

The Effectiveness of E-Learning based on Self-Directed Learning on Sociolinguistic Competence of EFL University Students

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Abstract: This study was to investigate the effectiveness of e-learning based on self-directed learning on Sociolinguistics competence of EFL university students. A quasi-experimental study with non-randomized a pretest-posttest two-group design was employed in this study. The accessible population of this study was university students of English Education Department of Universitas Kanjuruhan Malang who were taking Sociolinguistics. Two classes of 76 students were taken to be the sample of the present study. The experimental group received e-learning based on self-directed learning on Sociolinguistics. While participants in the control group attending the same course received a textbook. The instrument used in this study was the sociolinguistics essay test. Kappa analysis was employed to meet the requirement of reliability of test since the instrument was not a standardized test. The data were analyzed quantitatively through an independent sample *t*-test. The finding showed that there was a significant difference between the students who were treated e-learning based on self-directed learning and those who were given a textbook on Sociolinguistics competence of EFL university students with $P=.016<.05$). It could be concluded that giving e-learning based on self-directed learning was effective to develop sociolinguistic competence of EFL university students.

1 INTRODUCTION

To enhance the quality of learning process in the university, it is important to build teaching material as it is a part of lecturer's duty. Lectures will always be dependent on teaching tool that would give help to them in conveying lecture material. Teaching tool is a requirement in learning activity because it is considered to be the solution to some teaching problems such as encounter limitation between lecturer and student. One of the benefits of using a teaching tool is that student will be able to perform distance learning without being dependent on a direct encounter with the lecturer.

Knowles' theory as quoted by Malison and Thammakoranonta (2018) explains that self-directed learning (SDL) is a student learning process independently or without the help of others, to fulfill their learning needs, formulate objectives with implementation of appropriate strategies and take the evaluation of learning outcomes. SDL in the matter of SCL can be viewed as a learning strategy in which the students can manage and control by themselves. It focuses on students' involvement in the learning process. SDL as a process in which learners

take the initiative for their learning to identify their learning needs, learning goals, material resources, learning strategies, and learning outcomes (Silmy, Arizatul and Ismi, Ajeng 2018). The aim of implementing SDL in university is to help students to actively involved themselves in completing independent or structured tasks and to achieve academic achievement. Based on the previous statements, it can be said that SDL is one of the learning models done by learners for their success. SDL can be interpreted as individual effort or with the help of others to conduct self-successful learning activities based on their motivations to master certain materials or competence so that they can use it to solve the problems found in the real world.

Rapid growth in terms of science and information technology broadens the possibility of students to access any kind of information through the internet. Thus, for responding to the growth, internet utilization as learning tool begins to be the attention of the students. And this phenomenon changes the current paradigm of pedagogy. Kusmana (2011). also states that information technology offers many kinds of easiness in terms of learning activity. Therefore,

there is now a term for learning activity performed through the internet, and it is called e-learning.

A study had shown that e-learning enhanced student's learning outcomes (Na'imah *et al.* 2015). A study conducted by Hamka (2015) found that, by e-learning, students can freely choose the time and place to perform SDL. Moradi (2018) reported that SDL had a significant role in the academic life of the present time; students can learn independently by utilizing their own experiences and other available sources. Underlining research revealed that had been mentioned before, In terms of instruction, e-learning is effective to improve the creativity of students, and it can provide the students time flexibility (Zare *et al.* 2016; Salamat *et al.* 2018). Suresh *et al.* (2018) revealed that e-learning had a positive effect on the academic performance of undergraduate students. E-learning is faster, cheaper, and potentially better than traditional learning which is expensive and takes a long time. Supandi *et al.* (2013) also reported that e-learning enhanced student's creativity. E-learning can be utilized for active learning purposes, quick, fast response, applicable for the outside classroom, and it was an effective way in instruction (Ali, Hossain, *et al.* 2018).

According to the observation that had been performed by the researcher in multicultural college namely Universitas Kanjuruhan Malang (Unikama), it had been found that lecturers of Unikama had not yet performed SCL in Sociolinguistics courses. Students of Unikama had not yet actively figured out the concept that was being taught, that student's comprehension about the learning material (conveyed by the lectures) was lacking and the lacking affected comprehension level and academic achievement. Furthermore, learning media for Sociolinguistics course at Unikama was still in the form of a textbook. Learning activity had not been in the form of SDL through e-learning, but still in the form of an encounter between lecturer and student. The textbook used in Sociolinguistics course did not lead the student to independently educate themselves. Learning objectives of Sociolinguistics course seemed to be unclear and unmeasurable, and they were not divided into small units nor were they accomplished completely. The learning materials of Sociolinguistics course were not up to date and contextual. Besides, Sociolinguistics course at Unikama did not have an assessment instrument that will help the students to perform self-assessment.

