be serve as a basic model that can be implemented as a guide and framework for further research on self-directed language learning with ICT, not only among EFL university students, but also at other educational levels, such as secondary school.

5.2.2 Practical Implication

The results of the current study can be used to establish guidelines for the effective use of ICT. It is hoped that the results of this research can provide guidelines for designing and developing effective use of ICT for English learning, as well as encouraging students' self-directed language learning. Developers must design and develop a system that is simple and flexible for educators and students as they transition from a teacher-centered learning to student-centered learning. The system used must encourage students to experience learning that contributes to self-directed language learning. Providing adequate infrastructures will also increase the utilization of ICT among EFL university students. Internet access and also the availability of various ICT equipment may be crucial besides students' attitudes and self-efficacy.

Finally, this study can serve as a guide for educational institutions in developing countries to develop educational strategies in order to encourage self-directed learning with ICT. The development and implementation of ICT requires a large budget and

investment. Advanced countries have sufficient capital to invest in ICT infrastructure in the education sector, whereas in developing countries, government budgets are limited. Therefore, investment in technology must be analyzed carefully and concurrently, both in the technological context and in relation to students' acceptance and readiness towards the use of ICT for self-directed learning. In the context of higher education, universities and policy makers must build a positive attitude towards learning with ICT. Apart from that, they must also promote self-directed learning with ICT to both educators and students.

5.3 Suggestions

This study has limitations that need to be considered. First, the current sample group consists of students from English language education study programs in Jambi province, in which the number of students, learning facilities, and students' competency may be different between state and private universities. Therefore, this study may not be able to accommodate all aspects of the research subject and location. Further studies are encouraged to compare students' self-directed language learning between state and private university students and capture a larger sample group, it may be advisable to take samples from each province in Indonesia to be able to generalize the study results. Second, the scope of the research model only considers six variables as factors influencing self-directed language learning (ICTSE, OCSE, FC, SN, AICT, and SDLLR), thus, this model does not cover other factors that can also contribute to students' self-directed language learning with ICT. Future studies need to investigate other aspects such as motivation, perceived enjoyment, and gender among student groups from different provinces or educational levels with different strata, such as students at the secondary school level.

There are several suggestions put forward regarding the use of ICT for self-directed language learning. First, in general, researcher suggests that the use of ICT in learning activities should be implemented by both lecturers and students so that students will benefit and be encouraged to utilise ICT in learning English. Second, the

policymakers and/or universities must provide support in the form of providing ICT infrastructure that can be used in learning process, such as ICT laboratories, internet access, educational resources and policies that accustomed and encouraged students to use ICT in learning activities. Third, researcher discovered that students believe educators play an important role in facilitating their self-directed language learning, including assisting them in managing the learning process, advising them on learning strategies, creating a class structure and atmosphere that encourages and supports autonomous learning, and recommending and encouraging active use of learning resources. Further studies should look at other factors such as motivation, perceived enjoyment, and gender among student groups from different regions or educational levels, as well as strata.

Other suggestions for the stakeholders, the lecturers, and the further researchers are as follows:

For stakeholders/ policymakers:

1. **Invest in ICT Infrastructure and Resources:** Ensure that educational institutions have adequate access to reliable internet, computers, and other digital learning tools to facilitate students' self-directed English language learning.
2. **Develop Comprehensive Digital Literacy Programs:** Implement comprehensive digital literacy programs to equip both students and teachers with the necessary skills to effectively utilize ICT for language learning.
3. **Provide Professional Development for educators:** Offer ongoing professional development opportunities for educators to enhance their knowledge and skills in integrating ICT into their English language teaching practices.
4. **Encourage Flexible Learning Environments:** Promote policies that allow for flexible learning environments, where students can access language learning resources and engage in self-directed learning activities at their own pace and convenience.

For Lecturers:

1. **Integrate ICT into Lesson Plans:** Incorporate the use of various ICT tools, such as online language learning platforms, educational apps, and multimedia resources, into the English language curriculum to support and encourage self-directed English language learning.
2. **Foster Learner Autonomy:** Empower students to take an active role in their language learning process by providing guidance, resources, and opportunities for self-directed exploration and practice.
3. **Encourage Collaborative Learning:** Facilitate activities that promote peer-to-peer learning and collaborative language practice through the use of ICT, such as online discussion forums, virtual language exchanges, or collaborative project-based tasks.
4. **Monitor and Provide Feedback:** Regularly monitor students' progress in self-directed language learning and provide timely, constructive feedback to help them identify areas for improvement and further development.

For Further Researchers:

1. **Expand the Scope of the Study:** Investigate the effectiveness of self-directed English language learning through ICT in diverse educational settings, including different age groups, socioeconomic backgrounds, or cultural contexts.
2. **Explore Specific ICT Tools and Platforms:** Conduct in-depth analyses of the effectiveness and user experience of various ICT tools and platforms for self-directed English language learning.
3. **Investigate Learning Strategies and Motivation:** Explore the specific learning strategies employed by students in self-directed ICT-supported language learning, and the factors that influence their motivation and engagement.

4. **Assess Long-Term Outcomes:** Examine the long-term impact of self-directed English language learning through ICT on students' language proficiency, academic performance, and overall language learning outcomes.
5. **Comparative Studies:** Compare the effectiveness of self-directed English language learning through ICT with different groups in different provinces or countries to identify the unique advantages and disadvantages of each group.