Those problems inspire the researcher to develop a model of teaching materials related to e-learning that can be used for the Sociolinguistics course held in the multicultural college, in the hope that this

teaching materials would help the university students of English as a Foreign Language (EFL) to comprehend the material of Sociolinguistics course and educate themselves.

2 LITERATURE REVIEW

2.1 Basic Concept of Self-Directed Learning (SDL)

SDL is a learning process for which students take their role and initiatives to learn independently without the help of other persons. The activities that are performed by students in this SDL include diagnosis of the necessity needed in the learning activity, formulating learning objectives, identifying learning source, choosing and performing learning strategy and evaluating learning achievement.

Harsono (2008) states that SDL is one of the educational learning strategies of equality which is done either individually or group outside of lecturing or tutorial. It needs to be well managed by the manager of instruction through well planning. SDL is considered to be one of the learning methods that is performed by a person for self-interest. SDL can be conducted in classrooms and in classroom environments that are individual or group who need limited assistance to orderly conduct in activities (Nur 2017). Knowles' theory of SDL as cited by Malison & Thammakoranonta (2018) state that SDL is as a study process in which students need help or without the help of others, assessing their learning, formulating goals with appropriate strategies and evaluate learning outcome. SDL can be viewed as learners' effort of performing learning activity independently or with the help of others concerning their motivation to master learning material or to achieve a particular competency. Students in SDL are usually more actively participating in learning assignments as they read online learning material, completing class assignments, planning and evaluating learning outcomes (Geng *et al.* 2019).

Besides, SDL will broaden student's opportunity in comprehending learning material. SDL is flexible, non-binding, and beneficial for training the student to eliminate dependency on the concept of a regular encounter between lecturer and students.

SDL is an interactive learning activity that is supported by learner's individual motivation to mastering a competency and is built by the stock of knowledge to overcome problems. In SDL, students decide all the thing by themselves, from learning objectives to learning outcomes that the students will

be the controller of learning activity. SDL means a learning activity which learning objectives and way to reach that learning objectives are stipulated by the students themselves.

2.2 Perspective of E-Learning

E-learning can be viewed as a mechanism of learning or obtaining knowledge through electronic devices or media (Ali, Khaled Hossain, *et al.* 2018). It is commonly called by distance education (Odhaib 2018). By using the internet, students can learn and obtain education from anywhere in the world (Odhaib 2018). Meanwhile, Lim (2007) calls this kind of learning method as distance learning, online learning, web-based training/computer-based training, and distance education, and he defines it as an electronic learning method performed through internet which combines audio and visual aspects (multimedia). This statement was underlined by Clark, Colvin & Mayer (2011) who declare that e-learning is a learning method supported by the utilization of information technology and communication. Furthermore, Clark, Colvin & Mayer (2011) describe e-learning characteristics which are: having a content that is suitable for the learning objective, having an instructional method, utilizing elements of media, being designed for SDL, constructing student's comprehension and student's skills required by learning objectives. Munir (2009) confines the definition of e-learning by defining it as a form of information technology which is being applied on pedagogy and it is performed online. Furthermore, Munir (2009) explains that the term of 'e-learning' should be defined as an effort to transform the learning process performed in a school or university into digital learning supported by the internet.

E-learning, which is also referred to as online learning, is an electronic learning method that utilizes the benefit of multimedia through internet or electronic media, and the purpose of this learning method is to enhance student's independence in performing learning activity. E-learning is a form of an effort to distribute learning material through electronic media or internet that enable students to access the material at any time and in any place.

2.3 Sociolinguistics Competence of EFL University Students

Sociolinguistic competence is an integral part of communicative competence (Mede and Dikilitaş 2015) It includes pragmatic learning and sociolinguistic knowledge of how to appropriately

use linguistic and social language. The focus shifting to speak competence in recent years encourages the idea of communicative competence, which is the ability to speak a language fluently. Canale and Swain as cited by Mizne (1997) divides communicative competencies into four sections: (1) linguistic competence, the ability to properly use linguistic code, grammar, pronunciation, and vocabulary, (2) discourse of competence, which is the ability to retain cohesion between the segment discourse, (3) strategic competence, i.e. learner ability to correct communication disorders and work around the gaps in his understanding of the target language, and (4) sociolinguistic competence, the competence of students to use appropriate language in a variety of social contexts. Dealing with communicative competence, Canale and Swain's model serves to ensure that non-linguistic language aspects such as sociolinguistic competence will not be ignored in the understanding of the communicative competencies

Sociolinguistic competencies are consisting of two words namely sociolinguistic and competence. The term sociolinguistic competence arises from communicative competencies (Tayeb 2016). To have a communicative competence, the EFL university students do not only require knowledge of grammatical rules, but they also should be able to use these rules of language according to socio-cultural rules. It is a knowledge of language sociocultural and discourse. Sociolinguistic competence is an understanding of the social context in which language is used as an interaction function (Muniandy *et al.* 2014). It relates to the use of appropriate language in context. Dealing with sociolinguistics competence, Bachman has stated as cited by Muniandy *et al.* (2014) that it consists of aspects related to various factors such as politeness, formality, metaphor, register, and cultural aspects of the language. sociolinguistics competence offers more insight into language learning. It relates to two elements, namely the socio-cultural and extra-linguistic language knowledge. The use of language is always sensitive to the social relation and speakers. It plays an effective role in getting talks with native speakers. Sociolinguistic competence requires adjustment of grammatical forms which must be following the settings in which communication occurs. This statement says that culture can be used as a basic framework for understanding it (Mizne 1997). An important component of sociolinguistic competence is the knowledge of the target language culture and the cross-cultural difference awareness (Ritchie 2014).

Many SLA researchers have been interested to see sociolinguistic competence because they have acknowledged the difficulties of learning languages acquiring and using various styles of speech or in developing variations (Dewaele 2004). Research on the sociolinguistic competencies in SLA is primarily focused on the linguistic variant used by native speakers and both learners with L2 and on the conditions required to obtain this variant. One interesting finding is that L2 students will generally use the formal variant and less often using variations in similar communicative situations (Nadasdi *et al.* 2010); (Tarone *et al.* 2017). A few studies notice potential of social culture in the social context for the development of competence dealing with the use of language in a context such as sociolinguistic competencies.

3 METHOD

3.1 Research Design

This study was quasi-experimental applying a non-randomized pretest-posttest control group design. The choice of this research was based on some considerations. First, this study was done in a given classroom setting. The classes might not be reorganized. Second, the researcher assumed that they were equal and the random assignment could not be applied. Third, the two groups had to follow the schedule which was planned by the Department of English Education of this institution. This situation made the researcher used this design. The variables of this study were classified into two types: (1) independent variable and (2) dependent variable. The independent variable was the e-learning based SDL which was treated to the experimental group and the textbook which was treated to the control group. And the dependent variable was the sociolinguistic competence of EFL university students. The quasi-experimental study was conducted to know the effect of two different treatments given to the groups. Some extraneous variables may appear in some studies which result in an invalidity of the study. In this study, treats such as artificiality, instrumental validity and reliability, homogeneity, maturity, mortality, and some other factors that jeopardize the research have been controlled.

3.2 Population and Sample

The population of the present study was S1 students of English Education Department of Universitas

Kanjuruhan Malang who took Sociolinguistics course. The students who took Sociolinguistics were divided into three classes, namely A, B, and C. There were 114 students in those classes, 40 of them were class A, 36 of them were in B, and 38 of them were in class C. Class A and B were purposively selected as the experimental and control groups. By using a lottery, class A was chosen as an experimental group, while class B was a control group. The selecting of those groups was based on some considerations: (1) the Sociolinguistics course in, both classes A and B were taught by the same lectures; (2) since this was a school setting research, the classes were not possible to be reorganized; (3) the two groups had to follow the schedule planned by the institution.

3.3 The Instrument of the Study

To know the effectiveness of e-learning based self-direct learning on Sociolinguistics competence of EFL university students, verbal essay of Sociolinguistics competence was applied. The researchers directly observed and assessed an individual's competence of certain task to know learner's competence by establishing criteria. The learners were asked to speak at least five minutes attentively with the analytical scoring consisting the aspect of language varieties, social dialect, register, language attitude, and code. The validity data of the research was taken from the verbal essay test which was given to the learners and consulted to the experts. Also, the researcher assessment also required assessment agreements from some assessors who were competent in the field.

In evaluating the reliability of verbal essay test of sociolinguistics, the researcher did it with inter-rater. So, the result could be more trusted under the condition that the other scorers had the same qualification and competency-based on the same guidelines. To find out the level agreement of the verbal essay test of sociolinguistics, the agreement Cohen's kappa was applied. The table below showed a summary of the interpretation of Cohen's kappa

Table 1: Interpretation of Cohen's kappa.

Value of Kappa	Level of Agreement	% of Data that are Reliable
0-.20	None	0-4%
.21-.39	Minimal	4-15%
.40-.59	Weak	15-35%
.60-.79	Moderate	35-63%
.80-.90	Strong	64-81%
Above .90	Almost Perfect	82-100%

Table 2: Computation of Cohen’s kappa.

	Value	Asymp. Std. Error	Approx. T ^b	Approx. Sig
Measures of Agreement Kappa	.705	.093	7.401	.000
N of Valid Cases	40			

Table 2 showed the number of valid cases found 40 students, the score of coefficients Cohen's kappa was found .705. It indicated that the result was between .60-.79. It means that there was a moderate agreement between rater 1 and rater 2 on sociolinguistics competence of EFL university students. While approx. Sig was 0.000. The significance value of the above data was less than 0.05 (0.000<0.05). So, it can be concluded that there was a significant agreement between rater 1 and rater 2.

3.4 Data Analysis

The data were gathered through verbal essay test sociolinguistics competence which was conducted after 6 meetings of the treatments. The students were asked to answer the teacher's questions verbally. To answer the difference between the learners who were given e-learning based on SDL and those who were given the textbook on sociolinguistics competence of EFL university students, independent sample t-test was applied.

4 FINDINGS AND DISCUSSION

The mean scores and standard deviation obtained from each group were statistically adjusted to explain group difference. Summary of A descriptive statistical analysis was presented in table 3 below.

Table 3: Mean and standard deviation of each group.

Groups	N	Mean	Std. Deviation	Std. Error Mean
Experiment	40	75.100	6.483	1.025
Control	36	71.056	7.819	1.303

The computation of the students’ scores on sociolinguistics competence of EFL university students showed the mean score of the experimental

group was 75.100 while the mean score of the control group was 71.056. It was obvious that the mean score of the experiment group was bigger than the mean of the control group. However, to see whether the mean score of both groups differs significantly, see table 4 below:

Table 4: The t-test analysis of the pre-test and post-test of the experimental group.

Test Type	Mean	SD	Sig. (2-tailed)	α	N
Pre-test	68.650	6.166	.000	.05	40
Post-test	75.100	6.483			40

Table 4 showed that P=.000 was less than α =.05. This implied that there was a significant difference between the pre-test and post-test scores of the students in the experimental group. The implication of this was that, the competence of EFL university students of the experimental group after being given treatment changed for better and statistically significant.

Table 5: The t-test analysis of the pre-test and post-test of the control group.

Test Type	Mean	SD	Sig. (2-tailed)	α	N
Pre-test	67.222	7.845	.042	.05	36
Post-test	71.056	7.819			36

Table 5 showed that P=.042 was less than α =.05. This implied that there was a significant difference between the pre-test and post-test scores of the students in the control group.

Table 6: The t-test analysis of the post-test of the experimental and control groups.

Groups	Mean	SD	Sig. (2-tailed)	α	N
Experiment	75.100	6.483	.016	.05	40
Control	71.056	7.819			36

Table 6 showed that P=.016 was less than α =.05. This implies that there was a significant difference between the post-test scores of the students of the experimental and control groups. The implication of this was that, the Sociolinguistics competence of EFL university students of the experimental group after being given treatment changed for better statistically significant. The mean score (75.100) for the

experimental group was greater than the mean score (71.056) of the control group, this implied that treatment had a significant effect on sociolinguistics competence of EFL university students. To know the categories of the gain index, Hake's theory as cited by Archambault, Burch, Crofton, & McClure (2008) was applied. Summary of the gain index and its categories obtained from each group presented in table 3 and 4 below.

Table 7: The categories of gain index.

<g>	Category
$(\langle g \rangle) > 0.7$	High
$0.7 > (\langle g \rangle) > 0.3$	Medium
$(\langle g \rangle) < 0.3$	Low

Hake's theory has categorized gain into three: high, medium, and low (Archambault *et al.* 2008). "High" gains are defined as $(\langle g \rangle) > 0.7$; "medium" gains are defined as $0.7 > (\langle g \rangle) > 0.3$; "low" gains are defined as $(\langle g \rangle) < 0.3$. Gain index of Experiment and Control Groups can be presented as table 8 below.

Table 8: Gain index of experiment and control groups.

Groups	Ideal Score	Post-test	Pre-test	<g>
Experiment	100	75.100	68.650	.205
Control	100	71.056	67.222	.116

Table 8 showed that the minimum, maximum and average gain scores class of the experimental group were higher than the control one. The average score of posttests in the experimental group was 75.100 while the control one was 71.056. And the average of pre-test in the experimental group 68.650 while the control one was 67.222. Also, the average gain of the experimental group .205 while the control one was .116. It can be concluded that gain a mean of the experimental group was higher than the control group. A comparison of the results of the gain mean of an experimental and the control groups can be presented from the following figure.

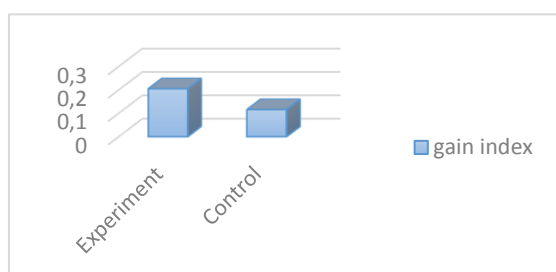


Figure 1: The comparison of the gain index of experimental and control groups.

Based on Figure 1 above, it can be viewed that the average gain index of the experimental group was higher than the average of the gain index of the control group. It was .205 for the experimental group and .116 for control one

The findings revealed that Sociolinguistics competence of EFL taught by e-learning based individualized instruction, mean of learners' competence had higher than those who were taught by a textbook (traditional method). The use of e-learning in instruction is more effective to improve the creativity of students than the traditional lecture method (Zare *et al.* 2016). The present study has indicated that e-learning based individualized instruction develops sociolinguistic competence of EFL university students. in other words, e-learning can facilitate interaction between learners and materials being studied, they can share and can access the learning materials at any time. Thus, they can easily master their materials. In the e-Learning process, learners can work independently (El-seoud *et al.* 2009). With e-Learning, learners can be actively involved in the learning process. By utilizing e-learning, it can create a new atmosphere in the development of learning. It can improve learning outcomes. The learners who use e-Learning have better performance than students who do not use e-Learning (Jethro *et al.* 2012).

In terms of instruction, e-learning is effective to be used in the teaching and learning process. Saleem & Rasheed (2014) reported that e-learning has a significant effect to decrease workload, time-saving, and technology. On the other hand, using e-learning can save a lot of time. And it can do our time in very less time. Further, by using e-learning we can divide our workload and can reduce the burden of work.

The use of e-learning in instruction is more effective to improve the creativity of students than the traditional lecture method (Zare *et al.* 2016). It was supported by Salamat *et al.* (2018) reported that e-learning provides the students time flexibility. And it can motivate students to do their work independently. El-seoud *et al.* (2009) found d that the use of interactive features of e-learning increases the undergraduate students' motivation for the learning process. The use of e-Learning, electronic devices, Internet, computers in the learning process can improve our knowledge. With e-learning can increase engagement, the students' presence and motivation needed to learn (Mohammadi *et al.* 2011). E-learning made the students feel comfortable. E-learning had a positive effect on the academic performance of undergraduate students. E-learning offers an alternative that is faster, cheaper, and potentially

better traditional learning which is expensive and takes a long time. E-learning might be implemented and made available to everyone easily. (Suresh *et al.* 2018).

Dealing with the of e-learning instruction in EFL classroom, Rodrigues (2015) explains that it can motivate learners to practice their verbal conversations in individual learning environments according to their own pace and time. The use of e-learning encourages EFL university students to learn independently making them improve their language skills (Soliman 2014). E-Learning programs can develop learners' language skills better. Because learning by e-Learning allows the learners to review the activities and tasks that they already have achieved. E-Learning also encourages students to study independently and spend more time in English to improve their language proficiency (Banditvilai 2016).

Likewise, e-Learning that is designed by self-learning makes students to learn by themselves. They can also know what they want to learn, and what they need. So, students are easier to achieve the acquired skills and information. Self-study, therefore, is necessary for EFL university students. Nnamani & Oyibe, (2016) viewed that the implementation of individualized instructional method enhances learners' achievement in Social Studies more than those who use a conventional method. Based on the findings of this study, e-learning based on individualized instruction might improve the sociolinguistic competence of EFL university students. It is supported by a study of Klentien & Kamnungwut (2015). They reported that self-study can cause students to have a higher EFL ability in listening, speaking, reading, and writing. Further, they also explained that applying self-learning made their English learning increase and learning was more enjoyable than using the textbook of learning.

5 CONCLUSIONS

Based on the findings of this study, the results revealed that e-learning based SDL had significant impacts on sociolinguistic competence of EFL University students. As expected, the results showed that students who were given e-learning based on SDL had significantly better than those who only had a textbook on sociolinguistic competence. Giving e-learning based on SDL assisted them to enhance their competence of sociolinguistics. Participants in the experimental group had higher scores than those of control one. The findings of this study suggest that

giving e-learning based on SDL was beneficial for improving EFL University students' sociolinguistic competence. This suggests that e-learning based on SDL has a positive impact on the sociolinguistic competence of EFL University students.

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